



F.A.M.E., Inc.

Board Meeting

Date and Time

Saturday August 22, 2020 at 10:00 AM CDT

Location

428 Broadway Street, New Orleans, LA 70118, Cafeteria

<https://zoom.us/j/98865982457?pwd=UzczYi9ibjFzM0hZdEY4aW1LbmhWdz09>

Meeting ID: 988 6598 2457

Passcode: 010432

One tap mobile

+13126266799,,98865982457#,,,,,0#,,010432# US (Chicago)

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Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

C. Approve Minutes

It is recommended that the board approve the minutes from the July 11, 2020 meeting with any suggested modifications or changes.

Approve minutes for July Board Meeting on July 11, 2020

II. Other Business

- A.** Recommendation to Approve the adoption of Interim COVID-19 Return to School Policies, Procedures and Guidelines

The Administration recommends that the board adopt the Interim COVID-19 Return to School Policies, Procedures and Guidelines as outlined in the referenced Louisiana Board of Elementary and Secondary Education (BESE) policy and the New Orleans Public School (NOLA-PS) policy.

- B.** Social Media Policy

In light of the increasing need of faculty and staff to operate within a virtual environment, the administration requests that the board review the attached Social Media policy for Audubon Schools for adoption with any necessary modifications or revisions at the September 2020 meeting.

- C.** Pupil Progression Plan

The Administration recommends that the board adopt the 2020-2021 Pupil Progression Plan policy as presented with the suggested updates and changes.

III. Finance Committee

Finance Committee

- A.** Financial Statement June 2020

Review the June 2020 Financial Statements of Audubon Schools

- B.** Recommendation to Approve a Contract for Food Service

The Finance Committee recommends that the board approve the contract for food service as presented with any suggested modifications and revisions.

IV. CEO Search

- A.** CEO Search Updates

The CEO Search Committee Chairperson will provide updates on the search process and next steps.

V. CEO's Report

A. Academic Report

The Administration will provide updates on school reopening.

B. Training Center Update

C. Operations Report

D. Development Report

E. Parent Reports

VI. Closing Items

A. Announcements

The next meeting of the FAME Board will take place on Saturday, September 19, 2020 beginning at 10 am. More information regarding this meeting will be sent out at a later time.

B. Adjourn Meeting

All non-FAME board or staff attendees are asked to ensure that their microphones remain on mute for the duration of this call. If any attendee would like to make a public comment, please do so using the chat function provided in the Zoom Meeting tool.

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for July Board Meeting on July 11, 2020

APPROVED



F.A.M.E., Inc.

Minutes

July Board Meeting

Date and Time

Saturday July 11, 2020 at 10:00 AM

Location

428 Broadway

New Orleans, LA 70118

Topic: July Board Meeting

Time: Jul 11, 2020 010:00 AM Central Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/93077426160?pwd=OTlnT2pTL3lkVFJYTnNTcC81S0FkQT09>

Meeting ID: 930 7742 6160

Password: 759467

One tap mobile

+13017158592,,93077426160#,,1#,759467# US (Germantown)

+13126266799,,93077426160#,,1#,759467# US (Chicago)

Directors Present

B. Connick, C. Lawson (remote), C. Lebas (remote), C. Tregre, D. Omojola (remote), J. Jalice, R. Fernandez, R. Kirschman (remote)

Directors Absent

L. Moran, T. Lasher

Directors who arrived after the meeting opened

C. Lawson

Directors who left before the meeting adjourned

B. Connick

Ex Officio Members Present

L. Brown

Non Voting Members Present

L. Brown

Guests Present

1623xxxxx280 (via phone) (remote), A. Dupre, Brandon Myers, Charles West (remote), Cheryl Jones (remote), Denise Brumfield, Erneshia Calvin, J. Anderson (remote), K. Turner (remote), Katie C (remote), Katie Pedroza (remote), L. Spearman, Laura Reiff (remote), M. Butler (remote), M. Forcier, Rachel Ziegler (remote), Toya Shanklin (remote), Trey LeBlanc (remote), evetberry (remote)

I. Opening Items

A. Call the Meeting to Order

J. Jalice called a meeting of the board of directors of F.A.M.E., Inc. to order on Saturday Jul 11, 2020 at 10:12 AM.

B. Record Attendance and Guests

C. Approve Minutes

R. Kirschman made a motion to approve the minutes from Board Meeting on 05-30-20.

B. Connick seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Finance Committee

A. Financial Statement May 2020

B. Connick left.

B. 2020-2021 Operating Budget

C. Tregre made a motion to on behalf of the Finance Committee, to recommend the approval of the 2020-2021 Operating Budget as presented with suggested modifications.

R. Fernandez seconded the motion.

The board **VOTED** unanimously to approve the motion.

C.

Recommendation to Approve a Contract for Bus Transportation Services

C. Tregre made a motion to on behalf of the Finance Committee, to recommend the approval of the contract for bus transportation services as presented with any suggested modifications and revisions.

R. Fernandez seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Recommendation to Approve Proposed Pay Period Changes

C. Tregre made a motion to on behalf of the Finance Committee, to recommend the approval of the proposed pay period changes as presented.

R. Fernandez seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Recommendation to Approve Proposed Revisions to Financial Policies and Procedures

C. Tregre made a motion to on behalf of the Finance Committee, approve the proposed revisions to the financial policies and procedures as presented.

R. Fernandez seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. CEO's Report

A. Academic Report

B. Training Center Update

C. Lawson arrived.

C. Operations Report

D. Development Report

E. Parent Reports

IV. Closing Items

A. Announcements

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:26 AM.

Respectfully Submitted,

L. Brown

All non-FAME board or staff attendees are asked to ensure that their microphones remain on mute for the duration of this call. If any attendee would like to make a public comment, please do so using the chat function provided in the Zoom Meeting tool.

Coversheet

Recommendation to Approve the adoption of Interim COVID-19 Return to School Policies, Procedures and Guidelines

Section: II. Other Business
Item: A. Recommendation to Approve the adoption of Interim COVID-19 Return
to School Policies, Procedures and Guidelines
Purpose: Vote
Submitted by:
Related Material:
IDAB - COVID-19 Distance Learning (New Policy)(Technical Correction).pdf
School Personnel Safety Resolution.pdf
OPSB Resolution 23-20 Distance Learning (Technical Correction).pdf
INTERIM COVD return to school policy (July 2020) Audubon.pdf
school-reopening-faq.pdf

COVID- 19 DISTANCE LEARNING

In light of the COVID-19 pandemic and the resulting public health emergency for the 2020-2021 school year, the Orleans Parish School Board recognizes that it may be necessary for the Superintendent to close school facilities. If this occurs, the school district will make every effort to ensure that students' educational opportunities continue through distance learning. In order for students to receive high-quality educational programming through distance learning, there are minimum standards of practice that must be in place. The School Board aims to provide a high-quality educational experience that maximizes student learning and is comparable to what one would receive through traditional, on-campus learning.

For the purpose of this policy, distance learning is defined as instruction that takes place remotely, outside of the traditional classroom and primarily using online technology platforms. It can include synchronous or asynchronous learning, a hybrid of the two or other distance learning modality. Distance learning instructional programming will consist of required courses that, at minimum, lead to high school graduation and are in alignment with state standards and all policies set forth by the Louisiana Board of Elementary and Secondary Education (BESE) Bulletin 741. All attendance, grading and instructional minute requirements will be adhered to per Bulletin 741.

The following principles shall guide and inform the implementation of distance learning in our schools:

1. Technology Access

- a. Schools shall provide a 1:1 ratio of technology devices to students to fully participate in the distance learning curriculum.
- b. Schools should make every effort to connect families to resources to obtain the internet connectivity needed to access distance learning platforms.
- c. Schools shall provide students with alternative instructional resources, such as paper based, for any interruption in internet connectivity.

2. Meaningful student and family engagement

- a. Distance learning will be offered daily in core subjects except for programs that offer block scheduling on a rotating basis.
- b. For each course in which a student is enrolled, there shall be a plan for teachers to engage with students on a daily basis, to provide weekly feedback, and to grade and monitor of student progress at regular intervals. Teachers should plan to engage with parents on a quarterly basis to share student progress and expectations on family support of student learning.

3. High-quality curriculum and instruction

- a. Through a schools distance learning platform, schools should provide standards-aligned instruction using high-quality LDOE approved curriculum.
- 4. Supporting diverse learners
 - a. Students with Individualized Education Programs (IEPs), English Language Learners and those with Section 504 plans shall receive the necessary accommodations and support to meaningfully access distance learning.

Ref: *Louisiana Handbook for School Administrators*, Bulletin 741.

**ORLEANS PARISH SCHOOL
BOARD RESOLUTION NO. __-20**

The following resolution was offered by _____ seconded by : _____

A resolution urging all schools under the Orleans Parish School Board's jurisdiction to enact policies and plans that will thoughtfully evaluate every teacher, school employee, and student request for distance learning and teaching opportunities, allow such opportunities as required by the state of public health, and support and properly train to teach or learn from home until it is safe to return to school.

WHEREAS, pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, La. R.S. 29:721, *et seq.*, the Governor declared a public health emergency in response to the threat posed by COVID-19;

WHEREAS, the Governor declared that a statewide public health emergency existed in the State of Louisiana because of COVID-19 and expressly empowered the Governor's Office of Homeland Security and Emergency Preparedness and the Secretary of the Department of Health and/or the State Health Officer to take all actions authorized under state law;

WHEREAS, in declaring such a public health emergency, the Governor ordered a limitation on public gatherings in a single place at the same time in an effort to avoid individuals being in close proximity to one another to reduce the spread of COVID-19;

WHEREAS, the Governor further closed all public schools for the 2019-2020 academic year and required all schools to provide or ensure provision of remote or distance learning;

WHEREAS, as a result of such closure and in order to ensure continuity of education for students, schools in Orleans Parish pivoted to distance learning models for the remainder of the 2019-2020 academic year;

WHEREAS, recognizing that distance learning will continue in Orleans Parish public schools for at least a portion of the 2020-2021 academic year, the Orleans Parish School Board has adopted Policy IDAA, *COVID-19 Distance Learning*, which establishes minimum standards for distance learning in Orleans Parish School Board direct-operated schools should there be a need for more school closures during the COVID-19 public health emergency;

WHEREAS, the Orleans Parish School Board also adopted Resolution 23-20, *Minimum Standards for Distance Learning*, urging charter schools to adopt minimum standards for distance learning consistent with Policy IDAA, *COVID-19 Distance Learning*;

WHEREAS, teachers, paraprofessionals, social workers, school nurses, and clerical staff have raised concerns regarding their ability to safely return to school buildings during the COVID-19 public health emergency;

WHEREAS, teachers, paraprofessionals, social workers, school nurses, and clerical staff are of great value for the education of students in Orleans Parish and no teacher or staff member should face reprisals for raising safety concerns in a school or in any work environment;

WHEREAS, requests for distance teaching opportunities and safety concerns raised by teachers, paraprofessionals, social workers, school nurses, and clerical staff deserve thoughtful consideration and response to ensure a safe learning environment for everyone;

NOW, THEREFORE, BE IT RESOLVED that the Orleans Parish School Board urges all schools under the Orleans Parish School Board's jurisdiction to enact policies and plans that will thoughtfully evaluate every teacher, school employee, and student request for distance learning and teaching opportunities, allow such opportunities as required by the state of public health, and support and properly train to teach or learn from home until it is safe to return to school.

This resolution having been submitted to a vote, the vote thereon was as follows:

YEAS

:

NAYS

:

ABSENTS

:

ABSTENTIONS

:

PASSED AND ADOPTED AT THE ORLEANS PARISH SCHOOL BOARD BUSINESS MEETING held at Timbers, 2401 Westbend Parkway, Multi-purpose Room 1050, New Orleans, Louisiana, on the ____ day of July, 2020.

**ORLEANS PARISH SCHOOL
BOARD**

Ethan Ashley
President
CERTIFICATE

STATE OF
LOUISIANA

PARISH OF
ORLEANS

I, the undersigned Secretary-Treasurer of the Orleans Parish School Board,
State of

Louisiana, do hereby certify that the foregoing two (2) pages constitute a true and
correct copy of

Resolution No. -20 adopted by said Orleans Parish School Board on July 30,
2020.

IN FAITH WHEREOF, witness my official signature and the impress of the official
seal

of the School Board at New Orleans, Louisiana, on this the day of , 2020.

(SEAL
)

Henderson Lewis, Jr., Ph.D., Secretary-
Treasurer

**ORLEANS PARISH SCHOOL BOARD
RESOLUTION NO. 23-20**

The following resolution was offered by _____ seconded by _____:

A resolution urging all charter schools under the Orleans Parish School Board's jurisdiction to adopt minimum standards for distance learning, consistent with Orleans Parish School Board Policy IDAB, during the COVID-19 pandemic to ensure continuity of learning.

WHEREAS, pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, La. R.S. 29:721, *et seq.*, the Governor declared a public health emergency in response to the threat posed by COVID-19;

WHEREAS, the Governor declared that a statewide public health emergency existed in the State of Louisiana because of COVID-19 and expressly empowered the Governor's Office of Homeland Security and Emergency Preparedness and the Secretary of the Department of Health and/or the State Health Officer to take all actions authorized under state law;

WHEREAS, in declaring such a public health emergency, the Governor ordered a limitation on public gatherings in a single place at the same time in an effort to avoid individuals being in close proximity to one another to reduce the spread of COVID-19;

WHEREAS, the Governor further closed all public schools for the 2019-2020 academic year and required all schools to provide or ensure provision of remote or distance learning;

WHEREAS, as a result of such closure and in order to ensure continuity of education for students, schools in Orleans Parish pivoted to distance learning models for the remainder of the 2019-2020 academic year;

WHEREAS, recognizing that distance learning will continue in Orleans Parish public schools for at least a portion of the 2020-2021 academic year, the Orleans Parish School Board has adopted Policy IDAB, *COVID-19 Distance Learning*, which establishes minimum standards for distance learning in Orleans Parish School Board direct-operated schools.

NOW, THEREFORE, BE IT RESOLVED that the Orleans Parish School Board urges all charter schools under the Orleans Parish School Board's jurisdiction to adopt minimum standards for distance learning, consistent with Orleans Parish School Board Policy IDAB, during the COVID-19 pandemic to ensure continuity of learning.

This resolution having been submitted to a vote, the vote thereon was as follows:

YEAS:

NAYS:

ABSENTS:

ABSTENTIONS:

PASSED AND ADOPTED AT THE ORLEANS PARISH SCHOOL BOARD BUSINESS MEETING held at Timbers, 2401 Westbend Parkway, Multi-purpose Room 1050, New Orleans, Louisiana, on the ____ day of July, 2020.

ORLEANS PARISH SCHOOL BOARD

Ethan Ashley President

CERTIFICATE

STATE OF LOUISIANA

PARISH OF ORLEANS

I, the undersigned Secretary-Treasurer of the Orleans Parish School Board, State of Louisiana, do hereby certify that the foregoing two (2) pages constitute a true and correct copy of Resolution No. 23-20 adopted by said Orleans Parish School Board on July 30, 2020.

IN FAITH WHEREOF, witness my official signature and the impress of the official seal of the School Board at New Orleans, Louisiana, on this _____ the day of _____, 2020.

(SEAL)

Henderson Lewis, Jr., Ph.D., Secretary-Treasurer



AUDUBON SCHOOLS INTERIM COVID-19 RETURN TO SCHOOL CAMPUS GUIDELINES, POLICIES AND PROCEDURES

Audubon Schools (“Charter”) recognizes that our students and employees want things to return to normal as quickly as possible. Unfortunately, until the COVID-19 pandemic is completely behind us, it is impossible for things to go back to the way they were prior to COVID-19 – at least for the foreseeable future.

As our central office and school campuses gradually re-open, the Charter is implementing these interim Guidelines, Policies and Procedures until further notice in an effort to minimize the risk that COVID-19 will impact our business operations going forward. The health and safety of our employees and customers is our top priority.

The Charter reserves the right to alter or amend these interim Guidelines, Policies and Procedures in its sole discretion as new information and guidance is issued at the federal, state and local level.

1. CDC, OSHA, BESE, & NOLA Public Schools Guidelines

In addition to reading and understanding the Charter’s Guidelines, Policies and Procedures, all employees, students, and third-party campus visitors should familiarize themselves with applicable BESE, NOLA Public Schools, CDC & OSHA Guidelines related to COVID-19, which can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

<https://www.osha.gov/Publications/OSHA3990.pdf>

[https://go.boarddocs.com/la/bese/Board.nsf/files/BRDTN97824FB/\\$file/B126.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/BRDTN97824FB/$file/B126.pdf)

<https://nolapublicschools.com/coronavirus-updates>

Everyone at the Charter has a personal responsibility to help mitigate the risk that COVID-19 will impact our personnel, visitors or business operations.

Any questions regarding the CDC’s or OSHA’s Guidance and its application should be directed to 1-800-232-4636 (CDC), 1-800-321-6742 (OSHA) or communications@auduboncharter.com for school specific information.

2. Employee and Student's Return to Campus Policies and Procedures

a. Expectations for Employees To Return to Campus

All employees are expected to return to work in accordance with federal, state and local directives.

Employees may be asked to report to work at different times. Staggering shifts will reduce the likelihood that large groups of people are arriving at (or leaving) work at any given time. Alternative schedules may also be implemented to avoid large numbers of people being physically present in the office at a given time. Working on school campus on weekends or outside of regular school hours is **only permitted with prior approval from the school principal**.

If you believe that you should be allowed to stay at home due to increased risk of contracting COVID-19, you should contact the HR Generalist (504-324-7100). Absent undue hardship, reasonable accommodations will be made for at risk employees following an individualized assessment.

If you are caring for a school-aged child whose school is closed during the COVID-19 Pandemic, please contact the HR Generalist (504-324-7100) or Erneshia_calvin@auduboncharter.com to advise of your situation.

b. Accessing the Campus for Employees, Students, and Third-Party Guest/Visitors

All individuals should do their part to prevent the potential spread of COVID-19. To that end, avoid unnecessary contact with surfaces and objects. For example, use the tip of your car key to push the buttons on the elevator. Avoid holding the handrail on stairs and escalators. Maintain a distance of at least 6 feet from others. Do not get on crowded elevators. Elevator rides should be limited to one (1) or two (2) people at a time, including entering with other tenants, to avoid close contact with others.

No one will be allowed to enter the campus or classroom unless he or she is wearing a mask or face-covering (additional details regarding masks or face-covering is provided below). All Employees, students, and third-party visitors should also wear a mask or face-covering while in public and in all common areas of the school campus (e.g., classrooms, the lobby, hallways, bathrooms, kitchen, etc.). If you have your own office or are alone in a classroom, it is acceptable to remove your mask or face-covering while in your office or alone in a classroom. No more than 2 people should be physically present in any office, and 6 feet of separation should be maintained at all times. If someone comes into your office or classroom, you should put your mask or face-covering back on.

1) Mask and face-covering¹ requirement:

- a) Students in 3rd through 12th grade must wear a mask or face covering on campus at all times.
- b) Students in Pre-k to 2nd grade may wear a mask covering while on campus.
- c) All adults are required to wear a mask or face-covering while on campus and not alone in an office or classroom.

2) Personal Hygiene & Proper Etiquette

All employees and students are expected to practice good hygiene. To that end:

- a) Employees and students must wash or sanitize hands:
 - upon arrival on campus;
 - every two hours;
 - before and after eating;
 - before and after using equipment (for example, but not limited to, play equipment, gym equipment, copier, computers, printers, and lab equipment); and
 - before exiting the school campus.
- b) Avoid touching your eyes, nose, and mouth.
- c) Cover your cough or sneeze with a tissue, then throw the tissue in the trash. Or cough/sneeze into your elbow.
- d) High touch areas – including bathrooms – will be sanitized multiple times per day.
- e) Employees are required to clean and disinfect frequently touched objects and surfaces by using school provided sanitizing and cleaning materials.
- f) No handshaking or other unnecessary physical contact with others is allowed.
- g) Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Hand sanitizer will be made available throughout the campus.

¹ Face-covering – as defined by BESE – is a piece of material used to cover both the nose and mouth for the purpose of forming a barrier to droplets or airborne particles that are coughed, sneezed, or exhaled when talking. Face-coverings are meant to protect both the wearer of the covering and surrounding individuals.

- h) Anyone who touches or handles mail or third-party deliveries should wash their hands.

Hand sanitizer will be made available to all employees, students, and third-party visitors in multiple locations throughout the school campus.

Appropriate cleaning supplies will be made available to employees.

c. Health Screenings

If you are sick or feel like you may be becoming sick, stay at home and do not report to the school campus.

Before leaving your residence for school campus, each employee must conduct an individualized assessment of any potential symptoms or circumstances. On a daily basis, all employees must ask themselves whether the answer is “Yes” to any of the following questions:

- Did I have a fever within the last 48 hours?
- Am I experiencing shortness of breath?
- Do I have a cough?
- Have I been experiencing chills?
- Do I have unexplained muscle pain?
- Do I have a sore throat?
- Have I lost my sense of smell?
- Have I experienced nausea, vomiting or diarrhea?
- Have I come into contact with anyone that has tested positive for COVID-19?
- Have I come into contact with anyone that is experiencing symptoms of COVID-19 (as outlined above)?

If the answers to any of these questions is “Yes,” you should: (1) stay at home and (2) notify your school principal or department head as well as the HR Generalist for further instructions at erneshia_calvin@auduboncharter.com or (504) 324-7100. Confidentiality will be maintained at all times. This daily certification is mandatory, and the failure to report any “Yes” responses to the Charter is an acknowledgment by each employee and/or student’s parent or legal guardian that they have performed the individualized assessment in good faith, and that they have been truthful and honest in performing this daily certification.

Upon daily entry to the school campus, the Charter will ask for the above certification from both employees and students.

If “No” is the answer to all the above questions, then you may enter to the school campus during regular school hours only. Employees and students should be wearing a mask or face-covering upon arrival at the campus. Upon arrival, all persons will be required to use hand sanitizer, which will be made available at the entry point at each school campus.

After hand sanitizing, all persons must have their temperature taken with a Digital Forehead, Non-Contact Thermometer before being allowed to enter the office. Generally speaking, if your temperature is higher than 100.4, you will be asked to go home. Appropriate measures will be taken to ensure proper social distancing while employees and students are waiting to have their temperature taken.

Notwithstanding the daily certification set forth above, employees and students may also be assessed for symptoms of COVID-19 upon arrival to the school campus and throughout the school day including, but not limited to: shortness of breath, cough, chills, muscle pain, sore throat, loss of sense of smell, diarrhea, whether you have been in contact with someone that tested positive, etc. Depending on the results of this assessment, employees and students may be sent home.

i. On Campus Isolation:

- Anyone showing signs of the above symptoms will be isolated in the identified isolation room on your school campus. If the person is a student, the parent or legal guardian will be contacted immediately and required to come and pick-up the child. Under extreme symptoms, the school reserves the right to contact the health department or emergency medical personnel. If the person is an employee, the person will have to leave campus immediately and may not be isolated.
- The isolation area will be cleaned after it is occupied by any employee or student showing the above symptoms or reporting potential exposure to a person that tested positive for Covid-19.

ii. Self-Quarantine Policy and Procedure:

- Employees and students who have been in close contact on campus with someone who tests positive for Covid-19 will be notified by local health officials or school administration and will be required to remain off-campus for fourteen (14) days from notification by local health officials.

iii. Return to Campus Policy and Procedure for Positive Covid-19 WITH symptoms²:

1). Symptom-based strategy

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days have passed since symptoms first appeared **and**
- At least 24 hours have passed since last fever without the use of fever-reducing medications and
- Symptoms (e.g., cough, shortness of breath) have improved

² Recommendation based on CDC and subject to CDC revisions: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

2). Test-based strategy

- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected greater 24 hours apart (total of two negative specimens).

iv. **For Persons Who have NOT had COVID-19 Symptoms but Tested Positive and are Under Isolation:**

1). Time-based strategy

Persons with laboratory-confirmed COVID-19 who have not had any symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test. If they develop symptoms, then the symptom-based or test-based strategy should be used. Note, because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after their first positive test.

2). Test-based strategy

A test-based strategy is contingent on the availability of ample testing supplies and laboratory capacity as well as convenient access to testing.

Persons with laboratory-confirmed COVID-19 who have not had any symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected greater 24 hours apart (total of two negative specimens).

As testing becomes more readily available, employees, and students may be asked to submit to COVID-19 testing. If anyone tests positive, he/she will be sent home. Employees and students who test positive are encouraged to contact a qualified health care professional for additional guidance. If you test positive, you will be allowed to return to work in accordance with then existing CDC, state and local guidelines. Employee and student confidentiality will be maintained at all times.

Any employee or student who refuses to submit to health screenings as provided for in this section will not be given access to the campus and will be sent home.

d. Social Distancing and Group Sizes

Employees and students should practice social distancing when possible and according to City and State law. Employees and students should not be within 6 feet of another individual. This rule applies at all times in all areas unless otherwise notified by School officials.³

- 1) The maximum group size that may convene indoors in a single room, irrespective of room size, or outdoor at any given time are as follows:
 - Phase 1: ten (10) individuals
 - Phase 2: twenty-five (25) individuals
 - Phase 3: fifty (50) individuals
- 2) Static group composition.
 - Phase 1: up to ten (10) individuals in a group who remain together throughout the day and have no or extremely limited interaction with members of other groups
 - Phase 2: up to twenty-five (25) individuals in a group who remain together throughout the day and have no or extremely limited interaction with members of other groups
 - Phase 3: up to fifty (50) individuals in a group who remain together throughout the day and have no or extremely limited interaction with members of other groups

Handshaking, hugging, kissing, and any other unnecessary personal contact with others is prohibited. Socializing in work areas, congregating in the halls, and similar non-essential activities are not permitted.

If necessary, the classroom size, schedule, office space may be reconfigured to allow for proper social distancing between all individuals, including static groups and flight scheduling.

Lunchroom, Breakrooms, and Cafeterias should be utilized in accordance with the above guidelines and Phases as required under state law and city ordinances.

e. Student Transportation

School buses used to transport students must not exceed the following maximum requirements:

- 1) Phase 1 – twenty-five percent (25%), including adults, of school bus manufacturer capacity. Passengers must ride one per seat. Every other seat must remain empty. Members of the same household may sit in the same seat or adjacent seats.

³ Classroom size and composition is subject to change in accordance with the health and needs of the city and in accordance with CDC recommendations. All updated revisions will be publicized on the school's website and communicated to parents via robocall and email.

- 2) Phase 2 – fifty percent (50%), including adults, of school bus manufacturer capacity. Passengers must be disbursed throughout the bus to the greatest extent possible.
- 3) Phase 3 – seventy-five (75%), including adults, of school bus manufacturer capacity. Passengers must be disbursed throughout the bus to the greatest extent possible.

f. Physical Standards for the Use of School Facilities

- 1) Phase 1: No use of gyms or auditoriums.
- 2) Phase 2: No use of gyms or auditoriums for group gatherings. These spaces may be used as teaching stations so long as physical partitions or barriers are in place.
- 3) Phase 3: Limit use of indoor shared spaces such as cafeterias and gymnasiums to maximum group sizes, ensure physical distance, wearing face-coverings, and clean between each groups use. Employees and students must wash hands before and after events in shares spaces.

g. Eating

- 1) Phase 1: Community feeding only. No students will be permitted on campus. Employees should adhere to social distancing rules listed above.
- 2) Phase 2: School supplied meals will be consumed in classrooms or in a designated non-congregate setting. For students learning remotely, a meal service option will be created to provide two meals a day.
- 3) Phase 3: School supplied meals will be consumed in classrooms or in a designated non-congregate setting. If cafeterias are used, staggered meal times for each group, adhere to maximum group size, and ensure six feet of distance between students. For students learning remotely, a meal service option will be created to provide two meals a day.

h. Personal Protective Equipment

Employees, students, and third-party visitors are required to wear a mask at all times in common areas throughout the school campus. Mask or face-covering will be provided when needed.

i. Classrooms and Office Cleaning and Sanitation

Employees are required to keep their own workstations, phones, desks, and office equipment frequently cleaned. Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. If necessary, clean and disinfect them before and after use. High touch surfaces must be cleaned multiple times a day.

All personnel should either wash their hands or use hand sanitizer before using a copying machine, common scanner, smart boards, white boards, or fax machine. After you have completed your use of these devices, you should again wash your hands or use hand sanitizer.

If a classroom or other room is used multiple times a day by different employees and/or students, then high touch surfaces must be cleaned after and before the next group's use (this includes, but is not limited to, desk, computers, and touch-screens).

j. Extra-Curricular

Only very limited before and after care will be available for the 2020-2021 school year. Spaces used for before and after care must be cleaned and sanitized according to established protocols before and after use. Only one group of students will be assigned to a space each day. To the extent possible, students will be assigned to static groups for before and after care.

All personnel and students should either wash their hands or use hand sanitizer when entering and exiting their assigned spaces. All high touch surfaces must be cleaned before and after the group's use (this includes, but is not limited to, desk, tables, materials, and doorknobs).

k. Travel Restrictions

All non-essential business or student travel is prohibited until further notice. Any business travel must be approved in advance by the CEO.

l. Required Training and Postings

All employees must participate in mandatory training regarding COVID-19 best practices, including appropriate cleaning and disinfection, hand hygiene, and respiratory etiquette. In the meantime, all employee are encouraged to educate themselves on the various COVID-19 related issues by viewing the various videos and other resources contained on the CDC's website at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html>

Posters will be placed at the entrance of each campus and in common areas encouraging good hygiene and best practices.

All employees must acknowledge this policy by signing below. This policy will be accessible to everyone via the Charter intranet.

m. Complaints, Reporting Procedure, and Disciplinary Action

All employees and students are expected to adhere to these guidelines, policies and procedures at all times. If you witness anyone failing to adhere to these guidelines, policies, or procedures, you should report it to your school principal, department head or the HR Generalist. If it is determined that an employee or student failed to adhere to established protocols, he/she may be subject to disciplinary action up to and including termination of employment or disciplinary consequences in accordance with the Student Code of Conduct.

In addition, employees and students should continue **immediate mandatory reporting** to your school principal, department head and HR Generalist of (1) possible symptoms of COVID-19, (2) confirmed negative or positive test of COVID-19, or (3) exposure to someone whom may have been exposed to a confirmed COVID-19 patient. Quarantine may be required. This reporting policy includes the employee, student, a family member of an employee or student, or anyone that the employee or student has had close contact within a 14-day period.

3. Policies and Procedures for Vendors/Visitors/Guests on School Campus

Parents are not allowed on Campus unless determined essential by the Administration. Vendors, visitors, and guests should avoid coming to the school unless it is deemed essential by the School Administration. When approved by the School Administration, vendors, visitors, and guests must wear a face-covering or mask, wash or sanitized their hands upon entering campus, and practice social distancing by remaining at least 6 feet apart from employees and remaining in the School Administration approved area. Vendors, visitors, and guests will also be given access to hand sanitizer upon entering the campus.

Limit outside vendors entering our space to necessity only, such as FedEx, UPS, and office supply deliveries. Alternative pick-up and drop-off protocols may be utilized.

Vendors will be subject to the policies above: Temperature Checks and the wearing of a mask or face-covering when on the School campus.

4. Acknowledgment of Receipt of Interim COVID-19 Return to Campus Guidelines, Policies and Procedures

By my signature below, I acknowledge that this policy was distributed to me, that it is accessible on the Charter Intranet, that I have read and understand these policies and procedures, and that I will adhere to these policies and procedures until further notice.

Print Name (Student or Staff)

Date

Signature

Print Name (Parent or Guardian)

Date

Signature



School Operations Guidance 2020-2021 Frequently Asked Questions

This page is being continuously updated. If you've opened this document more than once, please clear your history/cache and refresh the page to view the most up-to-date version.

All new/updated information is highlighted throughout this FAQ.

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General

Q: What are the minimum requirements for School Reopening Operations for the 2020-21 school year?

A: Pursuant to ACT 9 of the 2020 First Extraordinary Legislative Session the State Board of Elementary and Secondary Education (BESE) adopted emergency rules informed by the Centers for Disease Control and Prevention guidelines to provide minimum standards, policies, medical exceptions and regulations to govern the reopening of schools for the 2020-2021 school year to ensure that students, faculty, staff and others on school property are protected to the extent possible and practical from COVID-19. Prior to the beginning of the 2020-2021 school year, each nonpublic, charter and public school governing authority must adopt policies, rules and regulations in accordance with the rules and regulations adopted by the State Board of Elementary and Secondary Education.

Q: Does ACT 9 require every school system to adopt the minimum requirements and standards set by BESE?

A: Yes, Prior to the beginning of the 2020-2021 school year, each nonpublic, charter and public school governing authority must adopt policies, rules and regulations in accordance with the rules and regulations adopted by the State Board of Elementary and Secondary Education.

Q: What guidance for school operations during the 2020-2021 school year is available?

A: Working with the Louisiana Department of Health, LDOE has [provided guidance and best practices](#) for reopening schools in a safe manner for 2020-2021. This guidance consists of a Public Health guidance, best practices, planning template and to aid schools in developing reopening plans.

Q: Who should school systems contact for further information surrounding the released [School Reopening Guidance](#)?

A: School systems should email LDOECOV19support@la.gov for questions surrounding the released [School Reopening Guidance](#)

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School Operations Guidance 2020-2021 Frequently Asked Questions

Q: Will private and parochial schools be required to follow the state and/or parish guidelines? Are the private schools working with the state and/or parish public school system to align the plans for all children in the Fall?

A: The LDH guidelines and LDOE school reopening resources were developed in concert with Louisiana's Department of Health and adopted through the Resilient Louisiana Commission (RLC) structure. They are intended for use by both public and non-public schools. The purpose of the RLC was to bring together the best public sector and private sector expertise to prepare and guide the state through the ongoing aftermath of the COVID-19 pandemic.

Q: Who should school systems contact for answers to specific questions related to their system or school site?

A: School systems should consult with their [Regional Office of Public Health](#) officials for further guidance and answers to specific questions. Outreach to Regional Medical Directors should come from Superintendent level leadership or equivalent.

Q: Can before and after school care programs continue?

A: Afterschool programs may continue but must adhere to maximum group sizes and physical distance protocols. For younger students unable to maintain physical distance, maintain static groups.

Q: What additional supports and guidance are available for school systems?

A: LDOE has partnered with Children's Hospital of New Orleans for a Town Hall series every other week through August. The recordings of the webinars are found at the following links: [Town Hall #1](#), [Town Hall #2](#), [Town Hall #3](#)

[Maximum Group Size](#)

Q: What is the maximum group size allowed in Phases 2 and 3?

A: 25 for Phase 2 and 50 for Phase 3.

Q: Does the maximum group size apply to faculty meetings?

A: Schools should adhere to the maximum group size as identified in the School Reopening Guidelines. If multiple static groups are convening, they must be socially distanced within their static group and be separated by a partition or barrier.

Q: What allowances are made for group size variation based upon the need for students with disabilities to receive services?

A: Students with disabilities must continue to receive special education and related services in the least restrictive environment. School systems must factor in any additional service providers who may need to enter the classroom, students who receive services outside the classroom (e.g. resource, APE), and/or students who receive services through alternate instructional methods.

Q: What allowances are made for essential visitors?

A: Essential visitors are individuals who must enter schools or early learning centers in order to conduct visits in accordance with Louisiana law or policy. Essential visitors include, but are not limited to, individuals who:

- conduct CLASS® observations
- observe teacher candidates as part of the teacher preparation quality rating system
- provide essential supports and services including, but not limited to, early intervention services, special education services, or mental health consultation

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- Medical or disability impact exceptions to any standard in this Chapter should be addressed on an individual basis by the LEA in accordance with local policies.
- Prior to the beginning of the 2020-2021 school year, each local school board must adopt policies in accordance with the standards outlined in this Chapter.

Physical Standards

Q: What physical standards are required for schools to reopen?

A: School systems should plan for adequate social distance measures through adaptation of physical standards. LDH and [LDOE reopening guidance](#) provides a series of best practices for maintaining social distance measures.

Q: Are schools allowed to host large group assemblies or gatherings?

A: The best practice recommendation is that assemblies are limited to maximum group sizes and with appropriate physical distancing in place. For younger students unable to maintain physical distance, maintain static groups. All attendees should wear a face covering.

Q: How should students be spaced within the classroom to achieve physical distancing?

A: Student desks should be spaced 6 feet apart to the maximum extent possible. School systems should remove all extra furniture and desks.

Q: Can students be seated at tables?

A: Yes, students may be seated at tables as long as partitions are used to separate individuals at the table, or they are physically distanced to the maximum extent possible. Schools should consult the [School Reopening Guidance](#) for best practices.

Q: Can Pre-K and Kindergarten students bring their own nap mats?

A: Yes. Students should be encouraged to bring their own nap mats.

Q: Can younger students sit on a carpet for large group instruction?

A: Yes. Students may sit on carpets or rugs within a classroom as long as they maintain the physical distancing standards and wear a mask to the maximum extent possible.

Q: Are partitions required for multiple static groups within a large, indoor area (i.e. cafeteria/library)?

A: Yes, partitions should be used between static groups in a large indoor area.

1. The materials used for temporary partitions or dividers must, at minimum, be flame retardant. Specifically;
 - a. If materials such as draperies or curtains are proposed, they must be certified to meet NFPA 701 standards for flame propagation performance (per NFPA 101:14.7.4.1 & 10.3). This test criteria should be identified on the packaging or in the manufacturers data/specs for the proposed products.
 - b. Other materials, such as vinyl or plastic, must have a "Class A" flame spread rating. This should also be identified on the packaging or by the manufacturer.
 - c. Textile materials or cellular foam based materials should be avoided.

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2. Partitions should NOT be located in any egress path nor block access to any exit. They should be arranged in such a way that will not increase the travel distance to exits, or that will not force travel away from an exit.

Q: Should the close contact definition of “15 minutes of exposure within 6 feet” be in one setting or should it be viewed in a cumulative manner.

A: Close contact is defined as “15 minutes of exposure within 6 feet” in one setting. The rule of thumb is to always maintain distance.

Q: When looking at close contact, if students are sitting at a table with masks and there are also plexiglass dividers should districts still consider only the main two indicators of close contact which are: was the student within 6 feet and was it more than 15 minutes?

A: The LDH stated that the plexiglass would serve as an extra layer of protection and that students divided by a barrier may not be considered "close contact" in the case of a positive COVID test in the classroom. It was recommended that each situation be discussed with local and health officials as each situation has unique details.

Athletics/Extracurricular

Q: What guidance has been provided for athletics and extracurricular activities?

A: The [released guidance from LDH and LDOE](#) allows for non-contact sports and activities to take place during Phases 1 and 2. Contact sports and activities are allowed to resume in Phase 3. For a complete list of athletics guidance, please see the [LHSAA released guidance](#).

Q: Can band and choir occur during Phase 2 and 3?

A: Band and other music groups, including but not limited to jazz band, choir, orchestra, should adhere to the guidelines in the following chart

	Phase 1	Phase 2	Phase 3
Band, Vocal and Music	Limitations: <ul style="list-style-type: none"> No indoor activity that involves playing wind instruments (to include all woodwind & brass instruments as well as recorders or any other instrument where the sound is produced by 	Limitations: <ul style="list-style-type: none"> No indoor activity that involves playing wind instruments (to include all woodwind & brass instruments as well as recorders or any other instrument where the sound is produced by blowing into the instrument) 	<ul style="list-style-type: none"> Activity that involves playing wind instruments (to include all woodwind & brass instruments as well as recorders or any other instrument where the sound is produced by blowing into the instrument) may occur indoors/outdoors with appropriate physical distancing measures taken

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	blowing into the instrument) <ul style="list-style-type: none"> No vocal singing indoors. Outdoor activity should have appropriate physical distancing measures taken 	<ul style="list-style-type: none"> No vocal singing indoors. Outdoor activity should have appropriate physical distancing measures taken 	<ul style="list-style-type: none"> Vocal singing activities may occur indoors/outdoors only with appropriate physical distancing measures taken
Theatre Classes	Limitations: <ul style="list-style-type: none"> No indoor activity that involves performing speaking performance No vocal singing indoors. Outdoor activity should have appropriate physical distancing measures taken 	Limitations: <ul style="list-style-type: none"> No indoor activity that involves a speaking performance No vocal singing indoors. Outdoor activity should have appropriate physical distancing measures taken. Outdoor activities or performances should be limited to monologues only 	<ul style="list-style-type: none"> Activity that involves speaking performances or activities may occur indoors/outdoors with appropriate physical distancing measures taken Vocal singing activities may occur indoors/outdoors only with appropriate physical distancing measures taken
Technical theatre classes should follow all guidance for sharing of supplies, the wearing of facial coverings, maximum group sizes and physical distancing requirements.			

Q: Should locker rooms be closed?

A: Locker rooms may remain open as long as they are utilized in the following ways: users are wearing masks, maintaining physical distance of 6 feet and high touch surfaces are cleaned every other hour.

Symptom Monitoring

Q: Are temperature checks required for students prior to entry into K-12 facilities?

A: Yes. Students should be screened upon arrival to the school facility. Any student registering a temperature of 100.4 degrees or higher should not be admitted to the facility and parents or guardians should be contacted to pick up their student.

Q: What thermometer should school systems use for taking temperatures?

A: School systems should consult p. 15 of the [School Reopening Guidance](#) for guidance on obtaining thermometers. School systems should use a touchless thermometer whenever possible.

Q: Do temperature checks have to be taken prior to entry into the facility or can temperature checks occur in a homeroom classroom?

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A: Temperature checks may be taken prior to entry into the facility or within a homeroom classroom by a homeroom teacher. Any student registering a temperature of 100.4 degrees or higher must have their parents or guardians called and sent home until they are fever free.

Q: What steps should a school system or school site take if a positive COVID case is reported by a student or staff?

A: If a school becomes aware of a presumptive positive or positive case of COVID-19, the child should not attend school until determined to be non-infectious by their doctor. Parents may be notified by the Office of Public Health if their child may have been exposed to the case of COVID-19, along with any next steps. If it is determined that a school was the focus of infection for COVID-19, the school superintendent, in consultation with the Office of Public Health, will determine if the school should remain open or close for a period of time. A positive case of COVID-19 does not necessarily warrant classroom or school closure.

Q: What if a student becomes ill at school and a parent/guardian is unable to pick the student up?

A: Isolate the student and use your normal procedures for students who need to be picked up when they get sick at school. Keep them in a safe and secure place to wait until they get a safe way home. [P. 9 of the School Reopening Guidance](#) provides school systems with a sample assurance letter they can use to inform parents and guardians of their illness policy.

Q: What guidance has been provided for schools in the event of a positive COVID case in the school environment?

A: LDH has provided guidance surrounding [Common COVID scenarios in a School Environment](#). Schools should utilize this tool and contact their Regional LDH Director for guidance on unique situations.

Environmental Cleaning and Personal Hygiene

Q: Will students and staff be required to wear facial coverings?

A: Adults and students (3rd grade and up) must wear face coverings, as able, to the maximum extent possible. Any child over age two may wear a face covering. Face coverings should be worn in all areas of the school. *This includes classrooms.* Most importantly, face coverings should be worn during arrival, dismissal, and any other transition within the school building. Children under the age of 2 and individuals with severe breathing difficulties should not wear face coverings.

Q: Do adult faculty and staff have to wear facial coverings?

A: All faculty and staff must wear facial coverings to the maximum extent possible while on a K12 campus or facility, including classrooms. Teachers and adults that are within 6 feet of students for more than 10-15 minutes should wear a mask within the classroom. If teachers are unable to wear a mask within the classroom setting, teachers should maintain a physical distance of 6 feet from students.

Q: Can staff and students wear face shields instead of a cloth mask?

A: The CDC does not recommend a face shield, so a face shield should not be a substitute for a mask. For students or staff members who have a medical exception for a cloth facial covering, a face shield with a drape at the bottom of the shield is allowable as a substitute. The cloth drape must be tucked into clothing at all times and remain tucked in throughout the school day.

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Q: What considerations should be made when considering appropriate face coverings?

A: Both the professionally made paper and or cloth face coverings are acceptable. Cloth face coverings may help prevent people who have COVID-19 from spreading the virus to others. Wearing a cloth face covering will help protect people around you, including those at higher risk of severe illness from COVID-19 and workers who frequently come into close contact with other people (e.g., in stores and restaurants). Cloth face coverings are most likely to reduce the spread of COVID-19 when they are widely used by people in public settings. Make sure your cloth face covering:

- fits snugly but comfortably against the side of the face
- completely covers the nose and mouth
- is secured with ties or ear loops
- includes multiple layers of fabric
- allows for breathing without restriction
- can be laundered and machine dried without damage or change to shape

It is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings. Some people may choose to use a face shield when sustained close contact with other people is expected. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.

Q: Can students and staff remove facial coverings for speech therapy and other educational instruction?

A: Yes, students and staff may remove facial coverings if necessary to carry out educational instruction, however they should practice social distancing measures of staying 6 feet apart and wash hands before and after activities.

Q: Should school systems close shared water fountains in K-12 facilities?

A: School systems should close shared water fountains, but may keep bottle filling stations open. School systems should consult p.10 of the [School Reopening Guidance](#) for further information.

Q: Should schools conduct frequent deep cleaning of facilities?

A: Schools should conduct frequent day to day cleaning with a focus on high touch surfaces. School systems should consult the [School Reopening Guidance](#) for further information, including a list of high touch surfaces and appropriate cleaners.

Q: Do schools need to provide warm water for hand washing?

A: No, the use of soap and scrubbing of the hands works to kill the virus. If handwashing stations aren't readily available, schools may use hand sanitizer instead. Hand sanitizers must be at least 60% alcohol content. Temporary portable hand sinks may be installed due to Covid-19 reopening policies and until operations can return to normal when it is safe to do so.

Q: How often should bathrooms and other frequently used shared areas be cleaned?

A: Bathrooms and other frequently used shared areas should be cleaned every other hour, with a focus on high touch spaces- door handles, sink handles, soap dispensers and other areas that are touched frequently.

Q: Where can school systems obtain PPE in the form of facial coverings and thermometers?

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School Operations Guidance 2020-2021 Frequently Asked Questions

A: As school systems plan for operations during the 2020-2021 school year, the Department is working in concert with the Governor's Office of Homeland Security & Emergency Management (GOHSEP) to address immediate personal protective equipment (PPE) needs.

GOHSEP will provide:

- at least one cloth (reusable/washable) mask for each student and faculty member;
- at least 2,000 disposal masks (for visitors and/or students/faculty that may forget their mask); and
- at least 3 thermometers per each school.

These provision standards are recommended as some individuals/parents will provide their own masks and others may not. However, this should address the PPE needs for public and non-public school systems for school reopening.

School systems should make PPE requests directly to the Parish Office of Homeland Security and Emergency Preparedness (OHSEP) directors in respective school systems by following the steps outlined below:

1. School systems should compile data that depicts number of students, number of faculty members and number of schools.
2. Each school system will make requests to the respective parish OHSEP based on data specified in number one (above bullet).
3. Requests for this should go to the [local parish OHSEP contact](#).
4. Delivery will be made to the school systems' warehouse for school distribution as systems already have a mechanism to disseminate supplies.

Q: How often should playground equipment be cleaned?

A: Playground equipment should be cleaned daily on a regular schedule:

- Create a cleaning checklist of all commonly touched surfaces that children are allowed to come into contact with on the playground; use that checklist to hit every surface when cleaning after use
- After each use (in-between static groups), similar to the way you would wipe down frequently touched surfaces in classrooms in-between class changes
- Use the school's normal surface cleaning supplies to wipe down playground equipment after each use (if there is not enough surface cleaner available, using a bleach / water solution as proportionally advised by CDC guidelines in a large spray bottle could suffice)
- After wiping surfaces, let dry at least 30 seconds. With the heat, wiped surfaces should be dry within 1-2 minute
- Students and staff should wash their hands before and after outside playground use
- In order to eliminate the extent of cleaning required after each use by limiting children to only use a portion of the playground, if possible and rotate groups.

Transportation

Q: What is the maximum number of students allowed on transportation buses?

A: Transportation should follow the guidelines outlined in the [Department of Public Health guidance](#) for each phase of reopening.

Q: Are buses required to have hand sanitizer available?

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School Operations Guidance 2020-2021 Frequently Asked Questions

A: As a best practice recommendation, all passengers should engage in hand hygiene upon entering the bus. Hand sanitizer should not exceed 80 percent alcohol concentration and containers should be securely closed, secured against shifting and protected from damage

Q: Are students required to wear facial coverings on a bus?

A: All adults (as able) should wear a facial covering while engaged in the transportation of students. Students (3rd grade and older) should wear facial coverings to the maximum extent possible while being transported. Additionally, K-2 students should be encouraged to wear facial coverings when possible on school transportation.

Q: Is it necessary to keep the windows down on a bus if it is air conditioned?

A: Yes, windows should be down on transportation to maintain maximum air flow. School systems should consult the [School Reopening Guidance](#) for further information regarding mitigation efforts on transportation.

Q: In Phase 2, we are required to keep the bus at 50% capacity or less. How do you space those students out?

A: Most importantly, take the capacity of the bus and multiple by 50% to get the total number of students who can ride the bus at one time. Then, space those students out as much as possible. Let students from the same household sit on the same seat.

Q: What processes should schools use for bus dismissal?

A: Students should stand in a single file line, 6ft apart, with masks on, and can complete a quiet activity. The windows on the bus should be cracked to allow for air flow.

Q: What waivers have been issued relative to transportation?

A: On July 23, Governor John Bel Edwards issued the State of Emergency Proclamation 97, which allows for the following waiver regarding transportation. Transportation: S. 17:493.1(C), allows a city or parish school board to select a bus operator to fill a vacant route on a different basis than the one required. This waiver is for the requirement of bus drivers to bid on routes

Additional Operational Considerations

Q: If school employees or students contract COVID-19, will they have the appropriate amount of time to recover?

A: School systems may consider beginning the school year early and ending the school year later, as health and safety permit, in case future school facility closures disrupt learning time. Louisiana's 63,700 instructional minute requirement can be met through face-to-face instruction or remote learning options.

Q: Will school employees have more sick days this school year, and will they be paid for time missed?

A: School systems develop sick leave policies for employees and may choose to adjust them as needed, but are not required to do so. Schools and employees should continue to work closely with legal counsel to determine rights and responsibilities as this area becomes clearer in the months ahead. Individuals need to make the decision to attend in close consultation with their health care provider and school administrators.

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School Operations Guidance 2020-2021 Frequently Asked Questions

Q: How should schools proceed with restroom breaks?

A: Schools can break static groups to use the restroom. Ensure students are six feet apart in line. Suggestions to aid in this include marking hallways with tape to demonstrate where students should stand in line to maintain the 6 feet of distance required.

Q: What waivers have been issued for nutrition programs at this time?

A: USDA has issued five waivers to provide the National School Lunch Program and School Breakfast Program various flexibilities. The waivers are effective through June 30, 2021.

[Nationwide Meal Times Waiver](#)

[Nationwide Non-Congregate Feeding Waiver](#)

[Nationwide Meal Pattern Waiver](#)

[Nationwide Parent/Guardian Meal Pick-Up Waiver](#)

[Nationwide Waiver to Allow Offer Versus Serve Flexibility in Senior High Schools](#)

Q: What guidance is available for tracking attendance under full distance/hybrid educational models?

A: Attendance should be taken daily for all educational models. School systems should develop a system for tracking attendance and communication. Please refer to the Strong Start 2020 Toolkit for [best practices and guidance regarding daily communication and attendance](#).

Q: What waivers have been issued relative to K-8 physical education?

A: On July 23, Governor John Bel Edwards issued the State of Emergency Proclamation 97, which allows for the following waiver regarding K-8 Physical activity requirements. **Physical Activity: §17.1.** Required physical activity in schools A.(1) Each public school that includes any of the grades kindergarten through eight shall provide at least thirty minutes each school day of quality moderate to vigorous physical activity for students. This waiver temporarily suspends the thirty minute physical activity requirements for K-8 students

Q: Do I need to obtain an additional background check to provide related services for students K-12 that will be attending virtual learning in a child care center?

A: Yes. All K-12 essential visitors and contractors, including mental health consultants and special education service providers, must have a child care criminal background check (CCCBC) in order to provide services at an early learning center and a registered in-home or family home provider. The background checks approved by the school systems for K-12 purposes is not acceptable for child care security purposes. Please contact LDElicensing@la.gov with additional questions.

[Teaching and Learning: School Reopening Best Practices](#)

Updated: August 7,

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School Operations Guidance 2020-2021 Frequently Asked Questions

Q: What trauma informed and/or mental health training will be provided to teachers and school administrators to support students as a result of the pandemic? How will the school system support the students' emotional well-being?

A: LDOE released the [Guide to Supporting the Well-Being of Students and Staff](#). The guide includes free or low-cost mental health screeners that can be used to identify students in need of mental health supports.

Q: Will instructional minutes be required for schools or students that choose virtual learning for the 2020-2021 school year?

A: The 63,720 instructional minute requirement is still in place for the upcoming school year. School systems can meet this requirement when creating their academic calendar. The requirement can be met through face-to-face instruction or through remote learning models where equitable instructional minutes are met through live teacher led lessons, recorded lessons, worksheet assignments, etc.

Q: What guidance has been provided for privacy requirements in a virtual setting?

A: The Department has released a [sample consent letter](#) for school systems to send to parents when students are engaging in virtual learning. Additional guidance is provided in the [Privacy and Security for Distance Learning toolkit](#)

Q: Are there any modifications to the 2020-2021 testing windows?

A: At this time, no modifications have been made. The Department is monitoring the situation, talking with district test coordinators, and working with our assessment vendor to identify solutions for the variety of situations that are arising (e.g., remote diagnostic testing, extended summer window, etc.) this year. We are actively exploring test window shifts that may be needed for both the fall and spring.

Q: What are the required student teacher ratios for virtual settings?

A: This is dependent upon the teacher's responsibilities in the virtual setting. If the teacher's responsibilities in the virtual setting are exactly the same as in a brick and mortar setting (e.g. lesson preparation, lesson delivery, individual support for students, formative and summative assessments, grading of summative and formative assessments, parent communications, etc.) then the student teacher ratios outlined in policy must be followed. If the virtual responsibilities differ from that of a brick and mortar setting, then the ratios need to be determined at the local level.

For example, if a teacher is recording a lesson, that lesson could be shared with hundreds of students. Similarly, a teacher could deliver a short lesson to hundreds of students and then other teachers could be assigned to provide individual support and feedback to students. For more information regarding staffing, please refer to the [Strong Start Staffing FAQ](#) document.

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Coversheet

Social Media Policy

Section:	II. Other Business
Item:	B. Social Media Policy
Purpose:	FYI
Submitted by:	
Related Material:	Social Media Policy Draft v. 3 for comment.pdf



Faculty & Staff Social Media Policy DRAFT

I. Purpose of Policy

At Audubon Schools, our school community members use social media platforms to connect with prospective families, current families, students and the broader community. This may include promotional materials, educational content, and school activities, amongst others. The tools we use to do this are our school websites, Google Sites, Google Classrooms, Facebook, Twitter, Instagram, PowerSchool and Parent Square.

Audubon Schools takes social media seriously. Faculty, staff, and students are all expected to show respect and to take the privacy of others into careful consideration when posting.

II. Social Media Guidelines for Employees Related to Work Duties

When utilizing social media in carrying out duties related to your employment with Audubon Schools, please keep the following guidelines in mind:

1. You are Responsible for What You Publish.

You are responsible for the content you publish on approved Audubon School's branded social media platforms. Be mindful that what you publish will be public for a long time.

2. Stick to Your Area of Expertise.

It is important that employees share accurate information with the public on social media platforms. If you are unsure of the answer to a question posed to you on social media, refer the requester to the appropriate person or department. When in doubt, refer the request to your school principal or department head. However, if you respond to a problem or issue, you need to own it. Once you become the point of contact for a parent or stakeholder issue, stay with it until it is resolved.

3. Considerations When Speaking on Behalf of Your Class, Team, Program, Campus or Department.

Identify yourself—name and, when relevant, role —when you discuss school or school-related matters on your social media service or in connection with the school's social media identity. Only speak on behalf of the organization on your social media platforms when your commentary is based on explicit written standards, policies, and practices or when you have received prior permission from your supervisor to address a topic in a particular way. It is generally not appropriate for you to respond in an official capacity in relation to the school's use of a social media service with your own personal views. You may respond in an official capacity using first person or passive voice if such a response is consistent with the organization's guidance regarding use of the social media service. In most cases however, outside of teacher platforms, official Audubon Schools responses



will be made by the Communications Department or the Chief Executive Officer or their designee.

4. *Understand Users' First Amendment Rights.*

Although you can moderate social media services that accept comments from the public in order to restrict speech that is obscene, threatening, discriminatory, harassing, or off topic (if a limited public forum has been created), you may not use the moderation function to restrict speech with which the organization or you merely disagrees. Users have some First Amendment rights in posting content to public social media sites hosted or maintained by Audubon Schools. Moderators must respect those rights by not removing comments other than those excluded for specific legitimate reasons.

5. *Limit Comments to the Organization's Official or Approved Social Media Platforms.*

Do not publish content to any website or social media service outside of the official organizational website or social media service unless you have been authorized to do so by your Principal or Department Head.

6. *Respect Copyright Law.*

Social media participants must abide by laws governing copyright and fair use of copyrighted material owned by others. Never reprint whole articles or publications without first receiving written permission from the publication owner or confirming the copying is permitted. Never quote more than a short excerpt of someone else's work and, if possible, provide a link to the original. Also avoid posting content that contains photos, videos, music, or sound from another person or entity unless you have permission to re-post such material.

7. *Protect Confidential Information.*

Do not provide confidential information or other protected information. Never post legally protected personal information or personally identifiable student information that you have obtained from the organization (for example, information that is not public record). Ask permission to publish or report on conversations that occur within the school. Never post information about policies or plans that have not been finalized unless you have received explicit permission from your supervisor to post draft policies or plans on social media for public comment. Never post photos or other information about students, staff, administration or members of the public without confirming whether you are authorized to do so.

8. *Consider Your Content.*

As informal as social media services are meant to be, if they are being used in relation to organizational identity, they can be official Audubon Schools communications. Social media services will be sought out by mainstream media, so a great deal of thought needs to go into how you will use the social media in a way that benefits both the organization and the public.



9. *Don't Feed the Rumor Mill.*

Do not deny or confirm rumors or suggest either denial or confirmation in subtle ways. You may choose to respond by clarifying facts or let rumor-containing content stand without comment.

10. *Handling Negative Comments.*

Because of the nature of education, you should expect that some of the input or feedback will be negative. Some effective ways to respond to negative comments include: a. Providing accurate information in the spirit of being helpful b. Respectfully disagreeing c. Acknowledging that it is possible to hold different points of view or d. Forwarding the comment to the administration for a response. However, it is the expectation of Audubon Schools that all employees will respond in a positive and professional manner to all posts, even when they are negative in tone.

11. *Provide Links.*

When you make a reference to a law, regulation, policy, or other website, provide a link or a citation where possible.

12. *Respect Your Audience and Your Coworkers.*

Audubon Schools is committed to respect, diversity and inclusion. Do not use slurs, personal insults, or obscenity or engage in any conduct that would not be acceptable in the physical workplace. Remember that the Audubon community reflect a diverse set of customs, values, and points of view. You should also give proper consideration to privacy and be careful regarding topics that may be considered objectionable or inflammatory. By way of example, it is generally inappropriate for the school to take a stand on political or religious issues. Also, do not use your social media presence for communication that would be better shared either in person or via e-mail. Finally, your social media presence is a professional platform for interacting with our external stakeholders and should not be used as a platform for airing differences with fellow employee, students, administration or other stakeholders.

13. *Respond to Your Own Mistakes.*

If you make an error, own up to it and correct it quickly. In general, only spelling errors or grammar fixes should be made without making the change evident to users. If you choose to modify an earlier post, make it clear that you have done so, and do not remove or delete the incorrect content without providing the correct information and acknowledging the change. Ways to accomplish this include: a. Strike through the error and correct it or b. Create a new post with the correct information and link to it from the post you need to correct or clarify. Either method is acceptable.

14. *Use Your Best Judgment.*

If you're about to publish something that makes you even the slightest bit uncomfortable, review the suggestions above and think about why that is. If you're still unsure, discuss it with your Principal or Department Head.



15. *Handling Media Inquiries.*

A department's social media use may lead to increased inquiries from the media. If you are contacted directly by a reporter, you should refer media questions to the Communications Department.

III. Social Media Posts During A Crisis

In a crisis situation, Audubon School's faculty or staff members are strongly discouraged from using official social media platforms to make a statement, especially a statement which represents your personal views and not those of Audubon Schools. A formal press release will be created by the Communications team. Depending on the situation, a social media post may also be shared by the Communications team.

IV. Social Media Guidelines for Employees Outside of Work

These social media guidelines have been created to address some of the choices that individual employees, contractors, consultants, temporary staff and other workers may face online. These guidelines are not intended to address every situation encountered through use of social media.

Whether or not an Audubon Schools employee chooses to create or participate in a blog, wiki, online social network or any other form of online publishing or discussion outside the workplace is their own decision. However, emerging online collaboration platforms are fundamentally changing the way employees work and engage with each other, parents, students and other stakeholders. The old social norms and standards still apply, but the openness of social media creates situations that call for new rules of etiquette.

1. *Employee's personal use must not be attributable to the organization or employee's job function at Audubon Schools.* While an employee's use and comments made at social media sites are subject to First Amendment protections, as well as permissible restrictions, any personal use of social media sites outside of work must not be attributable to the organization or the employee's job function.

For example:

- a. Do not use your work e-mail address to register for social media and other sites unless the purpose is directly related to your job.
 - b. Do not display any Audubon seals or other official logos, emblems or images on personal social networking accounts.
 - c. Do not state or imply that you speak for Audubon Schools, the organization, a school site/group/program or any Audubon officials.
2. *Protect your privacy.* Employees are personally responsible for the content they publish on blogs, wikis or any other form of user-generated media. Audubon Schools is not responsible for the personal content of your social media sites. Be mindful that what you publish may be public for a long time. Be aware of your association with Audubon



Schools in online social networks. If you identify yourself as an Audubon Schools employee, ensure your profile and related content is consistent with how you wish to present yourself with administration, colleagues, parents, students and other stakeholders.

3. *Use a disclaimer.* Whether you publish to a blog or some other form of social media, make it clear that what you say there is representative of your views and opinions and not necessarily the views and opinions of Audubon Schools. Unless you are specifically authorized by your Principal or supervisor to speak on behalf of the school, consider including the following disclaimer on personal blogs or social media in which your identity as an Audubon Schools employee can be easily ascertained: "The postings on this site are my own and don't necessarily represent Audubon Schools' positions, strategies or opinions."

V. Violation of Social Media Policy

Violation of this policy or any unauthorized use of images, or breaches of privacy and/or confidentiality on employees' social media accounts or platforms will result in disciplinary action, up to and including termination of employment. Violation of student privacy can result in fines and jail time.

Coversheet

Pupil Progression Plan

Section:	II. Other Business
Item:	C. Pupil Progression Plan
Purpose:	Vote
Submitted by:	
Related Material:	2020-2021-ppp-template (1).docx 2020-2021 Pupil Progression Plan (Audubon Schools).pdf 2020-2021-ppp-guidance.pdf

2020-2021 Pupil Progression Plan

Local Education Agency:

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test in mathematics, English language arts, science, and social studies needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE has established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#), that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, credit recovery, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to ppp@la.gov.

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Placement of students in Kindergarten and Grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Promotion of students in grade 4

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Promotion and support of students in Grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation. Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

High School Considerations

Instructional Minutes

When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post-secondary plan.

Financial Aid Planning

Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation

Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Policy

Nontraditional Courses

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Credit recovery programs

For a credit recovery program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Support for students

School year support

The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Students with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.

- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Additional LEA policies related to student placement, promotion, etc.

In the space below, please describe any additional LEA policies related to student placement and promotion, etc. that have not been addressed in other sections of this document.

Note: This may include course pre-reqs, class ranking, etc.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President

Audubon Schools

2020-2021 Pupil Progression Plan

Local Education Agency:
Audubon Charter School (WAZ001),
Audubon Charter School Gentilly (EWBT001)



**French and Montessori Education, Incorporated
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CiCi Lawson
Montessori Parent Rep.

Ramona Fernandez, Esq.
Member

Dorcas Omojola
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Latoye A. Brown
Chief Executive Officer

Pupil Progression Plan Committee

The Pupil Progression Plan was developed during the 2017-2018 school year in accordance to the guidance provided by the Louisiana Department of Education(LDOE). The plan was edited and reviewed for adoption by a group of educators and parents, utilizing the template and relevant guidance from the LDOE as a reference.

Members of the Committee included:

Latoye A. Brown
 Adrienne Collopy
 Mellissa Forcier
 David LaViscount
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Chief Executive Officer
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 Parent, Audubon Lower School
 Parent, Audubon Lower School

Audubon Schools has elected to retain the locally approved Pupil Progression Plan for use in the 2020-2021 school year with the updates presented by the LDOE Pupil Progression Plan guidance document.

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Audubon Charter School French School Program ONLY

Students entering the French School Program in Grade 1 who are not coming from an accredited AEFE school must pass a French Language proficiency exam for admittance to the French School Program in Grades 1 and above.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Audubon Charter School French School ONLY

Students entering the French School Program in Grade 1 or above who are not coming from an accredited AEFE school must pass a French Language proficiency exam for admittance to the French School Program in Grades 1 and above.

Audubon Charter School Montessori & French School ONLY

Students entering the school in grades 3 or above who are not coming from an accredited AEFE school must meet the admissions matrix for placement in the Montessori or French school programs.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Kindergarten-3rd grades

Students must master 80% of report card standards in Reading, English Language Arts, Math and French Language Arts (French School only) to be promoted to the next grade. Students who do not meet the standards for promotion must have an Individualized Remediation Plan developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Team which will include the regular education teacher, parent, and all school level personnel familiar with the student.

5th-7th grades

Students must obtain a grade of "D" or better in Reading (5th grade only), English Language Arts, Math, Science, Social Studies and French Language Arts (French School only) to be promoted to the next grade. Students who fail one of the promotional subjects may be promoted by successfully attending a summer remediation program which has been pre-approved by Audubon. An Individualized Remediation Plan will be developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Team which will include the regular education teacher, parent, and all school level personnel familiar with the student.

All Students

Students who fail to meet promotional standards after being retained during a previous school year in a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the SAT team.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

4th Grade

Students must obtain a grade of “D” or better in Reading, English Language Arts, Math, Science, Social Studies and French Language Arts (French School only) and score at the “Basic” level or above in at least two core academic areas on the LEAP Assessment to be promoted to the next grade. Students who fail one of the promotional subjects or fail to score at the “Basic” level or above in at least two areas on the LEAP assessment may be promoted by successfully attending a summer remediation program which has been pre-approved by Audubon. An Individualized Remediation Plan will be developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Team which will include the regular education teacher, parent, and all school level personnel familiar with the student.

V. Promotion and support of students in grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

8th Grade

Students must obtain a grade of “D” or better in Reading, English Language Arts, Math, Science, Social Studies and French Language Arts (French School only) and score at the “Basic” level or above in English Language Arts or Math and “Approaching Basic” in all other areas on the LEAP Assessment to be promoted to the next grade. Students who fail one of the promotional subjects or fail to score at the “Basic” level or above in ELA or Math and “Approaching Basic” in all other areas on the LEAP assessment may be promoted by successfully attending a summer remediation program which has been pre-approved by Audubon. An Individualized Remediation Plan will be developed and implemented for the following year. Final retention decisions will be made by the school following a meeting of the SAT Committee which will include the regular education teacher, parent, and all school level personnel familiar with the student.

All Students

Students who fail to meet promotional standards after being retained during a previous school year in a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the SAT team.

VI. High School Considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Policy

Nontraditional Courses

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Credit recovery programs

For a credit recovery program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

V. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have

achieved a value-added rating of “Highly Effective” on the most recent evaluation.

- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VI. Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Students with Disabilities

Students must meet the promotional standards enumerated above. The IEP team will convene and shall determine promotion or retention for students with disabilities who fail to meet local promotional standards.

English Language Learners (See Appendix 1.)

Students must meet the promotional standards enumerated above. The SAT team will convene and shall determine promotion or retention for English Language learners who fail to meet local promotional standards.

All Students

Students who fail to meet promotional standards after being retained during a previous school year in a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the SAT team.

VII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

N/A

VIII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Regular Education Students

-Parents who wish to appeal student placement for regular education must submit the request in writing to the CEO. The CEO will respond within 3 business days acknowledging receipt of the request and will assemble a Due Process Team consisting of Senior Instructional Leadership to review all student data and other pertinent information. The team will then meet with the SAT team to ask clarifying questions or seek additional information before rendering a final decision. The decision of the Due Process Team is final and binding. The results will be placed in the student's cumulative folder.

Students with Disabilities with an Individualized Education Plan & Students with Accommodations/Section 504 Plans

Parents who wish to appeal student grade placement must submit the request in writing to the CEO. The CEO will respond within 3 business days acknowledging receipt of the request and will assemble a Due Process Team consisting of Senior Instructional Leadership and **led by an impartial third party from Orleans Parish School Board** to review all student data and other pertinent information. The team will then meet with the SAT team to ask clarifying questions or seek additional information before rendering a decision. The decision of the Due Process Team is final and binding. The results will be placed in the student's cumulative folder.

IX. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Grading

Grades PK-3

Grades PK through 3 are non-graded. Standards are detailed per subject and aligned throughout the different cycles in all programs. Student performance indicators show different levels of mastery for each standard, which are recorded for each standard on trimesterly report cards.

Grades 4-8

Grades 4-8 shall be graded according to the BESE Uniform Grading Scale (Bulletin 741 §2302).

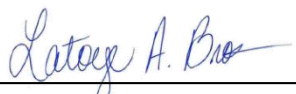
Grading Scale

Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

X. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) **Audubon Charter School, Audubon Charter School Gentilly** 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **August 22, 2020**



Superintendent/CEO

Board Officer

Appendix 1: English Language Learners

Audubon Schools will provide services for English Language Learners (ELL) in accordance with federal state and local laws (Title IV of the Civil Rights Act of 1964, Equal Educational Act of 1974). The purpose of this program is to provide ELL students with the resources and supports necessary to access the curriculum. Audubon Schools will implement the following measures to identify, evaluate and provide services for ELL students.

Identification

At registration, all new families are asked to complete a Home Language Survey. The survey is available in English, Spanish and Vietnamese. The results of the survey are used to generate an initial list of students who may be eligible to receive ELL services. Students whose families indicated a native language or home language other than English will be flagged to be screened for ELL services. The ESL teacher will also collect faculty/staff recommendations regarding students that may qualify for ELL services. The ESL teacher will then reach out to all families with students flagged to be screened for ELL services to verify that the native or home language is indeed something other than English.

Evaluation

Once the ESL teacher has confirmed all identified students' native or home language status, an English proficiency screener will be administered by the ESL teacher. Students will be screened for English proficiency in speaking, reading, writing and listening. The results of the screener, along with Universal screening data collected at the beginning of the year, will be shared with families.

Students who qualify for ESL services will begin receiving support services both within and outside of the classroom as needed. The ESL teacher will meet with the regular education teachers and parents to develop LEP accommodation plans to address student needs. At a minimum, the plans will include information regarding the level of support necessary for the student, the frequency and type of service delivery, and accommodations/modifications that are necessary for the student to be successful. The ESL teacher will also ensure that both teachers and parents are made aware of the rights of the student and parents in regards to their ELL status.

Implementation

Once consent has been given for the delivery of ESL services and a plan has been created to address the needs of the student, the ESL teacher will begin tiered pull out instruction and differentiated push-in support to ELL students. The amount of services received will depend on the needs of individual students in accordance with federal, state and local guidelines. Additionally, regular education teachers will provide modifications and accommodations with the assistance of the ESL teacher to meet the needs of ELL students in the regular classroom.

The ESL teacher will administer proficiency benchmark assessments to students at the mid-year and end of the year marks to measure student growth towards proficiency and also to update student instructional needs as they change. Once a student meets proficiency standards according to Bulletin 118, the student will be exited from primary ELL services and will receive in-class support from the ESL teacher.

Introduction

Bulletin 1566 support LEA flexibility with regard to student promotion and retention. However, students who struggle must be identified early and receive the necessary support to ensure their growth and ability to stay on track toward graduation.

Struggling students must be identified early and receive intensive support to ensure growth and the ability to stay on track towards graduation while the decision for promotion and retention remains a local decision.

The policy requirements in the 2020-2021 Pupil Progression Plan should reflect promotion, retention, and placement policies for students in grades K-12.

NOTE: For 2019-2020, the Department has issued flexibility regarding pupil progression. Student Promotion and Placement for the fall 2020 academic semester should be based on the [K-11 Course Credit and Promotion Guidance](#).

Policy Requirements

Grade 4 Requirements:

- Students who score below “Basic” in at least two core subjects (ELA, math, science, social studies) at the end of Grade 4 must be placed on an [individual academic improvement plan](#).
- The plan must:
 - o Address each core subject in which the student scored below “Basic”
 - o Include at least two approved [intervention options](#) per core subject, including possible participation in summer school as an intervention if chosen by the student and parent
 - o Be signed by the parent/legal guardian, following discussion of the plan
 - o Continue until the student achieves “Basic” in the core subjects that led to the development of the plan

Grades 5-7 Requirements:

- Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves “Basic” in the *same core subjects* that led to the development of their individual academic improvement plan

Grade 8 Requirements:

- Students should score at least “Basic” in either ELA or math and “Approaching Basic” in other subject to be promoted to Grade 9; Bulletin 1566 provides for waivers as well as placement in transitional ninth grade in certain circumstances
- The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, no later than October 1 of each school year

Promotion and Support Policy Process for Grade 4

[Bulletin 1566 §701 and §703](#)

All steps in this process are required and should be repeated at the end of each school year.

Action Step 1: Identify students who are academically struggling			
Who	What	When	Goal
LEA	Receive roster from LDOE of students exiting grades 3 and 4 who identify as below “Basic” in at least two core subjects	End of school year	<ul style="list-style-type: none"> Identify students exiting grade 3 who may benefit from additional supports (i.e., early warning system) Identify students exiting grade 4 who scored below “Basic” in at least two core subjects and require an individual academic improvement plan

**No action required for students in grades 5 through 7 who were not previously put on a plan in grade 4.*

Action Step 2: Engage parent/legal guardian and create a plan (required)			
Who	What	When	Goal
LEA and Parent/Legal Guardian	Attend planning meeting for each student exiting Grade 4 identified as below “Basic” in action step 1	End of school year	<ul style="list-style-type: none"> Select interventions from the list of options Populate and sign the individual academic improvement plan template and parent/legal guardian agreement form Maintain the plan and agreement form in the student’s file

Action Step 3: Determine retention or promotion status			
Who	What	When	Goal
LEA	Continue academic improvement plan and monitor student progress	Ongoing and as needed	<ul style="list-style-type: none"> Student met expectations (i.e., Basic or above). <i>If student does not meet expectations, per pupil progression policy, determine retention or promotion status.</i>

Intervention Options

If a student is identified as needing an [individual academic improvement plan](#), the school system is required to choose at least two interventions for each core academic subject from the list below. The parent/legal guardian shall sign an [agreement form](#) indicating the selected interventions.

Options	Requirements and Resources
<p>Enrollment in a summer program</p> <p><i>(Per state law, this option must be offered to parents/legal guardians)</i></p>	<p>Summer program uses instructional curricula or learning program aligned to Louisiana State Standards.</p> <p>Program taught by a Highly Effective or Effective Proficient teacher.</p> <p>No more than 35% of the instructional time can be made up of learning below the student's registered grade level.</p> <p>At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.</p>
<p>Additional In-school support</p>	<p>Additional learning minutes should come from free time during the school day or after school support.</p> <p>Student should never be pulled out of on grade level, core academic instruction with peers to receive below level instructional support.</p> <p>No more than 35% of the instructional time can be made up of learning below the student's registered grade level.</p> <p>At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.</p>
<p>Access to high quality, aligned curriculum</p>	<p>Additional in-school support resources: Louisiana Believes Teacher Support Toolbox (by grade and subject) K-12 Math Planning Resources: Helping students who struggle (by grade) Diverse Learners Guide and the Supports Flow Chart (ELA Guidebooks 2.0)</p> <p>Use of a high quality curriculum aligned to Louisiana State Standards that includes built in instructional support.</p>
<p>Placement in classroom of a highly effective teacher</p>	<p>Student is placed in the classroom of a teacher rated highly effective overall or highly effective on value added model or has proven to grow academically struggling students in the past.</p>

Promotion and Support Policy FAQs

Where can I find the related policy Bulletin 1566? You can find policies related to IAIPs in [Bulletin 1566, Pupil Progression Policies and Procedures](#). In fact, LEAs can access all policies that BESE has adopted on the [BESE website](#).

1. **Will the template be required or can we use our own format?** Local school systems may use their own template as long as all components from the State template are addressed, if applicable.
2. **What documentation do you suggest the LEA keep on file locally?** The following items are required:
 - *a formal submission statement signed by Principal & Board President* See Section XI – LEA Assurances
 - *a local/LEA contact information page*
 - *a listing of the committee of educators appointed by the superintendent*
 - *a listing of the parents appointed by the school board*
 - *documentation of input into the PPP by educators/parents*
 - *copies of the public notice of the PPP prior to approval of PPP (dates and location)*
3. **Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade, unless the student is eligible for a waiver or is placed in transitional ninth grade. Does that mean that they must have AB in science and social studies too?** The 8th grade policy was not revised by BESE to address science and social studies.
4. **Do schools have to offer all four choices that are listed as allowable interventions?** No, the policy does not mandate this.
5. **When will the roster of 3rd and 4th grade students who scored below Basic in at least two subjects be provided?** This information can be extracted from the assessment score report file provided to district test coordinators annually in June.
6. **Will there be a template for individual academic improvement?** Yes, a [template](#) and supporting documents are available [in the School Policy library](#).
7. **How will the IGP change in order to incorporate the Individual Academic Improvement Plan?** No change - the individual academic improvement plan will begin after grade 4 and go through the 8th grade. At the end of the 8th grade, the traditional 8th grade promotion/T9/IGP policies commence.
8. **What about attendance by teachers and parents in-person?** Many of our parents cannot attend in person as we serve families from all over the state. When parents do not have transportation or otherwise cannot attend IEP meetings in person, we conduct the meeting over the phone/video phone. Can we do the same for these review meetings? LEAs should work with parents to determine how best to have these conversations and obtain written affirmations of their participation. We suggest documenting the meeting date and time and obtaining an electronic signature on the parent agreement form to keep on file, if an in-person meeting is not possible.
9. **What if the school makes every attempt to contact the parent to get them at the meeting, but they don't attend?** Keep documentation showing multiple attempts to contact the parent, including but not limited to phone call, written note home, email, etc.

10. **If a parent refuses to allow a student to take the 8th grade LEAP, how will the promotion/placement decision be made?** Principals and superintendents should personally discuss the implications of non-participation with parents who make these requests or express concerns about testing. While federal law does call for the participation of “all students” in state testing, local school leaders should also work to accommodate and respect parent wishes for their children. Local pupil progression policies may address this as well, and where test scores are not available to guide promotion/placement decisions, the school should review the preponderance of evidence of student learning from that school year to make that decision.
11. **If a parent instructs a student to not test (opt out students), therefore they receive unsatisfactory, do they get an individual academic improvement plan?** The school shall work with the parent to consider all other available evidence of student learning to determine if an academic improvement plan is needed.
12. **What is the difference between academic supports and remediation? Can you provide examples?** Remediation is a form of academic support, although typically focused on content that is below grade level. In keeping with other language in this proposed regulation, we are requiring that academic supports contain content that exposes students and allows them to learn content that is on grade level. Remedial (below grade level) content should not comprise more than 35 percent of the instructional time.
13. **For math, there are Eureka Remediation tools aligned to the Modules and Topics in Eureka. What should be used for ELA?** There are two primary resources for supporting struggling students in ELA: [ELA Guidebooks Diverse Learners Guide](#) and [ELA Guidebooks Supports Flow Chart](#).
14. **What are the implications for those districts which may not be able to provide “highly effective” teachers for every class?** BESE, at its December 2017 board meeting, approved a policy revision which provides that summer school teachers be rated Highly Effective or Effective: Proficient pursuant to their most recent evaluation. This is one of four options that LEAs have to meet the needs of academically struggling students. LEAs need only provide two of the four required.
15. **For students with disabilities, can the IEP serve as the individual academic improvement plan if they add the needed components or should a separate plan be written?** The IEP is based on federally required components related to special education services. An [Individual Academic Improvement Plan](#) is required in addition to the IEP for students with disabilities. The two plans should work in tandem to support student learning and improvement.
16. **Do students with 504 plans or IEPs that do not meet the standard for promotion still need an Individual Academic Improvement Plan?** Yes, an [Individual Academic Improvement Plan](#) is required in addition to the 504 plan and IEP.
17. **How does this policy affect Act 833?** No change - all state laws continue to be in effect. Refer to Bulletin 1530 for specific regulations regarding promotion decisions for these students.
18. **Will all four subjects need to be offered during summer remediation?** Yes, the policy provides for remediation to be offered in each of the four core subjects where students may have weaknesses. The objective is to help students in the core academic subjects in which they’ve scored below Basic.
19. **Using only highly effective teachers narrows the summer school teacher pool down considerably. What if there are not enough HE teachers in the district to teach summer school?** BESE, at the December 2017 board meeting,

approved a policy revision which provides that summer school teachers be rated Highly Effective or Effective: Proficient pursuant to his/her most recent evaluation. LEAs are encouraged to assemble the most effective group of educators to support students in addressing their academic weaknesses.

20. **How is “summer” defined for purposes of summer remediation?** The Legislature has not defined this term which is used in state law (R.S. 17:24.4). This past year, legislation was passed to allow summer remediation to be optional. LEAs that chose to offer summer remediation may offer it on the timeline that they believe works best for them.
21. **With the repeal of the 50-hour cap for each subject taught during summer remediation, won’t this increase local costs?** The 50-hour requirement in the previous policy was a minimum, not a cap, that BESE has since voted to repeal. LEAs can now determine the appropriate length of summer remediation programs needed to address students’ needs.
22. **Will LEAP scores come in at the end of May in order to be ready for summer school at the beginning of June?** 2021 results will likely not be available until June, per the LDOE Assessment team and test vendor.
23. **Can a resident or a first year teacher teach summer school or be the classroom teacher the following year for the struggling student?** No. The regulations require that the summer school teacher must have been rated Highly Effective or Effective: Proficient pursuant to his/her most recent evaluation. Thus, a teacher must have been formally evaluated in order to have such a rating.
24. **Are first-time eighth grade students not meeting the eighth grade promotion standard required to complete summer remediation before being placed on a high school campus in transitional ninth grade?** No, revisions to policy approved in January 2018 remove the requirement that a first-time eighth grade student who does not meet the eighth grade promotion standard complete summer remediation before being placed on a high school campus in transitional ninth grade. Beginning with the 2018-2019 school year, it was determined that transitional ninth grade placement decisions shall be based on both results of the eighth grade LEAP test and all other available evidence of student learning.
25. **Are LEAs allowed to offer summer remediation only to those students who have been identified as academically struggling, based on the results of state assessments?** The revisions approved in January 2018 continue to offer summer remediation to students who have been identified as academically struggling, but enable LEAs to identify such students based not only on the results of state assessments, but also on a preponderance of evidence of student learning available at the end of the school year.
26. **What high-quality science curricula should be used for students who need additional support?** Full reviews of science programs that have been identified as Tier 1 through the Department’s Instructional Materials Review Process, meaning they exemplify quality alignment to standards, can be found on the [Curricular Resources Annotated Reviews](#) page. Additionally, information on high quality pilot programs and Sample Scope and Sequence Documents are included on the [Science Planning Page](#). Students who need additional support may also have extra time on three-dimensional science tasks such as those in [EAGLE and Science Sample Scope and Sequence Documents](#). According to intervention options outlined in the IAIP, no more than 35% of the instructional time can be made up of learning below the student’s registered grade level. At least 65% of instructional time should be targeted to help students access on grade level work.

27. **Is summer remediation (or any other IAIP intervention) required for a subject area for which the IAIP was not originally written?** While not required, the school should strongly consider additional interventions in this subject area as part of the student's updated IAIP. Students who are struggling academically must be identified early and receive appropriate supports to ensure growth and the ability to stay on track towards graduation. If a student was identified as struggling academically in the prior year and is now struggling in a new content area, then supports should address current struggles.

Coversheet

Financial Statement June 2020

Section:	III. Finance Committee
Item:	A. Financial Statement June 2020
Purpose:	Discuss
Submitted by:	
Related Material:	2006 ACS Financial Statement PRELIMINARY.pdf

FRENCH AND MONTESSORI EDUCATION INCORPORATED

Financial Statements

For the Month Ended June 30, 2020

DRAFT

These financial statements have not been subject to an audit, review, or compilation engagement, and no assurance is provided on them. Substantially all of the disclosures, and the statement of cash flows, required by accounting principles generally accepted in the United States of America have been omitted.

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Statement of Activities and Change in Net Assets and Budget Comparison for the eleven months ended June 30, 2020	3
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DRAFT

These financial statements have not been subject to an audit, review, or compilation engagement, and no assurance is provided on them. Substantially all of the disclosures, and the statement of cash flows, required by accounting principles generally accepted in the United States of America have been omitted.

**FRENCH AND MONTESSORI EDUCATION INCORPORATED
D/B/A AUDUBON CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
FOR THE MONTH ENDED MAY 31 2020**

ASSETS**CURRENT ASSETS**

Cash and cash equivalents	\$ 2,929,143
Accounts receivable	648,822
Investments	1,001,663
Prepaid expenses and other current assets	<u>6,651</u>

Total current assets 4,586,279

PROPERTY AND EQUIPMENT, net 3,783,077

TOTAL ASSETS \$ 8,369,356

LIABILITIES AND NET ASSETS**CURRENT LIABILITIES**

Accounts payable and accrued expenses	\$ 57,706
Accrued salaries and benefits payable	836,701
Deferred revenues	<u>61,307</u>

Total current liabilities 955,714

LONG TERM LIABILITIES

Note Payable	<u>1,903,399</u>
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Total long term liabilities 1,903,399

NET ASSETS

Unrestricted net assets	<u>5,510,242</u>
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TOTAL LIABILITIES AND NET ASSETS \$ 8,369,356

**FRENCH AND MONTESSORI EDUCATION INCORPORATED
D/B/A AUDUBON CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS AND BUDGET COMPARISON
FOR THE TWELVE MONTHS ENDED June 30, 2020**

	AUDUBON UPTOWN Actual	AUDUBON GENTILLY Actual	AUDUBON CENTRAL OFFICE Actual	TOTAL	% ACHIEVED OF ANNUAL
REVENUES AND SUPPORT					
MFP revenues	\$ 7,957,002	\$ 1,845,973	\$ -	\$ 9,802,975	109%
Fee revenues	171,475	93,659	-	\$ 265,134	71%
Public grants and program funding	2,706,457	1,103,407	-	\$ 3,809,864	185%
Private grants and donations	230,126	107,278	-	\$ 337,404	59%
Income from investments	66,102	555	-	\$ 66,657	444%
Other income	490,748	54,550	-	\$ 545,298	107%
Released from restrictions				-	
Total revenues and support	11,621,910	3,205,422	-	\$ 14,827,332	115%
EXPENSES					
Salaries	\$ 6,178,596	\$ 1,688,418	\$ 715,374	\$ 8,582,388	116%
Benefits	1,845,556	233,840	237,580	\$ 2,316,976	105%
Disposal	16,766	4,713	-	\$ 21,479	94%
Dues	63,088	9,107	14,352	\$ 86,547	72%
Food service	202,563	65,073	-	\$ 267,636	59%
Insurance	178,355	27,990	-	\$ 206,345	90%
Materials	176,328	34,577	12,542	\$ 223,447	53%
Purchased services	911,038	202,601	76,821	\$ 1,190,460	124%
Rentals	25,873	-	268	\$ 26,141	103%
Repairs and maintenance	208,845	101,550	-	\$ 310,395	139%
Travel	42,160	1,301	227	\$ 43,688	98%
Utilities	163,621	36,837	-	\$ 200,458	81%
Depreciation	71,144	100,024	-	\$ 171,168	98%
Other expenses	9,426	700	2,736	\$ 12,862	57%
Debt Service	1,956	106,709	-	\$ 108,665	82%
Student Transportation	39,065	123,445	-	\$ 162,510	82%
Total expenses	10,134,380	2,736,885	1,059,900	13,931,165	108%
CHANGE IN NET ASSETS	\$ 1,487,530	\$ 468,537	\$ (1,059,900)	\$ 896,167	
NET ASSETS - Beginning of period				4,614,075	
NET ASSETS - End of period				\$ 5,510,242	

These financial statements have not been subject to an audit, review, or compilation engagement, and no assurance is provided on them. Substantially all of the disclosures required by accounting principles generally accepted in the United States of America have been omitted.

FRENCH AND MONTESSORI EDUCATION INCORPORATED
D/B/A AUDUBON CHARTER SCHOOL
STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS AND BUDGET COMPARISON
FOR THE MONTH ENDED JUNE 30, 2020

	AUDUBON UPTOWN	AUDUBON GENTILLY	AUDUBON CENTRAL OFFICE	Total	Budeted	Variance
	Actual	Actual	Actual			
REVENUES AND SUPPORT						
MFP revenues	\$ 679,099	\$ 217,257	-	\$ 896,356	\$ 747,759	148,597
Fee revenues	-	-	-	-	\$ 37,230	(37,230)
Public grants and program funding	106,675	404,310	-	510,985	\$ 205,778	305,207
Private grants and donations	10,500	50,000	-	60,500	\$ 56,900	3,600
Income from investments	4,962	15	-	4,977	\$ 1,250	3,727
Other income	91,292	875	-	92,167	\$ 50,937	41,230
Released from restrictions				\$ -	-	-
Total revenues and support	892,528	672,457	-	1,564,985	1,099,854	465,131
EXPENSES						
Salaries	\$ 231,621	\$ 124,856	\$ 62,699	\$ 419,176	\$ 613,994	(194,818)
Benefits	88,320	17,758	19,007	125,085	\$ 183,800	(58,715)
Disposal	5,108	990	-	6,098	\$ 1,900	4,198
Dues	26,482	921	-	27,403	\$ 10,000	17,403
Food service	9,061	585	-	9,646	\$ 41,652	(32,006)
Insurance	6,998	2,333	-	9,331	\$ 18,647	(9,316)
Materials	7,713	1,764	-	9,477	\$ 35,151	(25,674)
Purchased services	35,184	8,149	7,003	50,336	\$ 106,002	(55,666)
Rentals	1,441	-	-	1,441	\$ 2,070	(629)
Repairs and maintenance	16,810	8,122	-	24,932	\$ 18,600	6,332
Travel	405	-	-	405	\$ 3,708	(3,303)
Utilities	13,043	636	-	13,679	\$ 20,708	(7,029)
Depreciation	4,008	8,335	-	12,343	\$ 14,583	(2,240)
Other expenses	-	145	-	145	\$ 1,875	(1,730)
Debt Service	-	291	-	291	\$ 11,000	(10,709)
Student Transportation	100	-	-	100	\$ 19,800	(19,700)
Total expenses	446,294	174,885	88,709	709,888	1,103,490	(393,602)
CHANGE IN NET ASSETS				\$ 855,097	\$ (3,636)	\$ 858,733
NET ASSETS - Beginning of month				4,660,605		
NET ASSETS - End of month				\$ 5,515,702		

These financial statements have not been subject to an audit, review, or compilation engagement, and no assurance is provided on them. Substantially all of the disclosures required by accounting principles generally accepted in the United States of America have been omitted.

Coversheet

Recommendation to Approve a Contract for Food Service

Section:	III. Finance Committee
Item:	B. Recommendation to Approve a Contract for Food Service
Purpose:	Vote
Submitted by:	
Related Material:	Signed Food Contract 1.pdf

Proposal Summary and Agreement Page

SFA Name French and Montessori Education, Inc

This document contains a solicitation for the furnishing of meals for a nonprofit food service program for the period beginning (Date) **July 1, 2020**, and ending (Date) **June 30, 2021**, and sets forth the terms and conditions applicable to the proposed procurement. Upon acceptance, this document shall constitute the Contract between the offeror and the school food authority (SFA)/Sponsor.

The offeror certifies that all terms and conditions within the proposal shall be considered a part of the contract as of incorporated therein.

This Agreement shall be in effect for one year and may be renewed by mutual agreement for four additional one-year periods.

The offeror shall not plead misunderstanding or deception because of such estimate of quantities, or of the character, location, or other conditions pertaining to the solicitation/Contract.

The conversion factor for calculating meal equivalents for breakfast and snack is the factor utilized most commonly when calculating Meal Equivalents (.67 for breakfast and .33 for snack). Source: Essential KPIs for School Nutrition Success. Institution of Child Nutrition.

PER MEAL PRICES MUST BE QUOTED AS IF NO USDA COMMODITIES WILL BE RECEIVED

MEAL	UNITS(1)	RATE(2)	TOTAL(3)
Reimbursable Lunch	85,500	\$3.41	\$291,555
Reimbursable Breakfasts (price is 67% of the price of lunch)	29,700	\$2.28	\$67,716
Reimbursable After-School Snack (price is 33% of the price of lunch)	5000	\$1.13	\$5,650
Reimbursable Summer Lunches/Suppers (equal to reimbursable lunch)	500	\$3.41	\$1,705
Reimbursable Summer Breakfasts (price is 67% of the price of lunch)	500	\$2.28	\$1,140
Reimbursable Summer Snack (price is 33% of the price of lunch)			
Reimbursable CACFP Snack (price is 33% of the price of lunch)			
Reimbursable CACFP Supper (equal to reimbursable lunch)	5,000	\$3.41	\$17,050
Estimated Extra Sale Revenue/Total Lunch Equivalent Rate (does not include sale of adult meals)			
TOTAL ESTIMATED AMOUNT OF PROPOSAL			\$384,816

¹ To be completed by SFA/Sponsor

² All rates to be completed by FSMC

³ To be completed by FSMC - all totals must be carried out to the second decimal place and must not be rounded

*No items sold to the SFA by the FSMC can be charged a rate other than the rates on this Proposal Agreement Page

Name of the FSMC² Genuine Foods

Street Address² 1406 NE Evangeline Thoroughway

City² Lafayette

State² L A

Zip Code² 70501

By submission of this proposal, the offeror certifies that in the event the offeror receives an award under this solicitation, the FSMC shall operate in accordance with all current applicable state and federal regulations.

7/13/2020

MFM

Director of Partnerships

Date²

Signature of FSMC's Authorized Representative²

Title²

ACCEPTANCE OF THE CONTRACT:

8/10/20

Date¹

French and Montessori Education, Inc.
Name of School Food Authority/Sponsor¹

[Signature]
Signature of Authorized SFA/Sponsor Representative¹

Board Chair
Title

Coversheet

CEO Search Updates

Section:	IV. CEO Search
Item:	A. CEO Search Updates
Purpose:	FYI
Submitted by:	
Related Material:	Edward Brown (Final).pdf Tamara Cooper (Final).pdf

August 3, 2020

Dear Members of the F.A.M.E. Board of Directors and CEO Search Committee:

In every role that I have served, my goal has always been to grow students academically, socially, and emotionally in a fun, engaging, and nurturing environment. As a school leader, I have always been driven to ensure that teaching and learning occurs at high levels. My drive has been fueled by the belief that all students can and will learn at mastery level or above when given quality instruction and authentic motivation. During my tenure, I have been able to provide effective leadership and hire effective teachers to accomplish our goals. Consequently, my team was able to build strong support systems to make our gains significant and sustainable.

Throughout my career, I have led by building a collective vision as our school community worked as one to accomplish goals. As a leader in education, I have moved this vision forward by gathering consensus and building good will and open dialogue with the communities in which I served. Through my service, I have earned their trust by being consistent, holding myself accountable, and making decisions in the best interest of children. By setting a clear vision, detailed with goals and strong support systems, I have been able to increase learner outcomes for scholars.

My 21 years in public education is rooted in 7 years as classroom teacher, and 14 years as an administrator. My career has provided me with valuable experiences and a strong understanding of the current educational landscape unique to New Orleans. I have also grown by investing in my learning in earning the master's degree in Urban Education, the doctorate degree in Executive Leadership and being an active member of New Leaders for New Schools, The School Leadership Center, and The National Institute for Excellence in Teaching.

The success I have attained as a school leader was not accomplished in isolation. It was the manifestation of strongly aligned leadership teams; strategic hiring and talent management; building community through teacher collaboration during the school day; providing quality professional development and actionable feedback from observations; building strong transparent lines of communication with all stakeholders; providing partnerships with community organizations and businesses; establishing a system of timely progress monitoring of student outcomes; being fiscally innovative and responsible; and advocating for students' best interests. These factors improved educational outcomes at multiple schools. For example, we were able to transform one of the lowest performing schools in New Orleans into a top-5 proficiency gains school. We also expanded student support and academic intervention systems to provide streamlined support to every child, resulting in a 37-point increase to our assessment index.

As a member of the Rare Bird family for the last 12 years, I have personally observed Audubon's impact on my son. I believe that his experience mirrored that of most Audubon scholars. I have first-hand experience of how Audubon feels as a school community, and how much more we can accomplish together. This is an opportunity for me to step in and carry on the proud tradition of Audubon Charter School and propel us into the next chapter of academic excellence and community involvement, despite the current economic and health crisis.

Educationally,

E. Brown

Dr. Edward Brown

Chief Executive Officer 90 – Day Entry Plan



created by:

Dr. Edward Brown

To: CEO Search Committee and French and Montessori Education Inc. (FAME) Board of Directors

From: Dr. Edward Brown, CEO
Audubon Charter School

Date: August 11, 2020

RE: 90 Day Entry Plan

It is with great pleasure that I submit this memo to you to articulate my plans for the next 90 days that will continue to build on the great things that are already in action at Audubon Charter Schools. This memo will also introduce innovative ideas intended to push Audubon Charter Schools forward. As we navigate our organization through the unknown impact of the current pandemic, it is my goal to ensure that we have an amazing year of student acceleration.

Ordinarily, an entry plan is broader, but I purposefully created a strategic, intentional, step-by-step scope to address new norms. All stakeholders need to feel confident that the administration has a plan to ensure increased learner outcomes while caring for their children and navigating our organization to a safe re-entry to school. In order for us to accelerate our students, we have to take a step back to develop ourselves and ensure that our decisions are in the best interest of students. We will begin by implementing my 90-day plan. Five themes will permeate each phase and they are as follows:

1. Engage Stakeholders
2. Set the Direction
3. Drive Results
4. Maximize Talent
5. Manage the Organization

As well as the above-mentioned themes, my intent is to accomplish the following goals in my first 90 Days:

- Develop knowledge & understanding of our financial position, as well as, every programmatic/curricula track (Montessori, French, traditional, gifted/talented).
- Establish a positive, energetic working relationship with all stakeholders.
- Determine strengths and weaknesses of current school support systems and school performance data.
- Ensure each school sets an atmosphere that is safe and conducive to learning in hybrid, virtual, and onsite environments.
- Create an exciting learning atmosphere that protects our scholars and grows them academically, socially, and emotionally.

Week of September 21st

- Fully assess our distance learning plan and COVID compliance safety measures.
- Review Policy Manual and By-laws for Audubon Charter Schools.
- Meet with Board to establish expectations and goals for the upcoming school year.
- Data Review of every aspect of the Accountability Formula for the district and each school and begin a deep analysis of the organization.
- Meet with Cabinet using 1/1 conversations to introduce myself, review each person's role and responsibilities and lay out our vision, expectations and processes I expect from our team. Goals will be established for each cabinet member. Priorities include: 1. A review of the most recent Financial Audit with the Chief Financial Officer; 2. Review of Crisis Plan.
- Send letter to teachers introducing myself and sharing the vision for the upcoming school year.
- Send letter to parents introducing myself and sharing the vision for the upcoming school year.
- Post 90 Day Plan on our website and update the plan every Friday to provide transparency by sharing our progress with all stakeholders.
- Review current distance learning plan to ensure that we are meeting the needs of our scholars and families.

Week of September 28th

Given that each school has an established leadership team that includes the Principal, Assistant Principal and any academic coaches/support staff that assist teachers with their jobs, I will:

- Meet with Leadership Team of all three schools separately. Meeting will involve a data dive into strengths and weaknesses of each site. The goals of the meeting are as follows:
 1. Introduce myself and lay out our vision, expectations and processes I expect to see on each campus (Goal Setting – Collaboration - Observation/Feedback - Curriculum/Assessment).
 2. Establish/review academic strategy to improve student outcomes. What is our plan to increase student achievement and increase growth with our students in every subgroup.
 3. Establish/review plan to intentionally create an inspired culture of excellence.
- Collect all contracts with outside vendors/contractors regarding their services to Audubon Charter Schools. Establish contact and meet with each party along with the corresponding Cabinet Member. The purposes of these meetings are to ensure they are ready to continue to provide services and that all contracts are in order and cost-effective.
- Reach out to established Audubon Charter Schools business and community partners to set meetings for the following week.

- Establish protocol for monthly Cabinet Team Meeting.
- Ensure that all social media sites are up to date where all stakeholders can go to access information regarding our schools and organization.

Week of October 5th

- Second 1/1 Protocol meeting with Cabinet members. After an initial meeting where we establish goals and the metrics by which we progress monitor, our subsequent 1/1 's will focus on reflection, inspection, direction, correction & question. For the Fall Semester, these meetings will take place every 2 weeks. After the Winter Break, frequency of these meetings will be determined.
- Explore the process and criteria to secure EL II: Elementary II (ages 9 through 12) and SEC I: Secondary I (ages 12 through 15) certifications to expand the certifying capabilities of the National Montessori Training Center in New Orleans.
- Begin exploring the development of the AMLA (Audubon Montessori Leadership Academy. The AMLA will be used to create a leadership pipeline for our organization and generate revenue by partnering with other entities to build Montessori school leaders).
- Meet with established business and community partners.

Week of October 12th

Fall Break for Teachers and Students

- Meet with NOLA Public Schools superintendent to formally introduce myself and discuss the future of Audubon Charter Schools.
- Meet with Cabinet Members to explore the creation of a marketing plan to attract in-house and external teachers to seek certification from our NMTC.

Week of October 19th

- Meet with School Leadership Teams to review remaining fall calendar, professional development agendas and any other last-minute items.
- Contact local community and professional organizations to explore potential partnerships to support Audubon Charter Schools.
- Conduct back-to-back teacher and stakeholder meetings at each school site.
- Establish a CEO's Parent Council for each school site.
- 1/1 Protocol meeting with Cabinet Members.
- Conduct Teacher Focus Group for each school site to establish rapport with teachers by requesting and valuing their input on questions such as:
 1. How might we create opportunities for engagement in our school community?
 2. How might we create sustainable partnerships with families to support student success?
 3. How might we leverage student voice?
 4. How might we as an organization provide you with the support you need to do your jobs?

Week of October 26th

Assumption: Faculty, staff, and students are physically back on each campus. If not, this will be conducted virtually.

- Joint school keynote address to our employees sharing the vision and goals for the organization.
- Meet with local community, professional organizations.
- Arrange meetings with local, and state-elected leaders.

Week of November 2nd

- Review academic and teacher observation data from first trimester.
- 1/1 Protocol meeting with Cabinet Members.
- Spend full day at each school site (When I spend a day at each school site, I always have "look-for's" and "glows" and "grows" that I share with administration after my visit. With three schools, I need to be on the ground with students and faculty to ensure that teaching and learning are occurring in our buildings.)
- Monthly Cabinet Team Meeting
- Conduct Focus Group with the CEO's Parent Council
 1. What do you want to see your child accomplish this school year?
 2. Why did you choose to send your child to this school?
 3. Do you feel you have the opportunity to give input to school staff?
 4. What do we need to do more/less of?
 5. Does your child have at least one adult who cares about him/her at his/her school?
 6. What do we need to do to improve?
 7. Do you feel your child is prepared for high school/college and/or career?
- Follow-up meetings with local community and professional organizations to establish external partnerships to support Audubon Charter Schools.

Week of November 9th

- Spend full day at each school site
- Establish CEO's Student Council at the upper school campus with current 8th graders.
- Data Walk at each school site with cabinet, leadership team, and teacher representative. This would be conducted quarterly to reinforce our commitment to progress monitoring our students. Subsequent walks would focus on our benchmark assessment data to progress monitor.

Week of November 16th

- 1/1 Protocol meeting with Cabinet Members
- Spend full day at each school site
- Conduct Focus Group with CEO's Student Council at the upper school:
 1. What do you like/don't like about your school?
 2. What do we need to do more/less of?

3. Do you have one adult on this campus who you feel cares about you?
4. Describe your ideal school experience? Is it possible here?

Week of November 23rd

Thanksgiving Break

- Seasoned to Perfection (Senior Thanksgiving Luncheon – Community Engagement Event)
- Schedule campus visits with local and state elected officials and discuss policies and partnerships that can enhance our campuses.

Week of November 30th

- 1/1 Protocol meeting with Cabinet Members
- Meet with 8th grade council
- Review Distance Learning Plan to ensure that it meets the needs of scholars and families.
- Spend full day at each school site

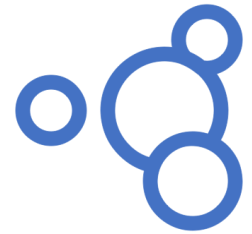
Week of December 7th

- Spend full day at each school site
- Monthly Cabinet Team Meeting
- Meeting #2 with Teacher Focus Group. How are we doing? Are we doing what we said we would do? What corrections need to be made today? What additional supports do you need?
- Meeting #2 with CEO's Student Council at the upper school campus. How are we doing? Are we doing what we said we would do? What corrections need to be made today? What additional supports do you need?

Week of December 14th

- 1/1 Protocol meeting with Cabinet Members
- Monthly Leadership Team Meeting
- Spend full day at each school site
- Conduct Focus Group with CEO's Council at each school
- Provide Board with a Report on my First 90 Days

Audubon Charter School is a great place where parents from all over the City of New Orleans want to send their children. My 90-day Entry Plan will ensure that we continue to be the gold standard for creative thinking, problem-solving, collaboration and intrinsic motivation.



CHIEF EXECUTIVE OFFICER 90-DAY ENTRY PLAN

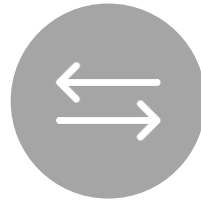
Dr. Edward Brown



GUIDING PRINCIPLES



ENGAGE
STAKEHOLDERS



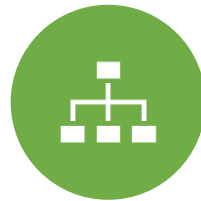
SET THE
DIRECTION



DRIVE RESULTS

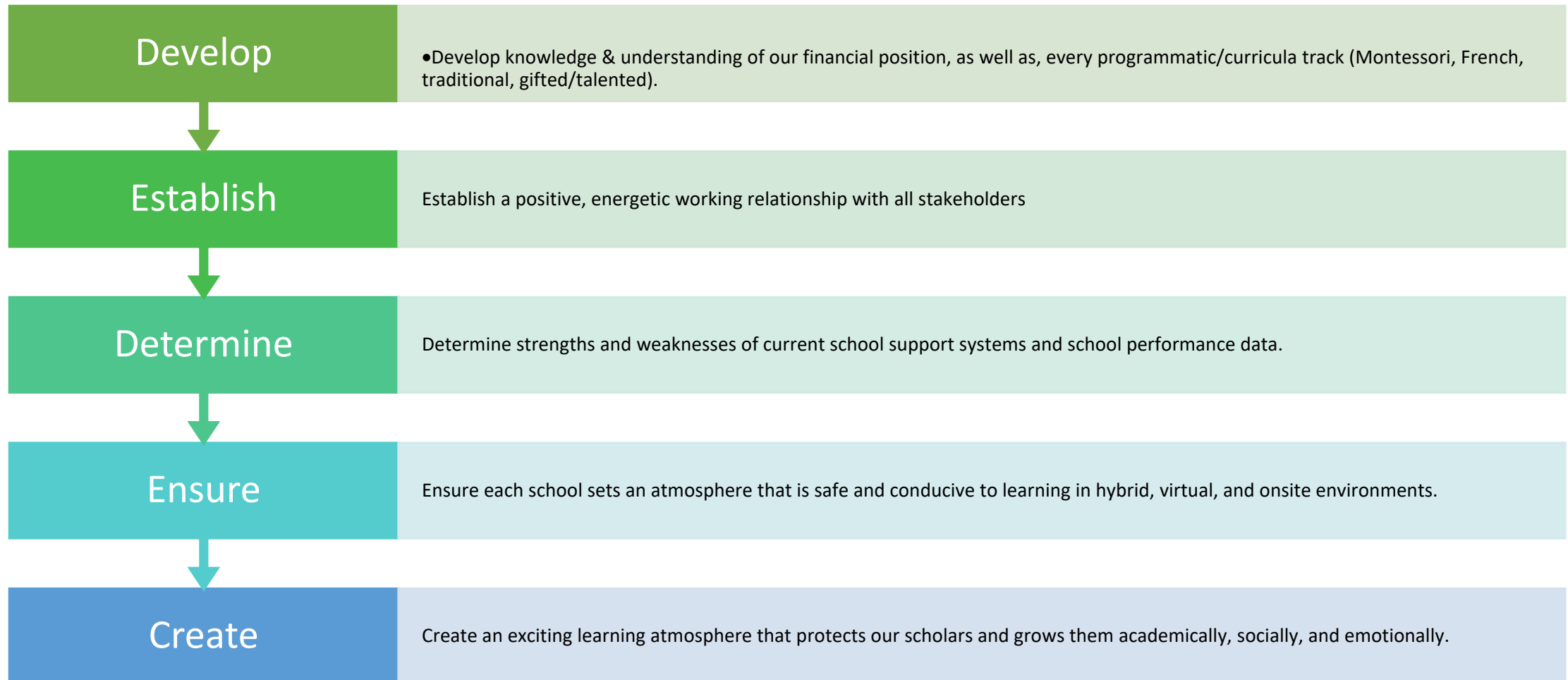


MAXIMIZE
TALENT



MANAGE THE
ORGANIZATION

Initial 90-Day Goals





AUDUBON
CHARTER SCHOOL

Highlights



Distance Learning Plan

- Ensure that our plan is aligned to the safety and re-opening guidelines set by the Center for Disease Control (CDC), State of Louisiana, Louisiana Department of Education, and the City of New Orleans.
- Ensure that our plan meets the needs of our scholars and families.
- Communicate any changes or amendments to our Distance Learning Plan.

Finance

- Ensure that our financial resources are aligned and supporting our Distance Learning Plan and eventual student re-entry.
- Assess and execute a financially responsible transition to Banneker.
- Explore external partnerships for fundraising opportunities.

Academics

- Ensure that the Distance Learning Plan is meeting the academic needs of our scholars and families.
- Explore and execute the process of securing EL II: Elementary II (ages 9 through 12) and SEC I: Secondary I (ages 12 through 15) certifications to expand the certifying capabilities of the National Montessori Training Center in New Orleans (NMTC-NO).
- Explore and design the Audubon Montessori Leadership Academy (AMLA). Create a leadership pipeline (Principals, Content Specialist, Instructional Coaches, etc....).



Tamara Cooper, Ed.S.

About:

- Over 25 years of educational experience in urban, suburban, rural landscapes
- Working as a leader in practice and action based research to support school leaders, board governance, and district leaders as they transition teams and align vision.

Qualifications & Experience

Ed.D. in Educational Leadership and Organization, William Taft University, Denver, Colorado,
Anticipated completion June 2023

Ed.S. in K-12 Education Leadership and Supervision, Old Dominion University, Norfolk, VA, May 2003

Experience & Professional

Education Reform Consultant

June 2013-Present: Various School Districts

- Technical Assistance to Board and District Leadership Teams

June 2013-June 2015: Howard University Stem School

- Professional development – training in rigor and Hess’s Cognitive Matrix, Reflective Practitioner Training, Strategic Planning
- Consulting services for executive director and leadership team
- Mentoring and leadership support for middle school site for principal and faculty
- Provided Board Governance Training
- Supported board and school leadership through technical assistance and leadership coaching
- Supported charter renewal and building procurement planning

School Turnaround Project Management Consultant

July 2012-2014: Pearson Educational Services

- Trained Superintendents and District Leads
- Provided Professional Development for Reflective Practitioner Framework
- Developed Professional Development Series on Common Core
- Assessed all School District Frameworks
- Developed and Implemented Strategic Planning Formats

Practice: in the Profession

2013-2020 Metro-City-Urban Charter Schools

- Executive Director
- Chief Executive Officer
- Founding Executive Director of Foundation
- Director of Curriculum and Instruction

2000-2013 Public Schools (Rural, Urban, Suburban)

- Assistant Superintendent
- High School Principal (Race to the Top)
- Middle School Principal (IB and School Turnaround)
- Elementary School Assistant Principal (Fundamental School)
- All levels of Assistant Principal
- School Turnaround Specialist

1996-2003 Public Schools and College/University

- Department Chair
- English Teacher/Curriculum Writer
- Adjunct Professor

Recognitions:

Regional Principal of the Year by Former Secretary of Education Margaret Spellings

Teacher of the Year| UVA Teacher Scholar Fellow| WHRO Community Make A Difference Award



AUDUBON
CHARTER SCHOOL

90 DAY PROPOSED PLAN: A COLLABORATIVE JOURNEY AUDUBON CHARTER SCHOOL

CANDIDATE- TAMARA COOPER, ED.S.

MISSION AND VISION

OUR MISSION

- Audubon Charter School's mission is to foster a culturally rich and academically rigorous program using the French and Montessori Curriculum and a comprehensive arts curriculum. Audubon students are actively and purposefully involved in their learning so they become responsible citizens in a changing world.

OUR VISION

- Audubon students are actively and purposefully involved in learning so they become responsible citizens in a changing world. Our vision for Audubon Schools is to provide an opportunity for students in New Orleans to take part in an educational environment that will not only provide them with a high-quality, well-rounded education, but also develop the skill set needed to be successful in a shifting, globalized career landscape and society: creative thinking, problem-solving skills, collaboration and intrinsic motivation.



PRESENTATION GOALS

- i. Focus School and Fiscal Goals
- ii. Present SWOT Analysis Of Audubon Charter School
- iii. Review Current Fiscal State
- iv. Recognize Current Hypothetical Scenarios
- v. Suggest Fiscal Mitigation Alternatives
- vi. Review 30 Day Plan: *Strategy- Understand And Assess*
- vii. Discuss 60 Day Plan: *Strategy- Recommended*
- viii. Suggest 90 Day Plan: *Strategy- Implementation & Review*

GIVEN THAT WE ARE PREPARING STUDENTS FOR THE WORLD THAT DOES NOT EXIST
EVERGREEN SCHOOL GOALS ARE CONSTANT IN THE RESOLUTION OF PREPARING
TOMORROW'S LEADERS...A FUTURIST HAS THIS TO SAY ABOUT TOMORROW...



EVERGREEN DAILY SCHOOL GOALS

- Focus On Daily Celebrations Of Great Learning
- Institute Or Continue Daily Staff Memo Communication System
- Communicate Weekly With Parents And Community Stakeholders
- Foster Collaboration And Team Support
- Create Daily Win-Win Situations For Colleagues
- Develop And Continue Shared Leadership Opportunities
- Support Learning Center Development
- Sustain The Development Of A Premiere Learning Academy

"The exercises of practical life are formative activities, a work of adaptation to the environment."
Maria Montessori



SWOT ANALYSIS OF AUDUBON SCHOOLS

Strengths

1. Supportive Community/Supports Needs
2. Committed Staff
3. Trusted Instructional Program

Weaknesses

1. COVID-19
2. Equitable Online Support
3. Changing Legislature

Opportunities

1. Build Partnerships and Shared Services Agreements
2. Continue to Create Educational Opportunities Using Technology
3. Create an Instructional Training Facility to Generate Revenue

Threats

1. Fiscal Expenditures/Lower than Revenue
2. Stagnant Per Pupil Funding Formula
3. Limited Revenue Streams

DATA GIVES US QUESTIONS...

- However, the next slides make fiscal assumptions...

HYPOTHETICAL SCENARIOS

- i. Assumes Expenditures Exceed Revenue
- ii. Assumes Covid-19 Will Continue Through December
- iii. Assumes Certain Fiscal Covenants Must Be Met/Balanced Budget Is Necessary (Cash On Hand etc)
- iv. Assumes Flat Funding Formula
- v. Assumes Minimal To No Revenue Streams
- vi. Assumes The Instructional Program Is Indispensable

CURRENT FISCAL REALITY

(+) Pros

- i. Covid-19 PPP Loan- May Turn Into A Grant Or Eligible For Non-payment
- ii. District May Be Eligible For Additional Covid-19 Funding
- iii. District has streams to generate revenue (afterschool virtual, learning site etc.)

(-) Cons

- i. Expenditures Will Be Over Budget For The School Year 20/21 By **\$160,393.00**
- ii. Areas Of Overspending Transportation, Possible Central Office Staff, Possible Benefits, Outsourcing/Contractors
- iii. Lease Agreement Ends 2021

OVERALL GOALS

Goals	1 st 30 Days	1 st 60 Days	1 st 90 Days	Person Responsible and Evidence
1. Understand Landscape and Stakeholders 2. Focus on Systems and Processes 3. Formulate a Coalition of Community Supporters 4. Mitigate Financial Risk	yes			TBD
5. Build Partnerships and Relationships for Prospecting and Staffing Support		yes		TBD
6. Market Niche of School	yes	yes		TBD
7. Create a Foundation for Fundraising and Development			yes	TBD
8. Position School as Premiere Teaching and Learning Center				

FISCAL 90 DAY GOAL: BALANCE THE BUDGET AND CREATE A PLAN FOR SOUND FISCAL MANAGEMENT AND OVERSIGHT

Goal	Timeline	Person Responsible and Evidence
<ul style="list-style-type: none"> REVIEW ALL BUDGET AREAS THAT DO NOT IMPACT INSTRUCTION/CONDUCT FEASIBILITY STUDY /COVID-19 PLAN/TECHNOLOGY/ ESTABLISH STRATEGIC PLANNING COMMITTEE REVIEW AND CREATE PARTNERSHIPS/SHARED SERVICE AGREEMENTS/CO-OPS BETWEEN CHARTER OR MONTESSORI SCHOOLS FOR TRANSPORTATION, BENEFITS PLANS, FOOD SERVICES AND OTHER RELATED SERVICES REVIEW AND DISCUSS WAYS TO INCREASE THE ENROLLMENT AT THE GENTILLY SITE/REVIEW INSTRUCTIONAL TECHNOLOGY/USE IN-HOUSE STAFF FOR SERVICES/ISSUE SURVEYS 	First 30 Days	TBD
<ul style="list-style-type: none"> MEET AND DISCUSS POTENTIAL PARTNERS AND ASKS 	First 30 Days	TBD
<ul style="list-style-type: none"> REVIEW FACILITIES' NEEDS, CREATE A FISCAL PLAN AND BEGIN CAPITAL FUNDS CAMPAIGN/WORK WITH DEVELOPMENT TEAM AND BOARD TO CREATE A FISCAL GOAL, FOUNDATION, AND FUNDRAISING EVENTS/EXPLORE CARES ACT GRANT, FEMA GRANT ADDITIONAL STREAMS OF REVENUE 	First 30-60 Days	TBD
<ul style="list-style-type: none"> BUILD LEARNING CENTER PLAN AND SWATH OF SERVICES TO ENSURE REVENUE GENERATION 	First 90 Days	TBD

FIRST 30 DAY PLAN

STRATEGY: UNDERSTAND AND ASSESS

FIRST 30 DAYS

WEEK	ACTION
WEEK 1	- ASSESS CURRENT DISTRICT NEEDS AND MEET WITH KEY STAKEHOLDERS AND POSSIBLE FISCAL PARTNERS/ESTABLISH STRATEGIC PLANNING COMMITTEE
WEEK 2	<ul style="list-style-type: none"> • HOST COMMUNITY EVENTS TO DISCUSS NEEDS/ CREATE AN ANALYSIS OR QUALITATIVE SURVEY TO ENSURE COMMUNITY AND DISTRICT ALIGNMENT/VISIT ALL SITES FOR GREATER UNDERSTANDING • DEVELOP COLLABORATIVE GOALS AND REVIEW REVENUE STREAMS
WEEK 1-3	<ul style="list-style-type: none"> • GARNER COMMUNITY SUPPORT FOR RESOURCE PROSPECTING • -UNDERSTAND LANDSCAPE OF COMMUNITY AND CONSTITUENTS
WEEK 1-4	CONTINUE MEETING with community stakeholders

FIRST 60 DAYS PLAN

STRATEGY-PLAN AND RECOMMEND

FIRST 60 DAYS

WEEK	ACTION
WEEK 5	RECOMMEND TWEAKS AND GOALS FOR THE YEAR AND SHARE QUALITATIVE DATA TO THE GOVERNING BODY/ STRATEGIC PLANNING COMMITTEE AND PUBLIC COMMUNITY
WEEK 6	BOARD VOTE
WEEK 7	COMMUNICATE TIMELINES FOR TWEAKS TO THE AUDUBON SCHOOL COMMUNITY
WEEK 8	BEGIN IMPLEMENTATION OF TWEAKS

FIRST 90 DAYS PLAN

STRATEGY: IMPLEMENT AND REVIEW

FIRST 90 DAYS

WEEK	ACTION
WEEK 9	IMPLEMENT TWEAKS AND RECOMMENDATIONS (Incorporate all options to secure sanctity of staff and instructional program)
WEEK 10	REVIEW IMPLEMENTATION
WEEK 11	ADD SUPPORTS
WEEK 12	DEVELOP STRATEGIC PLAN AND COMMITTEE

CONCLUSION

- i. Focus On Positive Aspects Of Organization And Continue To Build Community Support
- ii. Mitigate Fiscal Risks Through Co-ops, Shared Agreements, And Partnerships, Virtual Programs
- iii. Find Ways To Support Creative Staffing
- iv. Develop Revenue Streams
- v. Write Grants For Facility Improvements
- vi. Remain Committed To Collaborative And Shared Leadership To Solve Complex Problems

FINAL THOUGHTS

- This presentation in no way assumes to know the answer to each scenario. However, it respectfully suggests possible ways to mitigate ongoing changing times. It is the hopes that this effort will be done collaboratively and include all stakeholder input. Thank you for your time and consideration of my candidacy.

Coversheet

Academic Report

Section:	V. CEO's Report
Item:	A. Academic Report
Purpose:	FYI
Submitted by:	
Related Material:	Principals'Report.pdf



Principals' Report August 2020

- August 3: Faculty and staff returned for professional development and preparation for our virtual start. Safety protocols have been implemented at each school site.
- August 7: Parents participated in meet and greets with grade-level teams at all campuses.
- August 11-14: Student orientations for distance learning at all campuses took place.
- August 11-14: Distance learning kits of replicated Montessori materials were assembled and distributed to parents of students in Pre-K 3 through 3rd grades.
- August 17: The first full week of classes.

Other Items of Note

- All of Audubon's faculty and staff deserve to be commended for their hard work in ensuring that the first virtual school start in Audubon's history went well.
- Student technology has been made available for pick-up at Audubon Uptown and Audubon Gentilly for all students needing it.
- Student Attendance will be tracked. We will reach out to families in need of assistance.
- Diagnostic assessments are taking place during the first few weeks of school so we can gather data that will be used to create learning plans for students.
- We are working to prepare our buildings for an in-person return if and when possible. Additional PPE has been ordered.

Coversheet

Training Center Update

Section:	V. CEO's Report
Item:	B. Training Center Update
Purpose:	FYI
Submitted by:	
Related Material:	Training Center Report.pdf



National Montessori Training Center of New Orleans Report August 2020

- ❖ The training center would like to welcome a new instructor, Ms. Aimee Johnson. She will primarily be working with the Early Childhood Program.
- ❖ Congratulations to the first two graduates of the center! We “graduated” two lower elementary adult learners in June, Taylor Pillar (formerly Taylor Vuona) and Nicholas Broussard. Ms. Taylor is currently a Lower Elementary teacher at the Lower School and Mr. Nick is a Lower Elementary teacher at the Gentilly campus.
- ❖ Two lower elementary adult learners successfully completed the entire training this summer, summer 2020. They will enter their practicum this school year – 2020-2021 and are on track to finish all of their requirements by June 2021.
- ❖ Two lower elementary adult learners successfully completed approximately 60% of the required training, and are scheduled to complete all coursework and assignments next summer, summer 2021. Then, they will be eligible to enter a practicum during the 2021-2022 school year.
- ❖ After several setbacks last year, including the late start of our 3-year old program at Gentilly, our Early Childhood Adult Learners are entering their practicums this school year, 2020-2021. They are on track to complete all of their required work and finish by June 2021.

Coversheet

Operations Report

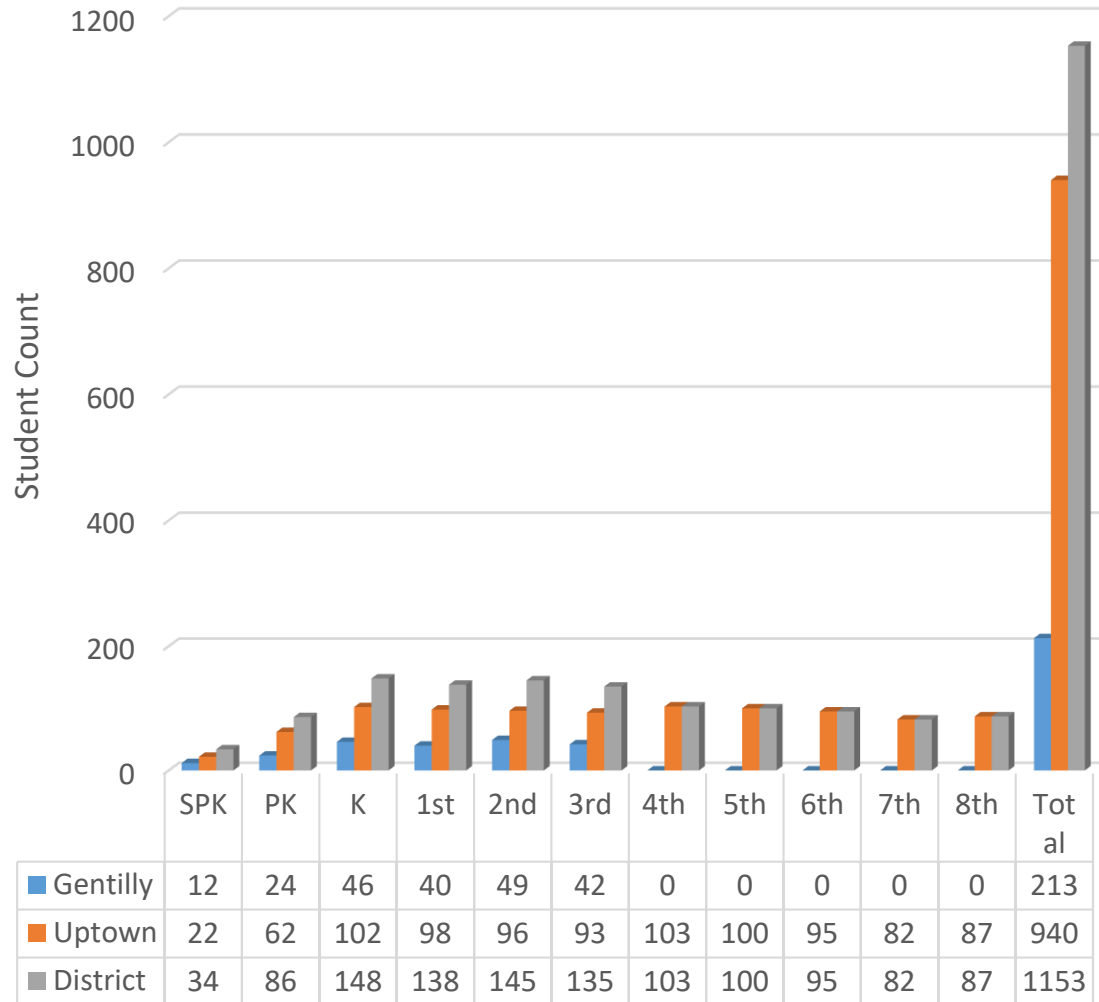
Section:	V. CEO's Report
Item:	C. Operations Report
Purpose:	FYI
Submitted by:	
Related Material:	August 2020 Operations Dashboard.pdf

Audubon Schools

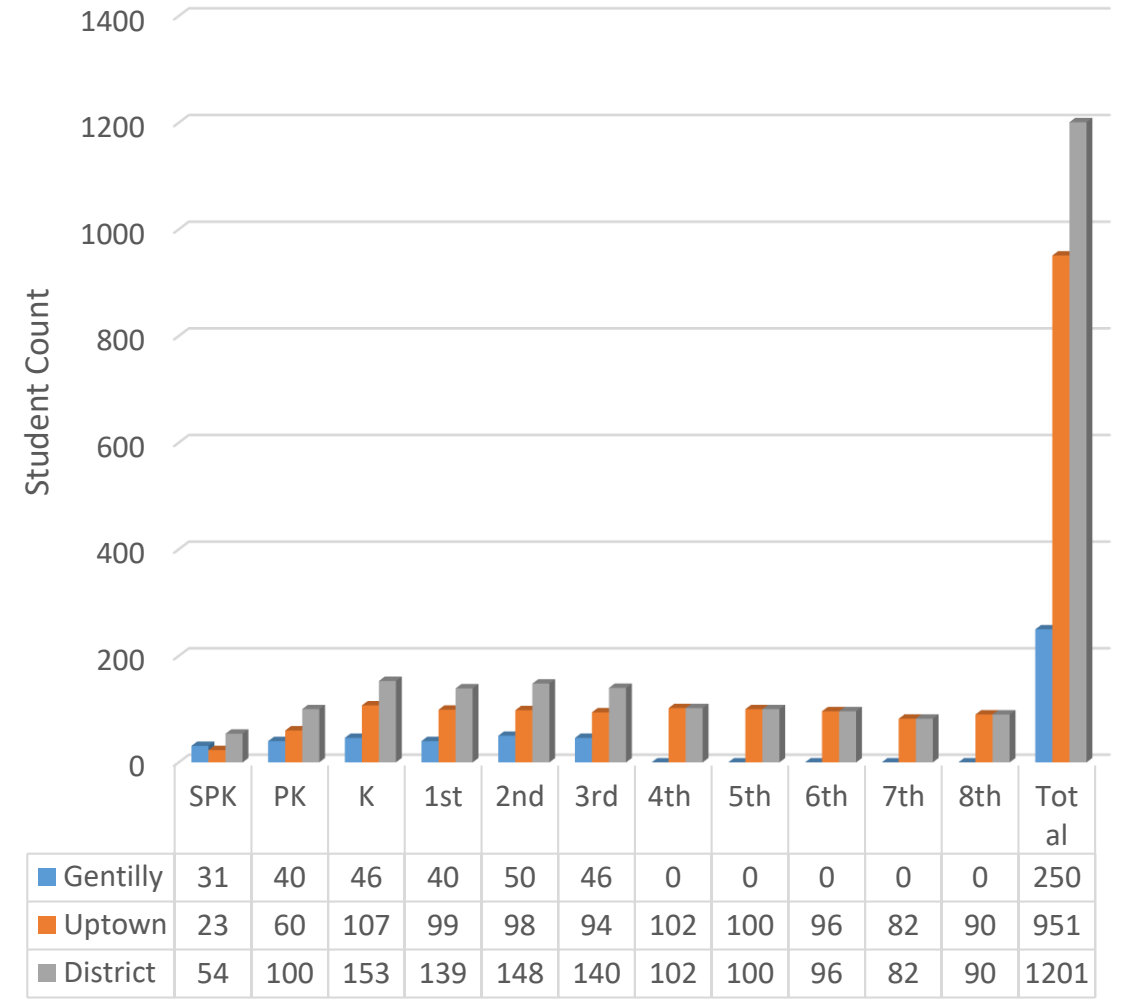
Operations Dashboard August 2020

2019-2020 Enrollment by Grade Level

October 1st Count



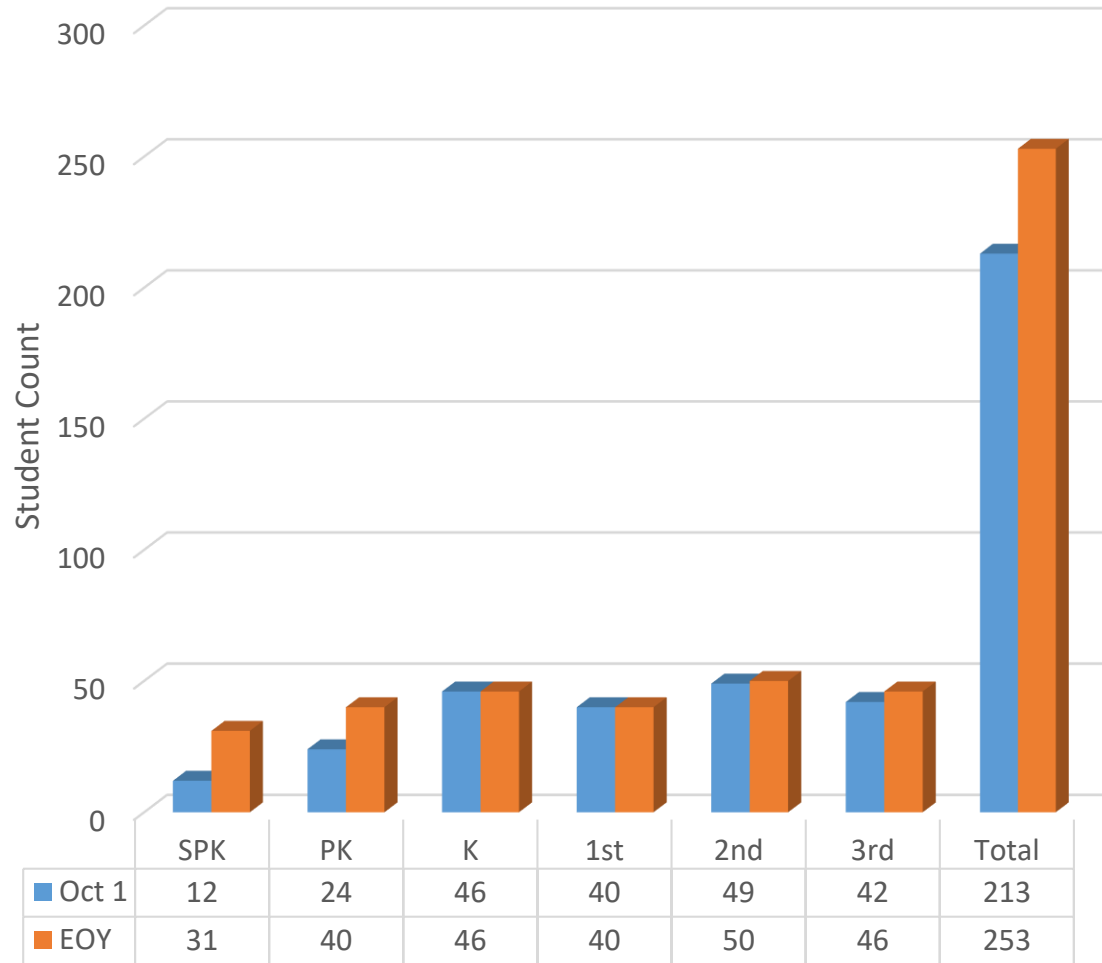
End of Year Count



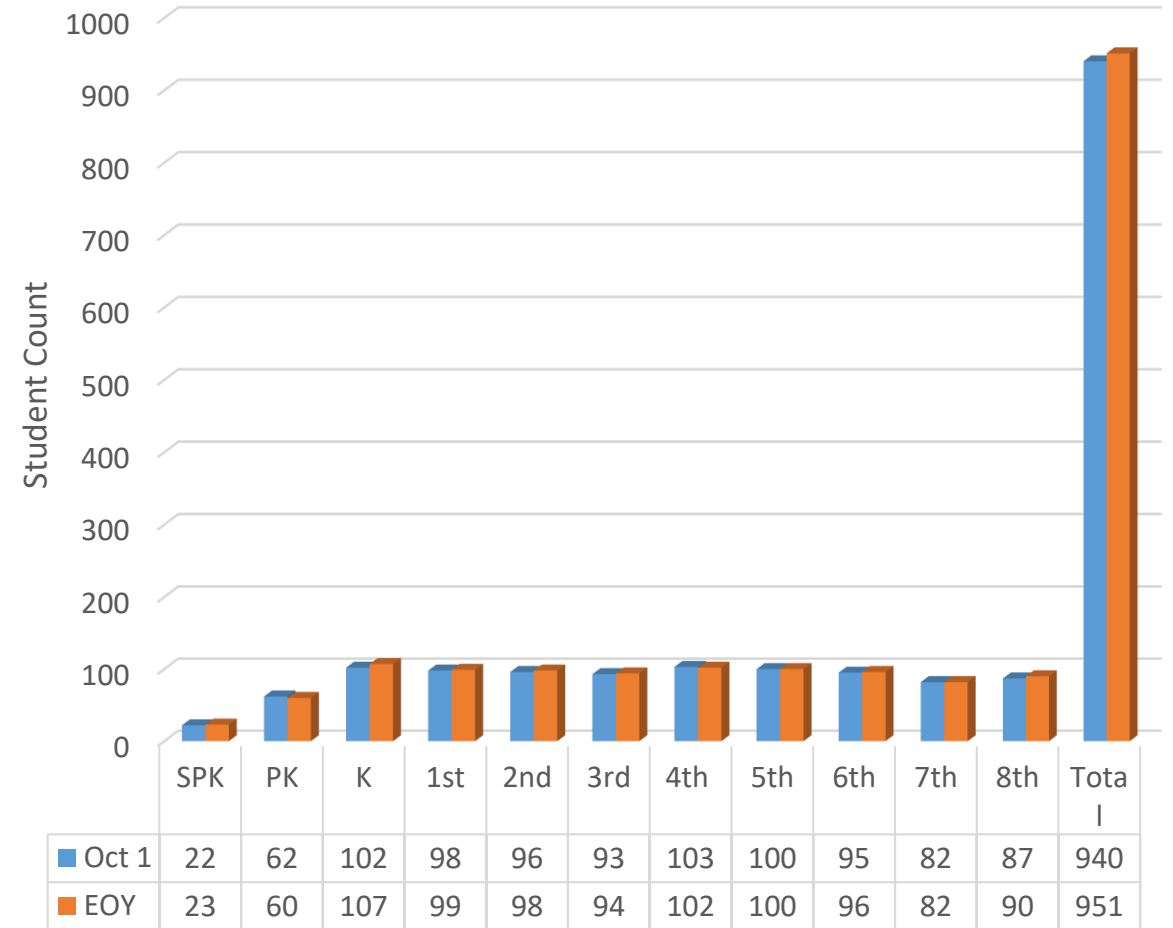
Oct 1 to EOY Comparison by Campus

F.A.M.E., Inc. - Board Meeting - Agenda - Saturday August 22, 2020 at 10:00 AM

Audubon Gentilly

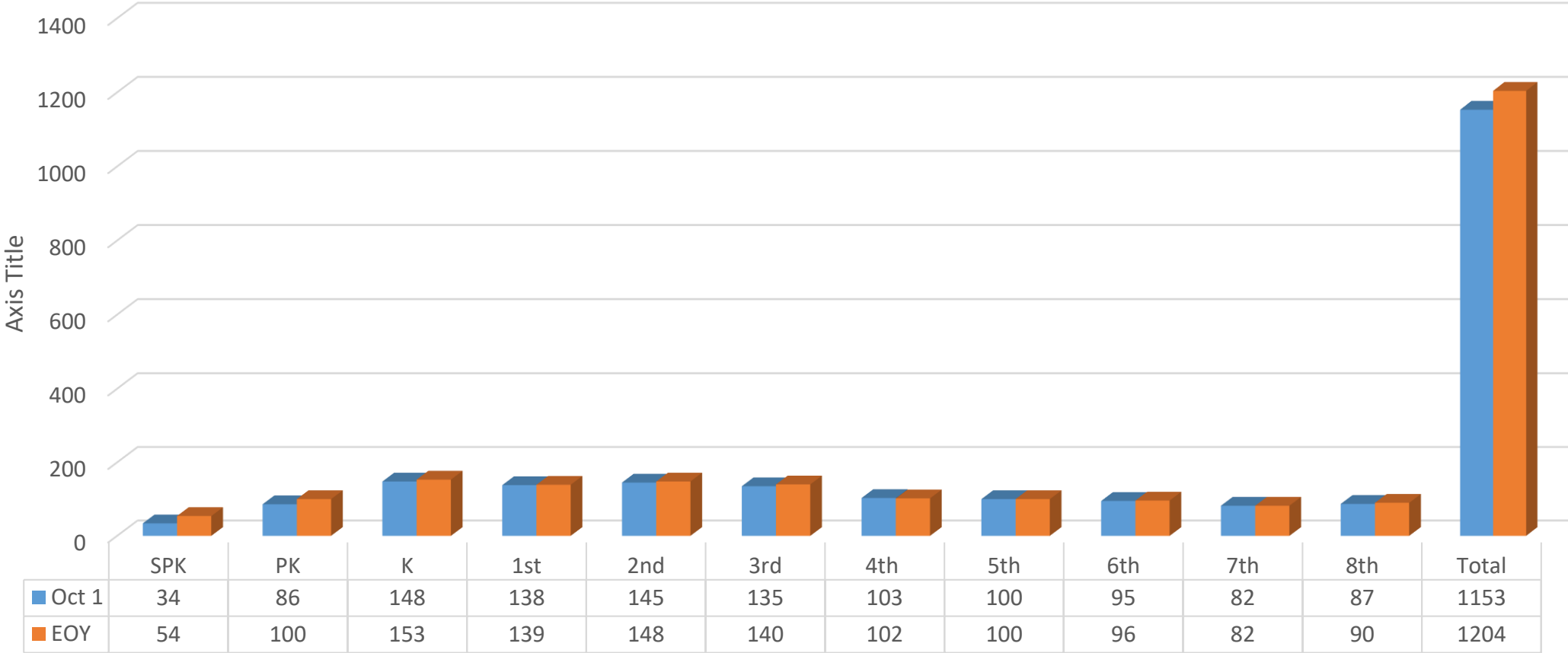


Audubon Uptown



District Enrollment

October 1st to EOY Comparison

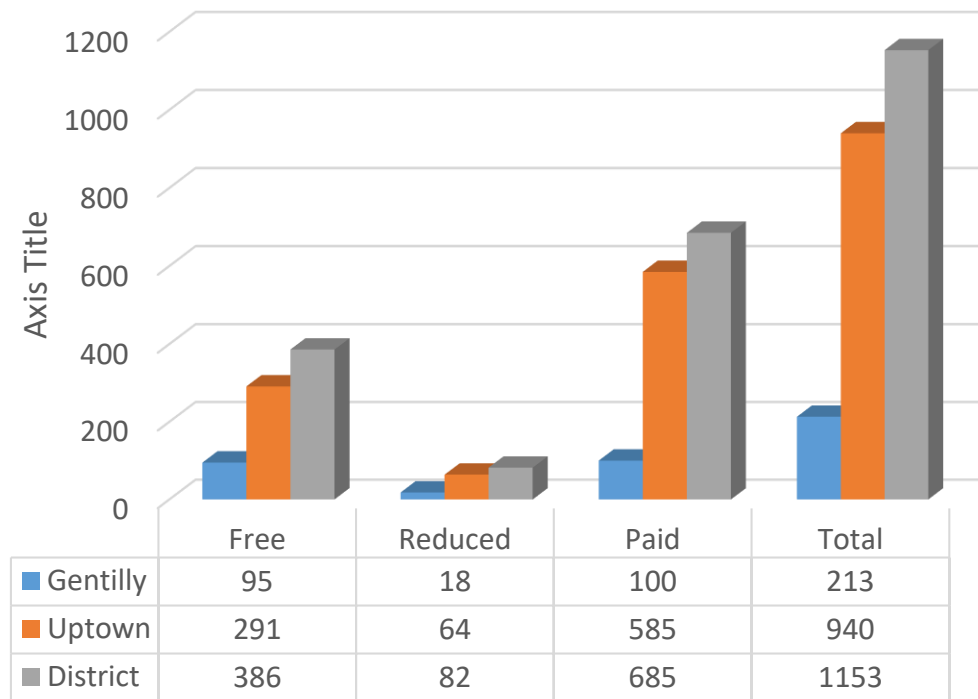


Demographics

Free & Reduced Lunch Eligibility

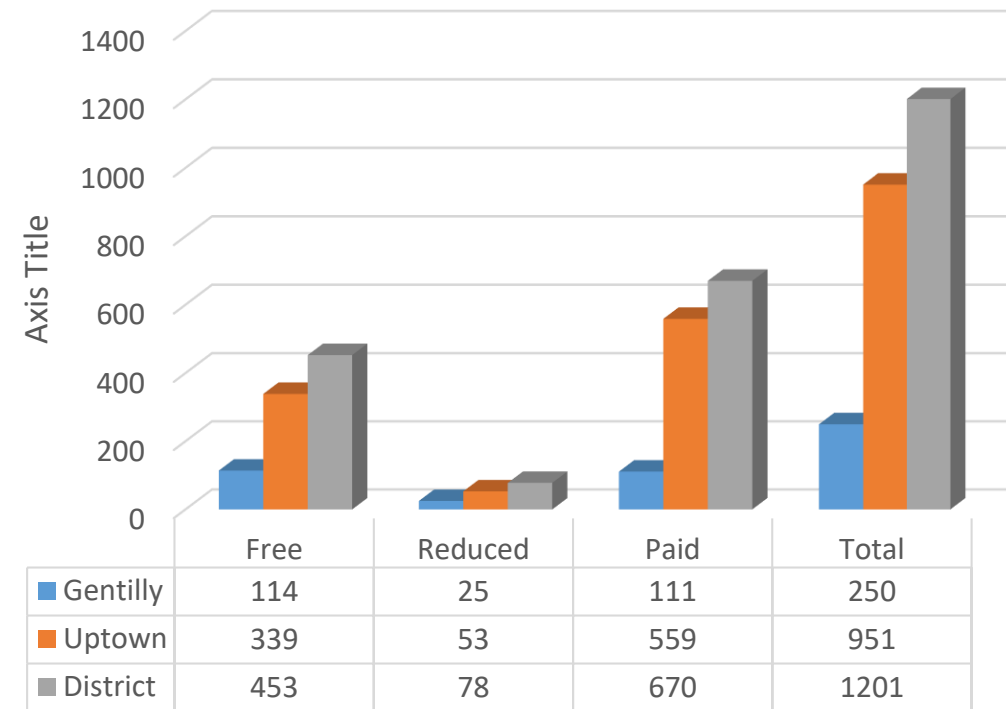
October 1 Count

Gentilly: 53.05% Uptown: 37.77%



End of Year Count

Gentilly: 55.6% Uptown: 41.22%

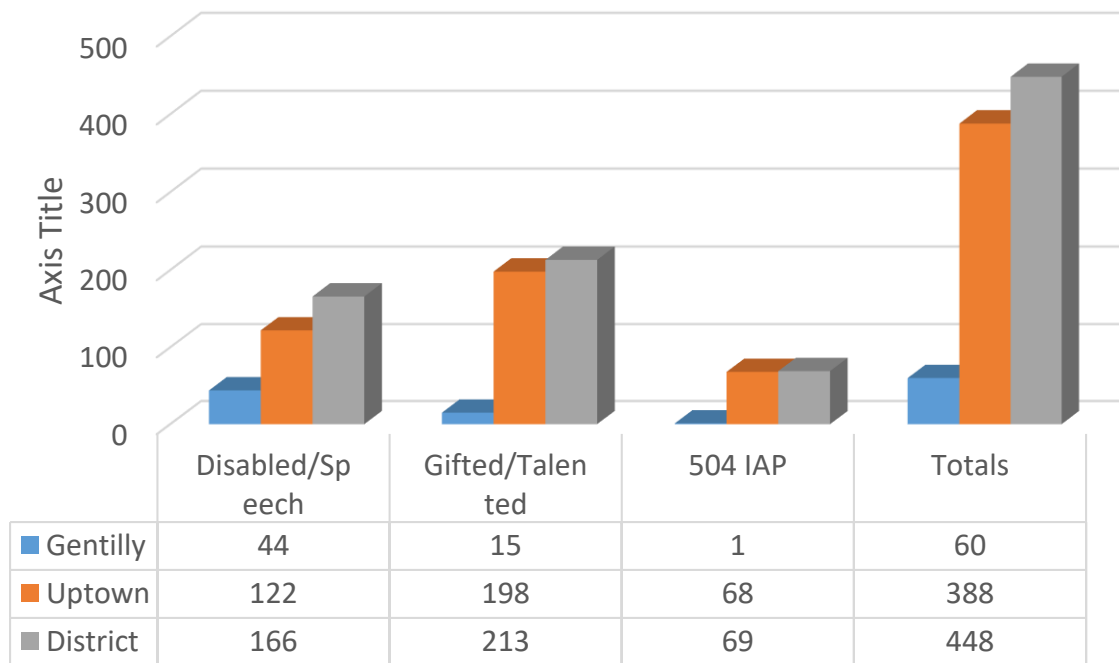


Demographics

Special Education & 504 Data

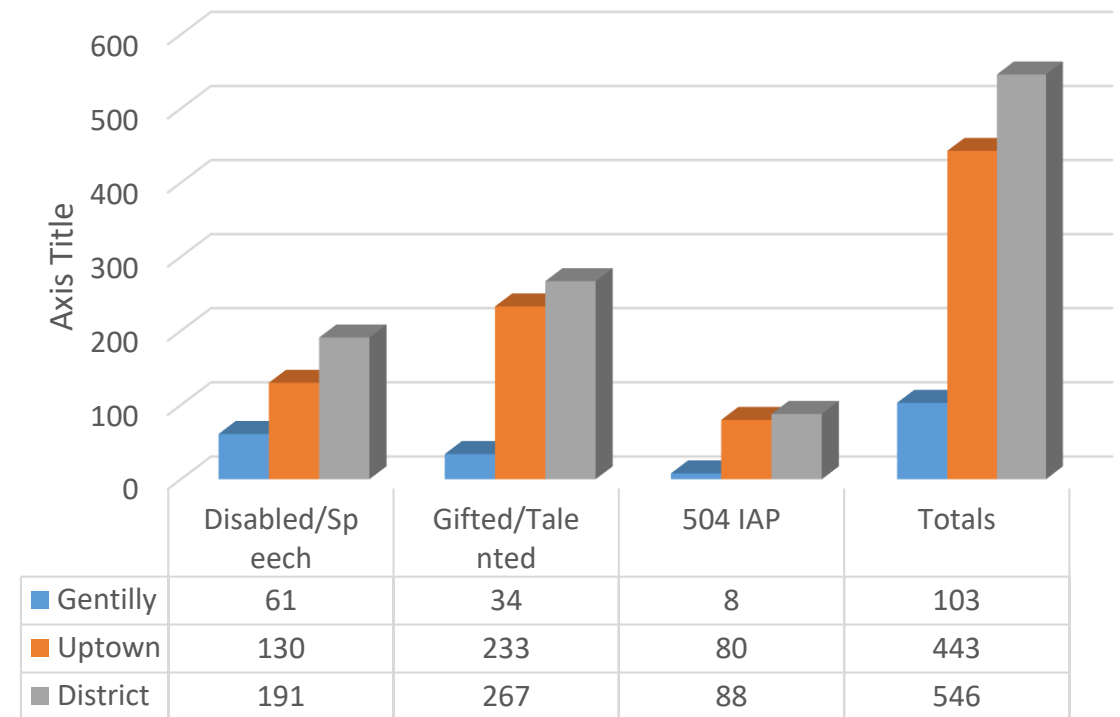
October 1 Count

Gentilly: 20.66% SpEd; 7.04% G/T; .47% IAP
Uptown: 12.98% SpEd; 21.06% G/T; 40.80% IAP



End of Year Count

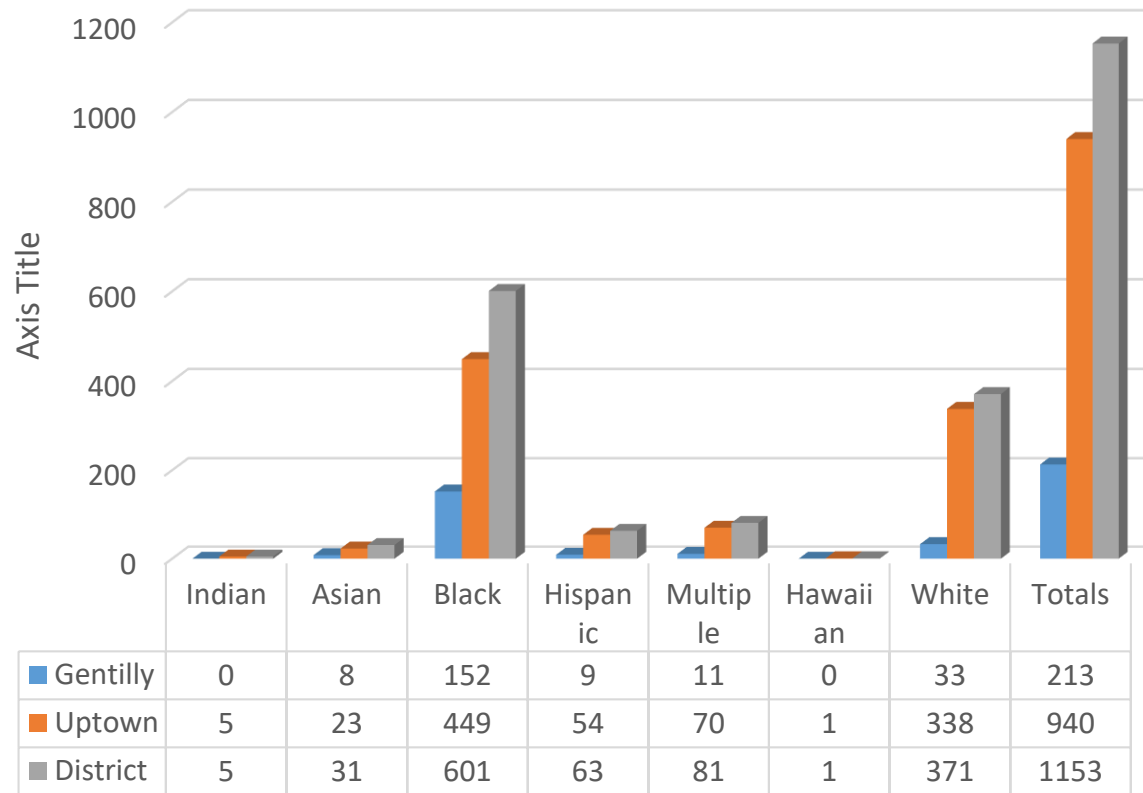
Gentilly: 24.11% SpEd; 13.44% G/T; 3.16% IAP
Uptown: 13.67% SpEd; 24.50% G/T; 8.41% IAP



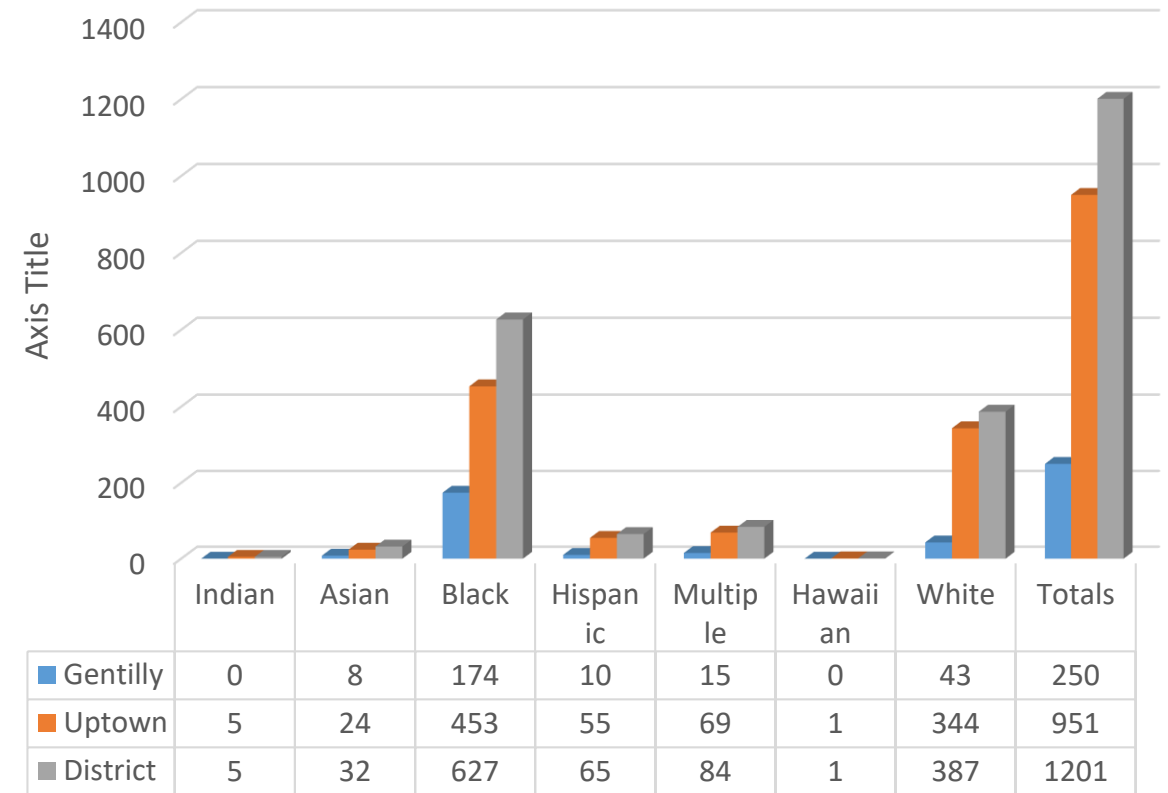
Demographics

Ethnicity

October 1 Count



End of Year Count

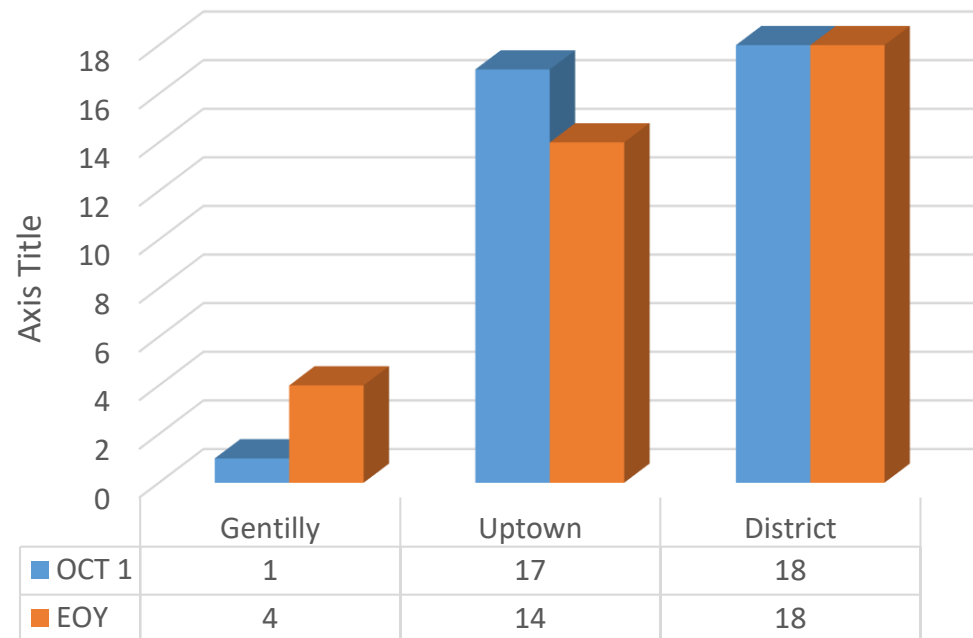


Demographics

Language Proficiency & Homeless Data

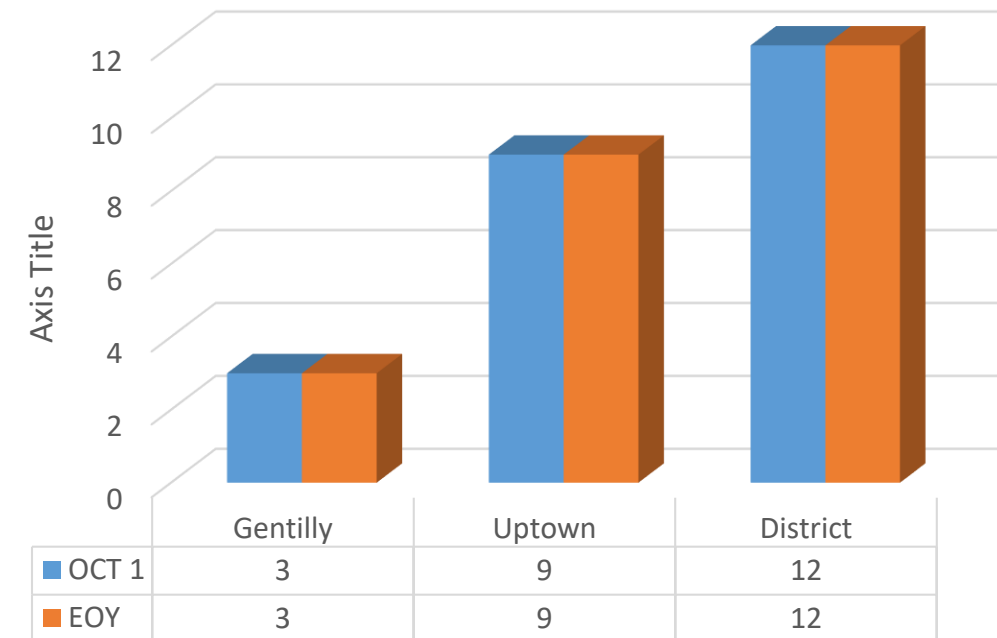
Limited English Proficiency

Gentilly: 1.58% Uptown: 1.47%

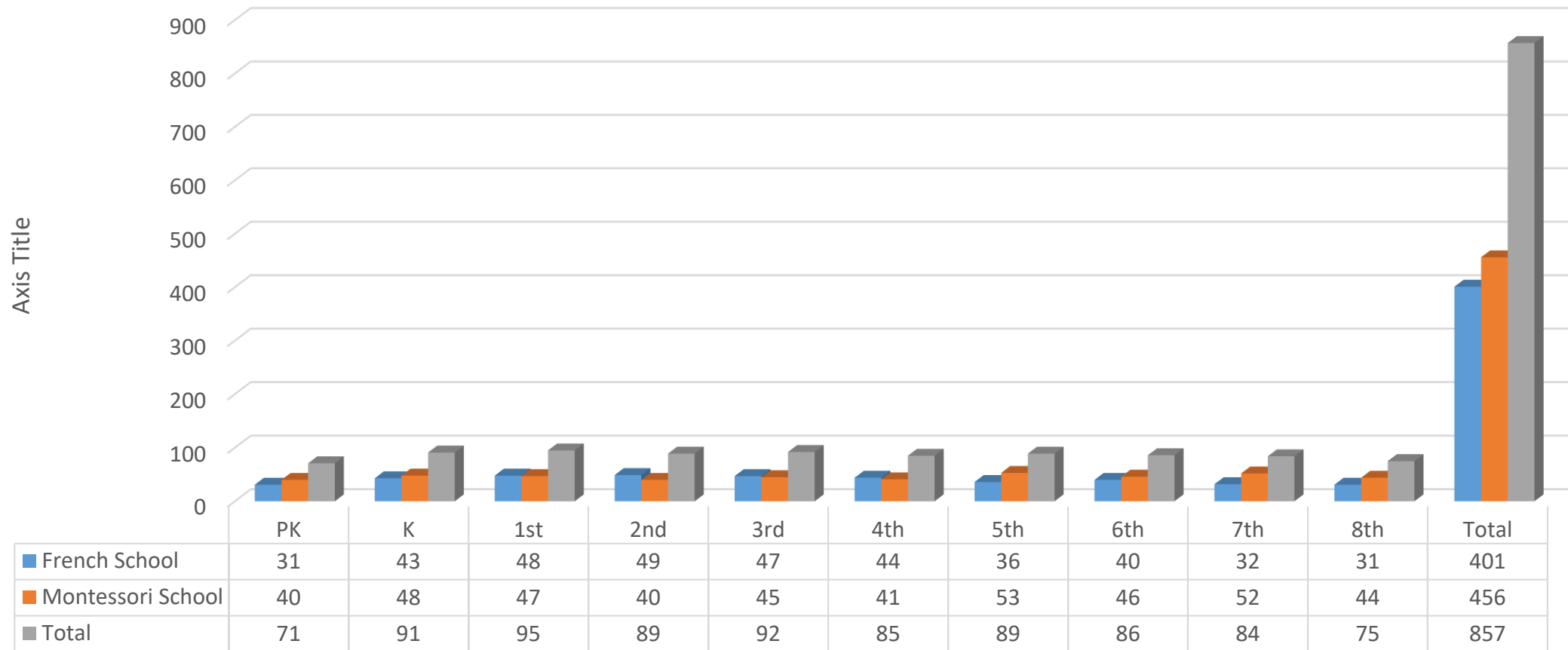


Homeless

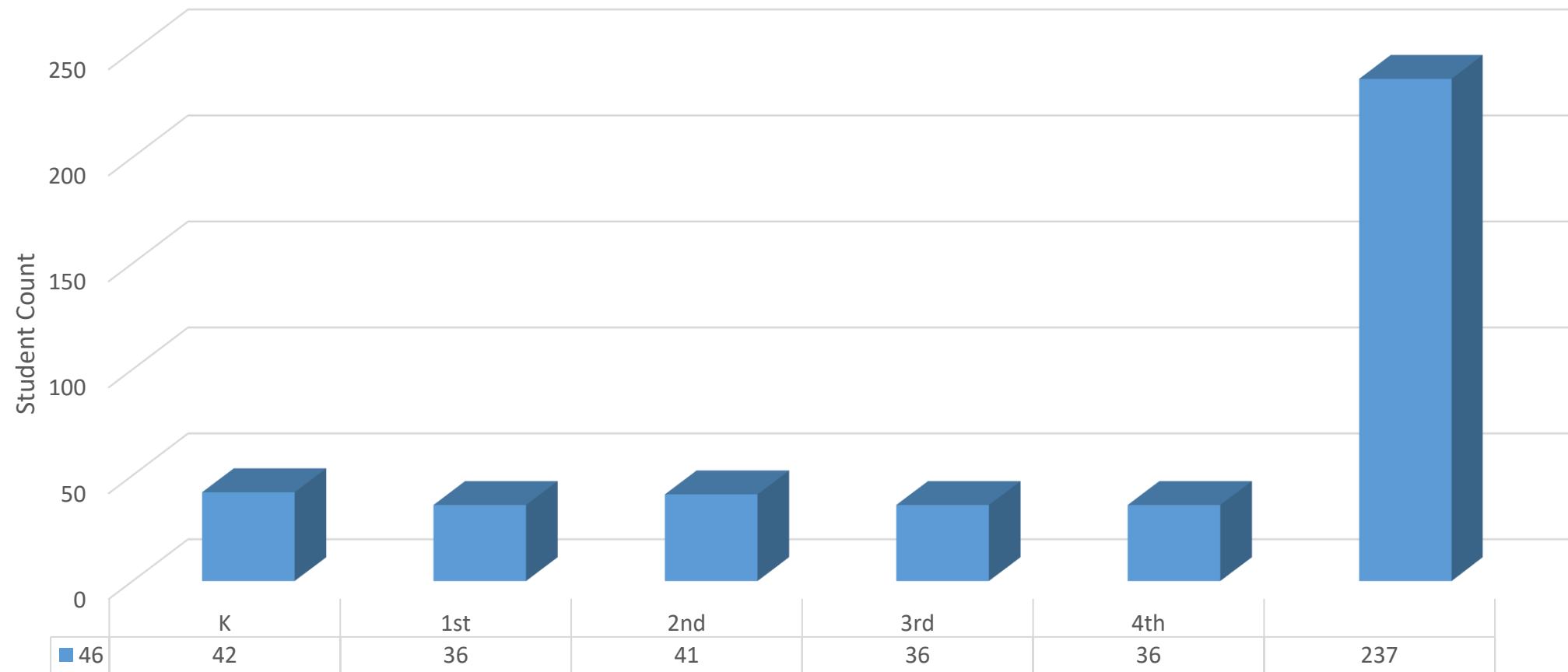
Gentilly: 1.19% Uptown: .95%



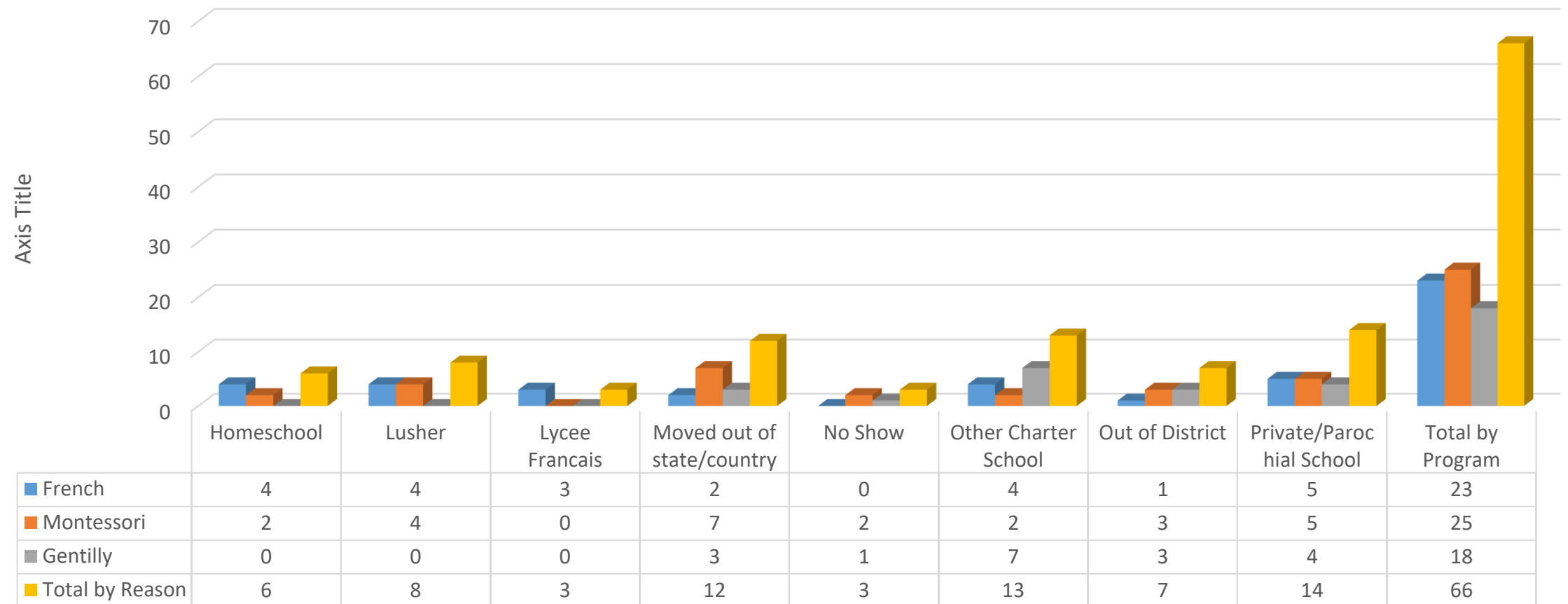
2020-2021 Audubon Uptown Enrollment by Grade and Program



2020-21 Audubon Gentilly Enrollment Numbers



Student Withdrawals (since May 2020)



Technology

Technology Inventory

- 1,267 Chromebooks
- 120 Tablets (PK students)

(We will be one to one when in person learning resumes)

Technology Distribution

Distribution every Monday, 9:30-12 @ Broadway & Gentilly

- 672 Chromebooks distributed
- 45 Hotspots distributed
 - We need to purchase another 10 hotspots to meet family requests



Supplies Purchased

Audubon Schools Purchased

Item	Gentilly	Lower School	Upper School
Reusable Masks	100	75	75
Water Bottles for students	300	500	500
Acrylic Sneeze Guard- 24x36	40	60	50
Acrylic Barriers - Counters	1	1	1
Disposable Face Masks (children)	3000	3000	1500
Infrared Thermometers	4	4	4
Nitrile Gloves	1000	1500	1500
KN95 Masks	95 for the district		
Tyvek Coveralls	1 case	1 case	1 case

NOLA Public Schools

Item	Gentilly	Lower School	Upper School
Reusable Masks	972	972	972
Disposable Face Masks (Adult)	4000	4000	4000
Disposable Face Masks (Children)	2000	2000	2000
Non-Medical Face Shields	800	800	200
Disinfectant	36 gal	36 gal	60 gal
Hand Sanitizer	8 gal	8 gal	16 gal
Hand Sanitizer Dispensers	15	15	25
Hand Sanitizer Stands	15	15	25
No Touch Infrared Thermometers	4	4	4
Nitrile Gloves	8000	8000	8000

Facilities Preparation

- Disinfecting of all Facilities happened after we closed school and has continued throughout the summer
- Playground equipment was disinfected and will be done again when school re-opens for in person learning
- Cleaning and disinfecting will take place based on the guidelines for reopening schools (every 2 hours for high-touch areas; in between static groups for bathrooms and public spaces)
- Masks are required

Facilities Preparation

- Custodial staff will have training for cleaning facilities while students are in the building – prior to in person learning
- All staff will have a COVID cleaning and protocol training
- Temporary (1 per building) custodial staff will be hired to maintain bathroom disinfecting throughout the day
- Everyone entering the building will be required to have a temperature check
- We have replaced our regular cleaning solution to a hospital grade disinfectant, which will be utilized in all of our schools.

Coversheet

Development Report

Section:	V. CEO's Report
Item:	D. Development Report
Purpose:	FYI
Submitted by:	
Related Material:	Development Report.pdf

Development and Communications Report for F.A.M.E. Board Meeting August 22, 2020

Much time and focus has been spent on streamlining our communications in preparation for this year, including:

- Updating and streamlining our website for easier navigation
 - o Received notification that we passed our website inspection and are in compliance with SPLC website mandate as of August 10th
- Updating email lists
- Revamping our weekly newsletter, Fly with the Flock

Recent and Upcoming PR:

- Ms. Latoye was featured as a guest speaker at the NOLA-PS press conference on August 5th and on Patrick Dobard's (CEO of NSNO) podcast on August 10th – both recordings will be featured on our website
- Currently working with NOLA-PS to facilitate a message from Dr. Henderson Lewis to our faculty/staff and coordinating opportunities for him to virtually visit some of our classes

2020-2021 FUNDRAISING GOALS:

Fundraiser	To Benefit	19-20 Goal	19-20 Net	20-21 Goal
Cool Zoo	General Fund	\$15,000.00	-\$ 10,215.00	\$ ———
City Park	General Fund	\$20,500.00	-\$ 700.00	\$ ———
Fais-Do-Do	Audubon Gentilly	\$15,000.00	-\$ 1,400.00	\$ ———
Annual Fund	General Fund	\$50,000.00	\$ 48,100.00	\$ 40,000.00
GiveNOLA Day		\$10,000.00	\$ 14,100.00	\$ 15,000.00
Kindness Campaign	General Fund	\$15,000.00	\$ 13,206.00	\$ 10,000.00
Grants	Programmatic Needs	\$300,000.00	\$ 195,000.00	\$ 45,000.00
Other	TBD			\$ 5,000.00
		\$425,500.00	\$ 140,336.00	\$ 115,000.00

2020-2021 Audubon Annual Fund:

- Theme: Resilient Rarebirds
- Board Appeal currently in progress – we ask all Board members to make a gift or pledge by September 1ST
- Launch after Labor Day

Grants FY 20-21:

Committed/Banked: \$60,000.00

Submitted/Pending: \$82,980.00

Committed/Banked

Funder	Amount Requested	To Benefit	Amount Awarded
Charter School Growth Fund	\$0	Unrestricted	\$60,000

Submitted/Pending

Funder	Amount Requested	To Benefit	Probability
Booth-Bricker Fund	\$50,000	Tier 1 Intervention package	Low
Walmart	\$6,500	Buddies Not Bullies SEL unit	Low
Charles Lafitte Foundation	\$20,000	Tier 1 Intervention package	Low
GENYOUth Funds	\$2,500	Equipment and supplies for community feedings	Medium
Dollar General Literacy Foundation	\$3,980	Reading Intervention at all campuses	Low