



F.A.M.E., Inc.

F.A.M.E. Board Meeting

Date and Time

Monday October 23, 2023 at 5:00 PM CDT

Location

Broadway Campus, 428 Broadway

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Record Attendance		Steven Corbett	1 m
B. Call the Meeting to Order		Lourdes Moran	1 m
C. Approve Minutes	Approve Minutes	Lourdes Moran	2 m
It is recommended that the board approve the minutes from the June 20, 2023 meeting with any suggested modifications or changes.			
Approve minutes for F.A.M.E. Board Meeting on August 28, 2023			
II. Discussion			5:04 PM
A. Principals Report	FYI	Missy Forcier	5 m
III. Action Items			5:09 PM

	Purpose	Presenter	Time
A. Approve State Stipend Allocation Distribution: Differentiated Compensation and Certificated and Support Staff Stipend Recommended that the F.A.M.E Board approves the State Stipend Allocation Distribution: Differentiated Compensation and Certificated and Support Staff Stipend	Vote	Steven Corbett	2 m
B. Approve Fee Policy for Public Records It is recommended that the F.A.M.E Board approves the Fee Policy for Public Records	Vote	Steven Corbett	2 m
C. Approve Security and Surveillance Policy Recommended that the F.A.M.E. Board approves the Security and Surveillance Policy	Vote	Steven Corbett	2 m
D. Approve Open Meetings Electronic Communications Policy It is recommended that the F.A.M.E. Board approves the Open Meetings Electronic Communications Policy	Vote	Steven Corbett	2 m
E. Approve the Carpool Policy It is recommended that the F.A.M.E. Board approves the Carpool Policy	Vote	Steven Corbett	2 m
F. Approve the 2023-24 Pupil Progression Plan It is recommended that the F.A.M.E. Board approves the 2023-24 Pupil Progression Plan	Vote	Adrienne Collopy	3 m
G. Approve the 2023-24 F.A.M.E. Board Calendar It is recommended that the F.A.M.E. Board Approves the 2023-24 Board Calendar	Vote	Lourdes Moran	5 m
IV. Closing Items			5:27 PM
A. Operations Update	FYI	Alisa Dupre	5 m
B. CEO Remarks	FYI	Steven Corbett	5 m
C. Board Chair Updates	FYI	Lourdes Moran	10 m
V. Executive Session			5:47 PM
A. Executive Session Executive Session in Accordance with La.R.S. 42:16-17A(2)	Discuss	Lourdes Moran	20 m

	Purpose	Presenter	Time
VI. Closing Items			6:07 PM
A. Adjourn Meeting	Vote	Lourdes Moran	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for F.A.M.E. Board Meeting on August 28, 2023

APPROVED



F.A.M.E., Inc.

Minutes

F.A.M.E. Board Meeting

Date and Time

Monday August 28, 2023 at 5:00 PM

Location

428 Broadway, New Orleans, LA 70118

Directors Present

B. Levine, C. Lebas, C. Tucker, D. Mipro, H. Leblanc, K. Wilkins, L. Moran, R. Fernandez

Directors Absent

R. Kirschman

Ex Officio Members Present

S. Corbett

Non Voting Members Present

S. Corbett

Guests Present

A. Collopy, K. Bourgeois

I. Opening Items

A. Record Attendance

B.

Call the Meeting to Order

L. Moran called a meeting of the board of directors of F.A.M.E., Inc. to order on Monday Aug 28, 2023 at 5:07 PM.

C. Approve Minutes

B. Levine made a motion to approve the minutes from F.A.M.E. Board Meeting on 06-20-23.

C. Lebas seconded the motion.

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

II. Discussion

A. Principals Report

All campuses welcomed school. Enrollment is strong. All campuses have had orientation and both Uptown Campuses had Open House. Gentilly's is next week. Beginning of the year testing has begun. Arts Reach will start after Labor Day for all campuses. Gentilly will be joining Crescent League for athletics and Uptown will be with Metro League. All schools have adopted a new math curriculum. Additionally, Social Studies curriculum was updated at Gentilly and Live Oak but not at Broadway.

B. Financial Report

Year end financial we finished way better than anyone could have imagined. Our net income for the end of the year was 1.65 million. This is largely due to the deferred revenue amount from OPSB based on sales tax revenue being far higher than projected. Additionally, we drew down ESSER II and III funding and IDEA High Cost Services funding that contributed to this amount.

Cash on hand remained strong with 95 days cash on hand available or roughly 4.5 million.

C. Academic Report

LEAP scores are in for the 2022-2023 School Year. 8th graders take Algebra 1 instead of 8th grade math. We're top growth in the city. Gentilly was the number one and Uptown was in the top 10. Evidence shows that our subgroups of economically disadvantaged students are now showing increases and increases higher than expected. Last year was the first year that 8th graders took English 1 and 64% scored mastery or above. Gentilly's mastery rates tripled in math. Our instructional priority this 2023-2024 school year is math.

III. Action Items

A. Approve Math Professional Development Contracts

D. Mipro made a motion to approve Math Professional Development Contracts.

K. Wilkins seconded the motion.
The board **VOTED** to approve the motion.

B. Approve Genuine Foods Contract

H. Leblanc made a motion to approve Genuine Food Contract.
R. Fernandez seconded the motion.
The board **VOTED** to approve the motion.

C. Approve Student and Family Handbooks

C. Tucker made a motion to approve the Student and Family Handbooks.
D. Mipro seconded the motion.
The board **VOTED** to approve the motion.

D. Approve Financial Audit Contract

B. Levine made a motion to approve the Financial Audit Contract.
C. Lebas seconded the motion.
The motion did not carry.

E. Approve Financial Audit Compliance Questionnaire

Tabled for next board meeting.

IV. Closing Items

A. CEO Remarks

Working with EdFuel for a compensation study to help increase our salaries for our teachers and staff. Currently pursuing employee retention credits from COVID, and we're working with Adams and Reese on this matter. Lynn is working on opening up visits to the board members to visit all the schools and see our students and teachers in action.

B. Board Chair Updates

Lourdes begins by wanting to discuss the bylaws such as moving meetings from Saturdays to mornings. We also need to increase committees from 3 to 5. We are moving from 12 meetings to 5/6 including the retreat. Discussion to lower the number of board members. We are going to meet in executive session tonight to discuss CEO contract.

V. Executive Session

A. Executive Session

B. Levine made a motion to to go into executive session.
K. Wilkins seconded the motion.
The board **VOTED** to approve the motion.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:45 PM.

Respectfully Submitted,
L. Moran

Coversheet

Approve State Stipend Allocation Distribution: Differentiated Compensation and Certificated and Support Staff Stipend

Section: III. Action Items
Item: A. Approve State Stipend Allocation Distribution: Differentiated Compensation and Certificated and Support Staff Stipend
Purpose: Vote
Submitted by:
Related Material: AudubonSchools_StateStipendPolicy.docx

Differentiated Compensation: State Allocation Audubon Schools Distribution Plan

[Guidance](#) published by the Louisiana Department of Education (LDE) regarding the \$24.9M statewide allocation made by the Louisiana Legislature in 2023 for Differentiated Compensation states:

These funds may be used in any proportion appropriate to address recruitment and retention needs, in any of the following four categories:

- *Stipends for teachers in critical shortage areas as determined by the Board of Elementary and Secondary Education (BESE);*
- *Stipends for highly effective teachers;*
- *Stipends for teachers working in high need schools defined as those with an Economically Disadvantaged rate of 85% or higher;*
- *Stipends for teacher leadership positions.*

The F.A.M.E. Board approves a distribution plan to use the funds to provide stipends for teacher leadership positions, including but not limited to: instructional coach, grade-level chair, department chair (including EL and specialized program lead), mentor teacher, Distinguished Educator, and other comparable stipends.

Note: Funds are allocated to each LEA and total \$46,878 network-wide.

Certificated and Support Staff Compensation: State Allocation Audubon Schools Distribution Plan

[Guidance](#) published by the Louisiana Department of Education (LDE) regarding the statewide allocation made by the Louisiana Legislature in 2023 for Certificated and Support Staff Compensation states:

The legislative intent is that staff receive the stipend amount in alignment with the positions utilized to allocate the funds. ... Certificated and support staff should be provided the stipends in the exact amount of \$2,000 for certificated and \$1,000 for support staff.

As such, the F.A.M.E. Board of Directors approves a distribution plan to use the funds to provide:

- \$1,000 stipends for school personnel in roles listed in the guidance document as generating a \$1,000 allocation
- \$2,000 stipends for school personnel in roles listed in the guidance document as generating a \$2,000 allocation
- Additional remaining funds of TRSL Retirement allocation to be distributed in alignment with percentage of \$2000/\$1000 to Audubon Gentilly staff who are not part of TRSL.

The exact Object and Function codes may be found in the guidance document linked above.

All funds will be distributed via one-time payments on 10/31/23.

Note: Funds are allocated to each LEA and total \$300,373 network-wide.

Coversheet

Approve Fee Policy for Public Records

Section: III. Action Items
Item: B. Approve Fee Policy for Public Records
Purpose: Vote
Submitted by:
Related Material: AS_FeePolicy_PublicRecords.docx

Fee Policy for Public Records Requests

[Act 247](#) of the 2023 Regular Legislative Session amends La. R.S. 44:32(C)(1)(a) providing for public records requests. Act 247 requires that any record custodian who elects to establish and collect fees for making copies of public records, hard copies and/or electronic copies, shall establish a reasonable fee schedule and post the fee schedule where it can be readily accessed by the public.

Fee Policy:

- Audubon Schools will make all reasonable efforts to respond to requests for access to public records within a reasonable time and in accordance with the provisions of the Public Records Law, La. R.S. 44:1 et seq. Some requests will take longer to collect and process because all requests must be reviewed for exceptions to the Public Records Law before they can be inspected, copied, and/or reproduced. Notice will be provided to you in all instances where the public nature of the records is in question.

Pursuant to La. R.S. 44:32(C)(1)(a), Audubon Schools collects fees for the copying and production of public records. Prior to copying and production, Audubon Schools will provide an estimate of the costs of the production to the requester. Audubon Schools will produce the records only upon complete payment of the required fees. The base fees are as follows:

\$0.25 per page for paper copies. Two-sided documents are considered two pages.

\$0.25 per page for PDF documents, PowerPoint presentations, and Word documents.

\$10.00 for any other electronic documents that must be provided on a thumb drive or other device.

Additional service fees may apply depending on the scope of the request.

Coversheet

Approve Security and Surveillance Policy

Section: III. Action Items
Item: C. Approve Security and Surveillance Policy
Purpose: Vote
Submitted by:
Related Material: AS_SecuritySurveillancePolicy.docx

Security and Surveillance Policy

[Act 301](#) of the 2023 Regular Legislative Session enacted La. R.S. 44:3.1.1, which requires schools to adopt a policy governing all surveillance and security video in and around buildings owned, operated, or maintained by the school governing authority. The policy must address (1) the retention, storage, and disposing of the video, including the retention period; (2) guidance related to disclosure of the video and privacy protections; and (3) procedures regarding how a parent or legal guardian or news organizations may request to review a video recording.

Policy for retention of security footage

Audubon Schools utilizes security and surveillance video systems both inside and outside the school buildings to keep its students and school community safe and secure, reduce risk, and support investigations. To ensure the protection of individual privacy rights in accordance with state and federal laws, this policy is adopted to formalize procedures for the installation and maintenance of surveillance equipment and the handling, viewing, retention, dissemination, and destruction of surveillance records.

Security and surveillance video shall be handled with an appropriate level of security to protect against unauthorized access, alteration, or disclosure in accordance with applicable federal and state laws. Appropriate measures will be taken to protect an individual's right to privacy and hold Audubon Schools information securely through its creation, storage, transmission, use, and deletion. All security and surveillance video installations are subject to federal and state laws.

Security and surveillance video is considered confidential information. Audubon Schools shall be responsible for maintenance of the security and surveillance video systems. Only Audubon Schools identified office/administrator shall have access to the security footage.

Security and surveillance video recordings may be disclosed and available for inspection in certain limited circumstances. However, Audubon Schools security and surveillance video records are not subject to the Louisiana Public Records Law, La. R.S. 44:1 *et seq.*

Security and surveillance video recordings that do not depict, capture, or record students may be disclosed to parents or legal guardians of the school, law enforcement officials, or bona fide news organizations, as they are defined in La. R.S. 44:3.1.1, upon written request to Audubon Schools. Audubon Schools will respond to the request in a reasonable amount of time.

A different procedure must be followed when the recordings depict students. Security and surveillance video recordings that depict students may be disclosed only in compliance with the Federal Educational Rights and Privacy Act (FERPA) and other applicable federal and state laws.

Parents and legal guardians may view surveillance and security video recordings of their child. The parent's or legal guardian's viewing will be limited to only those portions of the video recording that depict their child. Parents and legal guardians shall submit requests to view surveillance and security video recordings to Audubon Schools in writing, specifying the



recording that they wish to inspect and state the purpose for the inspection. Copies of the video depicting their child will not be given to parents and legal guardians.

Security and surveillance video recordings that depict students may also be disclosed to law enforcement officials in circumstances compliant with FERPA and other applicable laws. This includes, but is not limited to, the disclosure of recordings of students pursuant to a lawfully-issued subpoena or when it is determined that that the information is necessary to protect the health or safety of the student or other individuals.

Audubon Schools shall retain security and surveillance footage for at least 30 days. When the retention period lapses, the surveillance and security footage will automatically be erased.

Coversheet

Approve Open Meetings Electronic Communications Policy

Section: III. Action Items
Item: D. Approve Open Meetings Electronic Communications Policy
Purpose: Vote
Submitted by:
Related Material: AS_OpenMeetings_ElectronicCommunications.docx

Open Meetings Electronic Communications Policy

[Act 393](#) of the 2023 Regular Legislative Session amended the Open Meetings Law to require accommodations for persons with disabilities and their participation in open meetings, and to provide for electronic participation in meetings of public bodies that serve persons in more than one political subdivision or region (i.e. Type 2 charters).

Policy for ADA-compliant electronic participation for schools that have teleconferencing or videoconferencing capabilities:

Any member of the public with a disability recognized by the Americans with Disabilities Act who is unable to attend a meeting of the F.A.M.E. board in person because of their disability, or their designated caregiver, may participate in the meeting via [teleconference or videoconference system] upon request. To participate by [teleconference or videoconference system], the member of the public with a disability, or their designated caregiver, shall submit a written request for such participation by emailing the CEO/Steve Corbett at scorbett@auduboncharter.org no later than 2 days, exclusive of weekends and holidays, before the scheduled meeting to request access and allow the board to make the appropriate accommodations.

If a member of the public or their designated caregiver has been permitted to participate via [teleconference or videoconference system], the member of the public may submit public comment to the board by sending an email to CEO/Steve Corbett at scorbett@auduboncharter.org no later than 2 hours before the start of the scheduled meeting.

In addition, any Board member with a disability recognized by the Americans with Disabilities Act who is unable to attend a meeting of the board in person because of their disability may participate and vote in the meeting via [teleconference or videoconference]. The board member's electronic participation will count toward quorum.

Coversheet

Approve the Carpool Policy

Section: III. Action Items
Item: E. Approve the Carpool Policy
Purpose: Vote
Submitted by:
Related Material: AS_Carpool.docx

Carpool Policy

[Act 362](#) of the 2023 Regular Legislative Session requires that schools that have students in grades Kindergarten through Five establish a policy that includes certain procedures for carpool and bus lines. The following policy provides guidelines for students, parents, legal guardians, and the school community to ensure safe school drop-off and pick-up.

Policy:

When students are dropped off for school in the carpool or bus line, students shall remain seated and in the appropriate restraints until the vehicle or bus comes to a complete stop. If the student is in Kindergarten through Third grade, the student shall be accompanied by a school employee when walking from the vehicle until the student is in a safe location away from vehicles.

When students are picked up from school in the carpool line, students shall wait with a staff member on the sidewalk while waiting for their vehicle or bus. Students shall not move from the pickup area until the vehicle or bus comes to a complete stop. Students in Kindergarten through Third grade shall be accompanied by a school employee while walking to and from the carpool pick-up area or the bus pick-up area.

Coversheet

Approve the 2023-24 Pupil Progression Plan

Section: III. Action Items
Item: F. Approve the 2023-24 Pupil Progression Plan
Purpose: Vote
Submitted by:
Related Material: 23-24 PPP Final Audubon Schools.pdf

2023-2024 Pupil Progression Plan

**Local Education Agency:
Audubon Charter School (WAZ001)
Audubon Charter School Gentilly (WBT001)**

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*](#).

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 pre populated. 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

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, 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 AEFÉ school must pass a French Language proficiency exam for admittance to the French School Program in Grades 1 and above.

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

Non-Graded (Uptown PK-3)

Students must master 70% of promotional standards to be promoted to the next grade. Final retention decisions will be made by the school team.

Graded (Uptown 4-8, Gentilly PK-8)

Students must obtain a grade of "D" or better in Reading (through grade 5 only), English Language Arts, Math, Science, Social Studies, and French Language Arts (French Program Only) to be promoted to the next grade. Students who fail one promotional subject may be promoted by successfully completing a summer remediation program that has been pre-approved by Audubon.

Final retention decisions will be made by the school team.

All Students

Students who fail to meet promotional standards after being retained during a previous school year within a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the school team. All students must meet attendance requirements to be promoted. Audubon Schools will continue to follow all promotional requirements as state law necessitates for charter schools.

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third 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 literacy 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 relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.

- 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 on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may 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 grade students who have been identified for the purposes of this section. Such a 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 literacy 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 plan.

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

Non-Graded (Uptown PK-3)
 Students must master 70% of promotional standards to be promoted to the next grade. Final retention decisions will be made by the school team.

Graded (Uptown 4-8, Gentilly PK-8)
 Students must obtain a grade of "D" or better in Reading (through grade 5 only), English Language Arts, Math, Science, Social Studies, and French Language Arts (French Program Only) to be promoted to the next grade. Students who fail one promotional subject may be promoted by successfully completing a summer remediation program that has been pre-approved by Audubon. Final retention decisions will be made by the school team.

All Students
 Students who fail to meet promotional standards after being retained during a previous school year within a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the school team. All students must meet attendance requirements to be promoted. Audubon Schools will continue to follow all promotional requirements as state law necessitates for charter schools.

IV. Promotion of students in grade 4

Each LEA shall identify 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 fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a 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.

Graded (Uptown 4-8, Gentilly PK-8)

Students must obtain a grade of “D” or better in Reading (through grade 5 only), English Language Arts, Math, Science, Social Studies, and French Language Arts (French Program Only) to be promoted to the next grade. Students who fail one promotional subject may be promoted by successfully completing a summer remediation program that has been pre-approved by Audubon.

Final retention decisions will be made by the school team.

All Students

Students who fail to meet promotional standards after being retained during a previous school year within a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the school team. All students must meet attendance requirements to be promoted. Audubon Schools will continue to follow all promotional requirements as state law necessitates for charter schools.

V. Promotion and support of students in grade 8 and high school considerations

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 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, 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

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.

Graded (Uptown 4-8, Gentilly PK-8)

Students must obtain a grade of “D” or better in Reading (through grade 5 only), English Language Arts, Math, Science, Social Studies, and French Language Arts (French Program Only) to be promoted to the next grade. Students who fail one promotional subject may be promoted by successfully completing a summer remediation program that has been pre-approved by Audubon.

Final retention decisions will be made by the school team.

All Students

Students who fail to meet promotional standards after being retained during a previous school year within a grade cluster (Lower Grades PK-3 or Upper Grades 4-8) will be promoted or retained based on the decision of the school team. All students must meet attendance requirements for promotion. Audubon Schools will continue to follow all promotional requirements as state law necessitates for charter schools.

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 Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. 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:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits 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.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. 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.
7. 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.
8. 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 Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

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

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.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

N/A

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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.

VII. Support for students

School year support

- The LEA will develop an 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 support 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.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.

- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

Audubon Schools will continue to follow all promotional requirements that are applicable via legislation that amends charter law, La. R.S. 17:3991.

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

English Language Learners
Students must meet the promotional standards enumerated above. The school 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 school team.

XI. 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.

Students in alternative settings will be evaluated for promotion based on the criteria for students with exceptionalities.

XII. 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.

Parents who wish to appeal student placement must submit the request in writing to the CEO within 14 days of retention notification. 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 decision of the Due Process Team is final and binding, and will be issued within 10 business days of appeal receipt. The results will be placed in the student's cumulative folder.

XIII. 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

Audubon Charter School Uptown Grades PK-3

Grades PK-3 are non-graded. Students are assessed based on mastery of core standards related to each content and academic skill area.

Audubon Charter School Uptown Grades 4-8 and Audubon Charter Gentilly

Students are graded using the BESE Uniform Grading Scale.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Audubon Schools (WAZ001 & WBT001) 2023-2024 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: 10/23/23

Superintendent

Board President

Coversheet

Approve the 2023-24 F.A.M.E. Board Calendar

Section: III. Action Items
Item: G. Approve the 2023-24 F.A.M.E. Board Calendar
Purpose: Vote
Submitted by:
Related Material: AS_BoardCalendar.docx

F.A.M.E. Board Calendar 2023-24

1. August 28
2. October 23
3. December 18
4. February 19
5. April 22
6. June 17

*Board Meetings will rotate between all three campuses.

Coversheet

Operations Update

Section: IV. Closing Items
Item: A. Operations Update
Purpose: FYI
Submitted by:
Related Material: Operations Report - October 2023.pdf

OPERATIONS REPORT

October 2023

Audubon Schools - Enrollment Report

	Round	PK4	K	1	2	3	4	5	6	7	8	TOTAL
	Oct 1st -Target	5	70	62	50	50	52	52	52	52	53	498
	October 1st Enrollment	6	70	64	55	52	52	54	40	46	49	488
	Enrollment as of 8/16/2023	6	71	66	56	54	50	53	41	49	53	499
	Enrollment as of 5/26/2023	5	67	58	49	51	46	51	37	46	51	461
	Preliminary Rnd 1 Match	5	78	66	53	54	48	54	40	46	51	495
French	Round	PK4	K	1	2	3	4	5	6	7	8	TOTAL
	Oct 1st -Target	0	70	52	52	52	52	52	52	52	28	462
	October 1st Enrollment		70	53	50	51	51	50	44	45	23	437
	Enrollment as of 8/16/2023	0	72	52	45	48	53	49	39	46	23	427
	Enrollment as of 5/26/2023	0	73	49	48	47	48	47	39	42	27	420
	Preliminary Rnd 1 Match	0	85	51	49	48	51	49	40	42	28	443
Gentilly	Round	PK4	K	1	2	3	4	5	6	7	8	TOTAL
	Oct 1st -Target	5	61	52	52	52	52	52	52	52	0	430
	October 1st Enrollment	4	56	53	47	52	50	54	49	53	0	418
	Enrollment as of 8/16/2023	4	59	52	51	51	53	54	52	54	0	430
	Enrollment as of 5/26/2023	5	53	50	55	53	54	53	55	53	0	431
	Preliminary Rnd 1 Match	5	66	57	58	58	59	58	60	58	0	470

Audubon Gentilly SFPP Project

SCOPE

- Exterior classrooms are cooled by window units, interior classrooms have mini-splits, cafeteria has separate unit and there is no cooling in hallways. Provide central air system installed for cooling/heating.
- No hot water in restrooms.
- Repair damaged windowsills from gutter damage water intrusion.

TIMELINE

- 02/2023 Project approved
- 03/2024 RFP Issued
- 05/2024 Bid Opening
- 06/2024 Notice to Proceed
- 10/2024 Substantial Completion
- 12/2024 Project closeout

Audubon Live Oak SFPP Project

SCOPE

- Chiller repair/replacement to include first floor
- Replace flat at upper roof, lower interior courtyard roof and 2nd floor roof terraces
- Repair termite damage to library floor deck
- Repair floor damage on 2nd floor at concrete landing
- Courtyard direct expansion DX R-22 unit to be replaced

TIMELINE

- 02/2023 Project approval
- 03/2024 RFP Issued
- 05/2024 Bid Opening
- 06/2024 Notice to Proceed
- 10/2024 Substantial Completion
- 12/2024 Project Closeout

Audubon Broadway SFPP Project

SCOPE

Major water intrusion at east portico. Stucco at original building is showing cracks, particularly in the areas at stairs and around windowsills. Stucco at entrance canopy is cracked. No chiller redundancy.

TIMELINE

- 2/2023 Project approved
- 1/2024 RFP Issued
- 2/2024 Bid Opening
- 5/2024 Notice to Proceed
- 8/2024 Substantial Completion
- 10/2024 Project Closeout

Gentilly Auditorium Emergency Repair

SCOPE

Replace to HVAC units located in the auditorium.

TIMELINE

6/2023	Request for Quotes
9/2023	Notice to Proceed
1/2024	Substantial completion

NOTES

Audubon is looking into renting a 5-ton portable unit to cool the auditorium. Students will be able to utilize the facility until work begins;

based on info from NOLA PS it may be a 4-6 week period of time that the auditorium will be inaccessible