



Academy of Collaborative Education

Academic Excellence Committee Meeting

Published on September 30, 2025 at 10:31 AM CDT

Date and Time

Wednesday October 1, 2025 at 3:00 PM CDT

Pursuant to Louisiana Open Meetings Law - La. R.S. 42:19, notice is hereby given to the members of the Board of Directors of Academy of Collaborative Education and to the general public that the Board will hold a regular, special, or re-scheduled meeting, open to the public as specified below. To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other Board members, and Board members should not reply to this message.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
A.	Record Attendance	Amy Marcus	1 m
B.	Call the Meeting to Order	Amy Marcus	1 m
C.	Approve Minutes	Approve Minutes Amy Marcus	1 m
Approve minutes for Academic Excellence Committee Meeting on September 3, 2025			
II. Progress-Toward-Goals:			3:03 PM

	Purpose	Presenter	Time
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For this meeting, the committee will discuss each goal regarding its status:

On-Target — progressing well and on schedule;

Off-Target — falling behind the expected timeline;

At-Risk — requiring monitoring and/or intervention.

A.	Progress-Toward-Goals:	Vote	Amy Marcus	10 m
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Goal 1: Improve parent knowledge of and involvement in student assessment data through ACE's Pizza Box portfolio and digital portfolios.

Goal 2: Increase Reading and Literacy Scores by 35% school-wide compared to the previous year.

Goal 3: Integrate ABA principles more fully for improved behavior management.

- [At least 80% of ACE personnel will be trained in fundamental ABA by 9/30/25, and will maintain expertise through ongoing training and professional development initiatives, advancing our mission to foster a positive and effective learning environment.](#)

Goal 4: Integrate Communication Boards school-wide.

Goal 5: Implement Parent Training and Enhance Participation and Effectiveness of said training.

Goal 6: Strengthen Communication Systems.

Goal 7: Increase Volunteer Engagement

III.	Academic Excellence Committee Progress on Dashboard Items:			3:13 PM
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A.	SY25-26 Teacher surveys	Discuss	Amy Marcus	5 m
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Teacher surveys: scheduling, creating, delivering, and using-these can be used for dual purposes by the Academic Excellence Committee and the ED Support and Evaluation Committee.

B.	Committee Expansion		Amy Marcus	5 m
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	Purpose	Presenter	Time
Using a simplified version of the board's recruiting documents, members will recommend and help interview substantive candidates for membership on the Academic Excellence Committee.			
C.	Written staff retention plan:	FYI	Amy Marcus
	1. Discuss suggestions submitted by each committee member.		10 m
	2. Agree on the steps needed to take in making this a cohesive document from which the committee can work.		
IV.	Principal's Report		3:33 PM
A.	Benchmark Testing Date	Discuss	Karen Roberson
	Numeracy, DIBELS, Etc.		10 m
V.	Pupil Progression Plan		
VI.	Executive Director's Report		3:43 PM
A.	Charter Renewal Process with LDOE	Discuss	Joellen Freeman
			10 m
B.	Student Growth Data relative to the CSP Grant	Discuss	Joellen Freeman
			10 m
VII.	Other/Unfinished Business (goals/responsibilities/previous agenda)		
VIII.	Committee Member Research and Preparation (Homework)		4:03 PM
A.	Review all documents regarding Interim Assessment Check-Ins in the AE committee docs	Discuss	Amy Marcus
			5 m
IX.	D.O.N.		
	Decisions:		
	Owners:		

	Purpose	Presenter	Time
Next Steps:			
X. Closing Items			4:08 PM
A. Adjourn Meeting	Vote	Amy Marcus	1 m

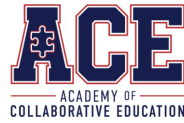
In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Academic Excellence Committee Meeting on September 3, 2025

APPROVED



Academy of Collaborative Education

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday September 3, 2025 at 3:00 PM

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Committee Members Present

Allison Dickens, Amy Marcus (remote), Dawn Stanfield, Jessica Burkett, Joellen Freeman, Karen Roberson

Committee Members Absent

Carmen Parks

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Amy Marcus called a meeting of the Academic Excellence Committee of Academy of Collaborative Education to order on Wednesday Sep 3, 2025 at 4:09 PM.

C. Approve Minutes

Joellen Freeman made a motion to approve the minutes from Academic Excellence Committee Meeting on 08-06-25.

Karen Roberson seconded the motion.

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

II. Principal's Goals and Accountability Practices

A. Revised Principal's Goals

Karen Roberson confirmed her satisfaction with the recent revisions to the principal's goals.

B. "Johnny's Pizza Box" Portfolio Process for SY25-26/addition of Digital Portfolios for SY26-27

Regarding the implementation of the "pizza box" strategies, Karen will hand out the physical pizza boxes to staff members next Wednesday.

She will also offer training on the appropriate items to include at that time.

C. Staff Professional Development Update

Karen reported ongoing professional development activities, including staff training sessions on Office Puzzle and technical support skills for student computers.

D. Parent Engagement

A discussion was held regarding the scheduling of Parent Volunteer Organization (PVO) meetings through Zoom or on Saturdays before or after the Parent Workshops to enhance participation.

III. Progress-Toward-Goals:

A. Progress-Toward-Goals:

- Goal 1: Improve parent knowledge and involvement in student assessment data. The current focus is on gathering assessment data, with plans to kick off initiatives by September 10th. (On Target)
- Goal 2: Increase reading and literacy scores by 35%. (On Target) with ongoing assessment activities.
- Goal 3: Integrate ABA principles for improved behavior management. (On Target) with principles being used, but formal ABA services are pending.

- Goal 4: Integrate communication boards school-wide. Implementation is (On Target) and in progress, with boards in classrooms and plans for pre-recorded buttons.
- Goal 5: Implement parent training and enhance participation. Scheduled sessions are planned, and progress is (On Target).

Goal 6: Strengthen Communication Systems:

- Discussion on communication methods, including emails, texts, and parent engagement strategies.
- Revision of communication goals is in progress for clarity and precision. (On Target)

Goal 7: Increase Volunteer Engagement:

- Current efforts are underway to enhance volunteer engagement, but the goal is not yet on target. (Off Target)

IV. Academic Excellence Committee Progress on Dashboard Items:

A. SY25-26 Teacher surveys

Committee members will review the document about Teacher/Staff surveys and contact Amy with suggestions for meaningful survey questions.

B. Committee Expansion

Committee members will review the document about committee expansion, and the committee will discuss it further at the next meeting.

C. Written staff retention plan:

Committee members will review the attached document and utilize it as a foundational reference for additional staff retention strategies.

V. D.O.N.

A. Decisions. Owners. Next.

- Joellen Freeman to revise the communication goal, share with the committee, and put it on the board meeting agenda for approval.
- Committee members to review interim assessment documents before the next meeting.

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 4:19 PM.

Respectfully Submitted,
Amy Marcus

In accordance with the Americans with Disabilities Act, if you need special assistance at a public meeting of Academy of Collaborative Education, please contact Joellen Freeman at jcfreeman@aceforasd.org describing the assistance that is necessary.

Coversheet

Progress-Toward-Goals:

Section: II. Progress-Toward-Goals:
Item: A. Progress-Toward-Goals:
Purpose: Vote
Submitted by:
Related Material:
8.15.25_Academic_Excellence_Committee_SY_25-26_SMART_GOALS____1_.docx

ACE Academic Excellence Committee

SY 25-26 SMART GOALS

Goal 1: Improve parent knowledge of and involvement in student assessment data through ACE's Pizza Box portfolio and digital portfolios.

A. Develop and implement a Portfolio System for each grade:

By September 15, 2025, the Academic Excellence Committee—working in collaboration with the leadership team and teachers—will design and implement the ACE's Pizza Box portfolio system. This system will provide teachers with an organized space to collect and store important student data, including academic performance and IEP progress. Teachers will use these portfolios to share updates with parents and caregivers, fostering open communication and collaboration. A designated representative from the Academic Excellence Committee will systematically support teachers, through both casual and scheduled progress checks, on September 15, 2025, November 14, 2025, March 16, 2026, and May 22, 2026, effectively integrating the portfolio system into existing assessment practices. This initiative supports the school's mission to enhance academic excellence by actively engaging parents in their child's educational journey.

B. Enhance Parent Engagement with Digital Portfolios:

(This portion of the goal will be implemented in the 26-27 school year, following training at the beginning of the year.) By May 15, 2026, the Academic Excellence Committee, in partnership with the leadership team and teachers, will develop a digital portfolio system using a platform such as Google Sites, PortfolioGen, or Bulbapp. Implementation will begin in August of 2026. This will allow parents and caregivers to monitor their child's academic and IEP progress. The principal will train teachers, through both casual and scheduled progress checks, in September of 2026, November of 2026, March of 2027, and May of 2027, to effectively utilize these tools and incorporate them into the assessment process. This will allow parents and caregivers to monitor their child's academic and IEP progress. This project aligns with the school's mission to improve academic excellence by actively involving parents in the educational process.

Goal 2: Increase Reading and Literacy Scores by 35% school-wide compared to the previous year:

By May 1, 2026, ACE will increase reading and literacy scores by 35% in comparison to the 2024–2025 school year reading and literacy scores as measured by all relevant benchmark assessments and progress monitoring tools. This will be achieved through the implementation of targeted reading interventions, differentiated small-group instruction, and consistent data-driven instructional practices. Progress will be reviewed every other month on October 15, 2025, December 15, 2025, February 16, 2026, and April 15, 2026, to ensure all students receive timely support aligned with their individual learning needs.

Goal 3: Integrate ABA principles more fully for improved behavior management:

A. Integrate ABA Principles into Daily Protocols:

By September 30, 2025, the Academic Excellence Committee, in partnership with the leadership team, Jessica Burkett, and ACE line technicians, will incorporate Applied Behavior Analysis (ABA) principles into **daily protocols**, ensuring that adequately trained staff are available to implement interventions and support strategies as necessitated. This initiative will involve securing contracts with new Board-Certified Behavior Analysts (BCBAs) and employing Jessica Burkett as a trainer for all line technicians. The objective is to provide ongoing professional development and support for line technicians, aligning with the school's commitment to fostering a supportive and effective learning environment through evidence-based behavioral management. Full implementation and staff training are targeted for completion by May 1, 2026.

B. Reduce Disruptive Behaviors through ABA Training:

By May 1, 2026, we will reduce disruptive behaviors by 30% relative to the preceding academic year, as evidenced by behavior incident reports. To accomplish this objective, at least 80% of all ACE personnel shall undergo training in fundamental ABA principles by September 30, 2025, and shall maintain their expertise through ongoing training and professional development initiatives, thereby advancing our mission to foster a positive and effective learning environment.

Goal 4: Integrate Communication Boards school-wide:

By October 1, 2025, ACE will begin implementing universal communication boards using SymbolStix in key common areas across the school—including the playground, cafeteria, front lobby, and designated bathrooms—to support students and visitors when AAC devices are unavailable. These boards will provide accessible communication options to promote engagement in daily routines, play, and social interactions. By May 1, 2026, full implementation will be complete, including staff and student training, and observable use of the boards will be documented by the ED and principal in the Attuned Platform.

Goal 5: Implement Parent Training and Enhance Participation and Effectiveness of said training:

By September 16, 2025, the Academic Excellence Committee will develop and implement a monthly parent training program designed to enhance collaboration between the school and families. The program's success will be measured by achieving an average monthly participation rate of at least 30% of the total number of ACE parents/guardians/caregivers, thereby fostering a supportive learning environment for parents and students. To evaluate the program's effectiveness, the Academic Excellence Committee will monitor participation rates monthly at each meeting and conduct quarterly surveys of parents on September 15, 2025, December 15, 2025, March 15, 2026, and June 15, 2026. Based on these assessments, necessary adjustments will be applied by July 31, 2026.

Goal 6: Strengthen Communication Systems

By September 30, 2025, the Academic Excellence Committee, in partnership with the school leadership team, will create and implement a communications system to enhance communication with parents and guardians through emails, Remind, Calendars, Newsletters, social media, and website updates. This effort supports the Academic Excellence Committee's goal to promote a collaborative environment. The leadership team will carefully monitor communication reach and report progress to the Academic Excellence Committee at each **monthly committee meeting** to ensure comprehensive coverage. The AE Committee will thoroughly assess the effectiveness of these system improvements at the committee meeting held in August of 2026.

Goal 7: Increase Volunteer Engagement

By September 10, 2025, the Academic Excellence Committee, in partnership with school leadership, will enhance volunteer engagement by offering opportunities for the community at large and for parents to complete 10 hours of volunteer work annually. A range of volunteer options will be developed and posted on the ACE website through a volunteer portal to encourage shared responsibility between families and the school. Volunteer hours will be closely monitored by volunteer portal and app. The AE Committee will thoroughly assess the effectiveness of these volunteer engagement efforts at the committee meeting held in August of 2026.

Coversheet

Committee Expansion

Section: III. Academic Excellence Committee Progress on Dashboard Items:
Item: B. Committee Expansion
Purpose:
Submitted by:
Related Material:
ACE_Nominating_Policy_of_Nominating_Non-Board_Members_to_Committees__Draft_(1).pages

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

ACE_Nominating_Policy_of_Nominating_Non-
Board_Members_to_Committees__Draft_(1).pages

Coversheet

Written staff retention plan:

Section: III. Academic Excellence Committee Progress on Dashboard Items:
Item: C. Written staff retention plan:
Purpose: FYI
Submitted by:
Related Material:
8.26.25_Staff_Retention_Plan_for_Academy_of_Collaborative_Education_am.docx

Academy of Collaborative Education

Staff Retention Plan Ideas and Calendar of Empowering Professional Practices

1. Foster a Positive School Culture:

- **Create a supportive and inclusive environment where teachers feel valued and respected. Encourage open communication and collaboration among staff and celebrate achievements to build a sense of community and belonging.**

Action: Establish regular "teacher appreciation" events or gatherings, such as monthly breakfasts or social outings, where staff can connect informally and feel appreciated for their contributions.

2. Provide Professional Development Opportunities:

- **Offer ongoing professional development that is relevant and tailored to teachers' needs. Encourage growth through workshops, conferences, and mentorship programs that help teachers advance their skills and feel more competent and engaged in their roles.**

Action: Implement a mentorship program pairing less experienced teachers with veteran educators for ongoing support, guidance, and professional growth.

3. Offer Competitive Compensation and Benefits:

- **Ensure that salaries and benefits are competitive and commensurate with teachers' experience and responsibilities. Consider additional incentives such as performance bonuses, stipends for extracurricular involvement, or tuition reimbursement for further education.**

Action: Conduct a salary review to ensure competitiveness with local and national benchmarks and explore offering additional benefits such as childcare support or wellness stipends.

4. Promote Work-Life Balance:

- **Address workload concerns by providing adequate planning time, reducing non-instructional tasks, and supporting teachers in managing their responsibilities. Flexible scheduling and wellness programs can also contribute to a healthier work-life balance.**

Action: Introduce "no meeting" days each month, allowing teachers to focus on planning and grading without the interruption of additional meetings or duties.

5. Recognize and Reward Excellence:

- Implement systems to acknowledge and reward teachers' hard work and achievements. Recognition can come in many forms, from formal awards and public acknowledgment to simple gestures of appreciation, such as thank-you notes or personalized commendations.

Action: Create a "Teacher of the Month" program, where colleagues and students can nominate teachers for outstanding work, with winners receiving recognition at school assemblies and on school communication platforms.

Calendar of Empowering Professional Practices

August 11th:

- **Introduction to the Retention Plan:**
Overview of the retention plan components and objectives.
- Discuss the importance of teacher well-being and engagement.
- **Content:**
- Present an overview of the retention plan's objectives, emphasizing the importance of teacher well-being and engagement.
- Provide a roadmap of upcoming sessions and how each component supports teacher retention.
- **Activities:**
- Ice-breaker activities to build rapport and a short survey to understand teachers' initial thoughts and expectations.
- **CAPP/PEC Support:**
- Investigate the introductory modules on Positive Psychology and Positive Education in both curricula.
- These sections provide foundational knowledge on well-being and engagement.
- **CAPP:**

- **General introduction to Positive Psychology, touching on all aspects of PERMA-V (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Vitality).**
- **PEC:**
- **Introduction and Orientation class.**

August 18th:

- **Strengths-Based Workshop:**
Introduction to Positive Psychology principles, including the VIA Character Strengths Survey. Begin identifying personal strengths.
- **Content:**
- **Introduce Positive Psychology and the VIA Character Strengths Survey.**
- **Discuss the importance of recognizing and leveraging individual strengths.**
- **Activities:**
- **Teachers complete the VIA survey and participate in group discussions to share insights.**
- **Facilitate exercises that encourage teachers to apply their strengths in daily activities.**
- **CAPP Support:**
- **Refer to the module on character strengths and the VIA Character Strengths Survey.**
- **This module offers insights into identifying and leveraging strengths in personal and professional settings.**
- **CAPP:**
- **"E" for Engagement, focusing on using strengths to enhance engagement.**
- **PEC:**
- **Class on Character Strengths and their application in education.**

August 25th:

- **Gratitude Practice Session:**
Facilitate a session on gratitude exercises, such as gratitude journaling and sharing gratitude moments with colleagues.
- **Content:**
- **Discuss the science of gratitude and its impact on well-being. Highlight how cultivating gratitude can transform the work environment.**

- **Activities:**
- **Guide teachers through a gratitude journaling exercise.**
- **Encourage sharing gratitude moments with colleagues to cultivate a positive work environment.**
- **CAPP Support:**
- **Explore the sections on gratitude practices within the Positive Psychology curriculum.**
- **These sections highlight exercises and research on the benefits of gratitude.**
- **CAPP:**
- **"P" for Positive Emotion, exploring gratitude as a tool for increasing positive emotions.**
- **PEC:**
- **Class on Gratitude Practices in educational settings.**

September 1st:

- **Mindfulness and Resilience Training:**
Workshop on mindfulness techniques and resilience-building strategies, encouraging a growth mindset.
- **Content:**
- **Explore mindfulness techniques and resilience strategies to help teachers manage stress and develop a growth mindset.**
- **Activities:**
- **Conduct mindfulness exercises, such as guided meditation or deep breathing.**
- **Engage teachers in resilience-building activities, such as scenario-based problem-solving.**
- **CAPP Support:**
- **Utilize the mindfulness module, which includes techniques and exercises designed to develop mindfulness and resilience.**
- **The curriculum offers practical tools for incorporating these practices.**
- **CAPP:**
- **"V" for Vitality, covering mindfulness as a practice for enhancing vitality and resilience.**

- **PEC:**
- **Class on Mindfulness Techniques for Educators.**

September 8th:

- **Well-being Curriculum Introduction:**
Explore the principles of Positive Education and how they can be integrated into professional development.
- **Content:**
- **Present the principles of Positive Education and their application in professional development.**
- **Highlight the link between teacher well-being and student outcomes.**
- **Activities:**
- **Discuss real-life examples of Positive Education initiatives.**
- **Encourage teachers to brainstorm ways to incorporate these principles into their teaching.**
- **PEC Support:**
- **Delve into the Positive Education curriculum, which provides resources and strategies for integrating well-being principles into educational settings.**
- **CAPP:**
- **"M" for Meaning, integrating well-being principles for meaningful educational experiences.**
- **PEC:**
- **Class on Positive Education Basics and Curriculum Integration.**

September 15th:

- **Collaborative Learning Communities:**
Establish learning communities for teachers to share best practices and challenges, thereby fostering collaboration.
- **Content:**
- **Establish learning communities to foster collaboration and peer support, promoting a sense of community and mutual understanding.**
- **Emphasize the value of shared experiences and collective problem-solving.**
- **Activities:**
- **Organize group discussions where teachers can share best practices, challenges, and solutions.**

- **Set goals for ongoing collaboration.**
- **PEC Support:**
- **The Positive Education curriculum includes sections on creating collaborative and supportive learning environments, offering tools for fostering community among educators.**
- **CAPP:**
- **"R" for Relationships, establishing supportive educational communities.**
- **PEC:**
- **Class on Building Collaborative Learning Communities.**

September 22nd:

- **Yoga Class Introduction:**
Begin weekly yoga sessions focusing on stress reduction, flexibility, and mindfulness.
- **Content:**
- **Introduce the benefits of yoga for reducing stress and promoting overall well-being.**
- **Discuss plans for regular yoga sessions.**
- **Activities:**
- **Conduct an introductory yoga class focusing on basic poses and relaxation techniques.**
- **Encourage teachers to reflect on how yoga can support their well-being.**
- **CAPP Support:**
- **While yoga may not be explicitly covered, the module on mind-body practices can offer complementary insights into incorporating physical well-being practices.**
- **CAPP:**
- **"V" for Vitality, incorporating physical wellness practices.**
- **PEC:**
- **Class on Integrating Mind-Body Practices in Education.**

September 29th:

- **Yoga-Based Workshop:**
Teach specific yoga therapy techniques, such as breath work or guided relaxation, for personal use and classroom integration.

- **Content:**
- **Deepen understanding of yoga therapy techniques, such as breath work and guided relaxation, for personal use and potential classroom integration.**
- **Activities:**
- **Teach specific techniques, followed by practice sessions.**
- **Discuss how these techniques can be adapted for use with students.**
- **CAPP Support:**
- **Like the previous session, explore mind-body practices for additional techniques and insights on integrating physical and mental wellness.**
- **CAPP:**
- **"V" for Vitality, focusing on comprehensive mind-body wellness.**
- **PEC:**
- **Continued exploration in the Mind-Body Practices class.**

October 6th:

- **Polyvagal Theory Seminar:**
Educate teachers on the principles of Polyvagal Theory, emphasizing the importance of a regulated nervous system.
- **Content:**
- **Introduce Polyvagal Theory, explaining the role of the nervous system in regulating emotions and behavior.**
- **Activities:**
- **Use visual aids to explain the theory.**
- **Facilitate discussions on how understanding the nervous system can help teachers support themselves and their students.**
- **CAPP Support:**
- **Although Polyvagal Theory may not be directly covered, the curriculum's focus on emotional regulation and resilience can provide foundational support.**
- **Look for resources on understanding and managing stress responses.**
- **CAPP:**

- **"V" for Vitality, understanding stress responses and emotional regulation.**
- **PEC:**
- **Class on Emotional Regulation and Well-being.**

October 13th:

- **Safe and Social Environment Activities:**
Organize team-building activities to promote safety and social connection among staff.
- **Content:**
- **Highlight the importance of a safe and supportive work environment.**
- **Share team-building activities that promote social connection.**
- **Activities:**
- **Organize activities that encourage teamwork and communication.**
- **Reflect on the impact of these activities on the work environment.**
- **CAPP/PEC Support:**
- **Both curricula emphasize the importance of building supportive environments.**
- **Look for resources on fostering positive relationships and community building.**
- **CAPP:**
- **"R" for Relationships, emphasizing safe and supportive environments.**
- **PEC:**
- **Class on Creating Safe and Supportive Educational Environments.**

October 20th:

- **Regulation Techniques Training:**
Teach self-regulation techniques, such as deep breathing and grounding exercises.
- **Content:**
- **Teach self-regulation techniques, such as deep breathing and grounding exercises, to help teachers remain centered during challenging situations.**
- **Activities:**
- **Practice these techniques in session.**

- **Discuss scenarios where these tools could be applied in the classroom or personal life.**
- **CAPP Support:**
- **Refer to modules on emotional intelligence and regulation, which offer techniques for managing emotions and maintaining composure in challenging situations.**
- **CAPP:**
- **"R" for Relationships, focusing on emotional regulation techniques.**
- **PEC:**
- **Class on Emotional Intelligence and Regulation.**

October 27th:

- **Mentorship Program Launch:**
Introduce the mentorship program, pairing new teachers with experienced mentors.
- **Content:**
- **Introduce the mentorship program, outlining its structure and benefits.**
- **Pair new teachers with experienced mentors.**
- **Activities:**
- **Host a meet-and-greet for mentors and mentees.**
- **Set expectations and goals for the mentorship relationships.**
- **PEC Support:**
- **The Positive Education curriculum offers insights into mentorship and leadership, with a focus on fostering supportive educational communities.**
- **CAPP:**
- **"R" for Relationships, fostering mentorship and support networks.**
- **PEC:**
- **Class on Mentoring and Leadership in Education.**

November 3rd:

- **Recognition and Rewards System:**
Implement a system to recognize and reward teachers' achievements and contributions.
- **Content:**

- **Discuss the importance of recognizing and rewarding achievements.**
- **Present a system for acknowledging teachers' contributions.**
- **Activities:**
- **Brainstorm with teachers on meaningful recognition practices.**
- **Launch the rewards system with an initial recognition event.**
- **CAPP Support:**
- **Investigate sections on motivation and appreciation, which highlight the impact of recognition and reward systems on well-being and engagement.**
- **CAPP:**
- **"A" for Accomplishment, recognizing and rewarding achievements.**
- **PEC:**
- **Class on Motivation and Recognition Strategies.**

November 10th:

- **Professional Development Opportunities Overview:**
Outline ongoing training and development opportunities tailored to teachers' needs.
- **Content:**
- **Outline ongoing training and development opportunities tailored to teachers' needs.**
- **Emphasize the link between professional growth and retention.**
- **Activities:**
- **Facilitate discussions on areas for professional growth.**
- **Encourage teachers to set personal development goals.**
- **CAPP/PEC Support:**
- **Both curricula offer continuous learning and development opportunities.**
- **Use these resources to identify areas for professional growth and skill enhancement.**
- **CAPP:**
- **"A" for Accomplishment, focusing on growth and skill enhancement.**
- **PEC:**
- **Class on Professional Development and Continuous Learning.**

November 17th:

- **Work-Life Balance Initiatives:**
Discuss strategies for promoting a healthy work-life balance, including stress management resources.
- **Content:**
 - Discuss strategies for achieving a healthy work-life balance.
 - Share resources for stress management and time management.
- **Activities:**
 - Conduct a workshop on time management techniques.
 - Encourage teachers to develop personalized plans for balancing work and personal life.
- **CAPP Support:**
 - Explore modules on work-life balance and stress management, which provide strategies and tools to promote both personal and professional well-being.
- **CAPP:**
 - "V" for Vitality, promoting balance and stress management.
- **PEC:**
 - Class on Work-Life Balance for Educators.

November 24th:

- **Regular Check-Ins and Feedback Gathering:**
Schedule regular check-ins and collect feedback on the retention plan to make necessary adjustments.
- **Content:**
 - Schedule regular check-ins to gather feedback on the retention plan and adjust as needed.
- **Activities:**
 - Host a feedback session to discuss the impact of the initiatives so far.
 - Encourage open dialogue and suggestions for improvement.
- **CAPP/PEC Support:**
 - Both curricula emphasize the importance of feedback and reflection.
 - Use these resources to guide discussions on effectiveness and areas for improvement.
- **CAPP:**
 - "M" for Meaning, using feedback for meaningful improvement.

- **PEC:**
- **Class on Feedback and Reflective Practices.**

December 1st:

- **Surveys and Assessments:**
Conduct surveys to assess teacher satisfaction and well-being, using data to refine support strategies.
- **Content:**
- **Conduct surveys to assess teachers' satisfaction and well-being.**
- **Use data to refine support strategies.**
- **Activities:**
- **Distribute surveys and facilitate discussions on the results.**
- **Collaborate with teachers to determine next steps based on the feedback.**
- **CAPP/PEC Support:**
- **Look for sections on measuring well-being and program evaluation.**
- **These resources can help in designing and interpreting surveys to enhance teacher support.**
- **CAPP:**
- **"A" for Accomplishment, evaluating progress and making data-driven improvements.**
- **PEC:**
- **Class on Assessment and Evaluation in Positive Education.**

Coversheet

Benchmark Testing Date

Section:	IV. Principal's Report
Item:	A. Benchmark Testing Date
Purpose:	Discuss
Submitted by:	
Related Material:	PupilProgressionPlan25-26.docx



PUPIL PROGRESSION POLICY

2025-2026 SCHOOL YEAR

Background and Purpose

Louisiana state law ([R.S.17:24.4](#)) 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,ACE 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 following document is written in accordance with the Louisiana’s Board of Education guidelines. Teachers at ACE shall determine promotion or placement of each student on an individual basis.Ace 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 Executive Director, or a student’s parent or legal custodian.

Questions about this document should be directed to the Principal, Karen Roberson at kroberson@aceforasd.org, or Executive Director, Joellen Freeman at jcfreeman@aceforasd.org .

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I. Placement of students in Kindergarten and 1st Grade

Kindergarten

Beginning with the 2025-2026 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 through 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.

Kindergarten at ACE is organized on a full day schedule. These children are in school at least six hours each day. The courses of study for full-day kindergarten children will follow requirements outlined in Bulletin 741. ACE shall require that every child entering kindergarten be given an LDOE approved, nationally recognized readiness screening, to be used for planning and instruction. The student's IEP will also be used for planning and instruction.

Listed below required documentation for entering Kindergarten at ACE. Parents or guardians must present a copy of:

1. Birth certificate
2. Proof of address
3. Immunization records or exemption statement (link [here](#))
4. Proof of autism diagnosis (medical evaluation and/or public school system evaluation)

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 30 (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 ACE prior to the time of enrollment for the first grade.

II. Promotion for students in Kindergarten and Grades 1st, 2nd, 5th and 6th

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.

Listed below are ACE's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1,2, and 5. In accordance with Louisiana state requirements, students will be promoted on the criteria listed below:

Kindergarten

- Meets attendance requirements
- Must pass Reading, Language Arts, and math skills with a final grade of D or higher

Grade 1

- Meets attendance requirements
- Must pass Reading, Language Arts, and math skills with a final grade of D or higher

Grade 2

- Meets attendance requirements
- Must pass Reading, Language Arts, and math skills with a final grade of D or higher

Grade 5

- Meets attendance requirements
- Must pass Reading, Math and two other major subjects with a final grade of D or higher.

Attendance Requirements:

Students shall be expected to be in attendance every student-activity day scheduled by the school.

A student is considered to be in attendance when he/she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. Attendance shall be checked and recorded for each student on each school day and at the beginning of each class period in accordance with [R.S. 17:232.B.\(1\)](#).

- Half-Day Attendance: Students are considered to be in attendance for one-half day when they:
 - are physically present at a school site or participating in authorized school activity.
 - are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.
- Whole-Day Attendance: Students are considered to be in attendance for a whole day when they:
 - are physically present at a school site or are participating in an authorized school activity.
 - are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

Students with Disabilities

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) shall be determined by the student's IEP team per BESE guidelines and regulations.

If the IEP team chooses to make a data-driven recommendation that, in any way, conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Executive Director for consideration. All supporting documentation which was considered while discussing this student by SBLC must be included with the written recommendation to the Executive Director.

III. Promotion of Students in 3rd Grade

Listed below are ACE's policies and procedures that will be used to determine promotion for students in the 3rd Grade. In accordance with Louisiana state requirements, students will be promoted on the criteria listed below:

Grade 3

- Meets attendance requirements
- Must pass Reading, Math and two other major subjects with a final grade of D or higher.

ACE 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.

IV. Promotion for Good Cause

To reflect the full list of “promotion for good cause” reasons allowed in section 701 of Bulletin 1566, three additional option codes are available for immediate use:

- Option Code G: Promotion to 4th Grade - Without IEP/504 Previously Retained for a total of 2 years
 - A student has received intensive reading intervention for two or more years and was previously retained for a total of two years in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener
- Option Code H: Promotion to 4th Grade - Diagnosed with dyslexia
 - A student has been diagnosed with dyslexia
- Option Code I: Promotion to 4th Grade - Demonstrates proficiency on alternative assessment or mastery on LEAP 2025 ELA section
 - A student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment; a student scoring Mastery on the ELA section of the LEAP 2025

Attendance Requirements:

Students shall be expected to be in attendance every student-activity day scheduled by the school.

A student is considered to be in attendance when he/she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. Attendance shall be checked and recorded for each student on each school day and at the beginning of each class period in accordance with [R.S. 17:232.B.\(1\)](#).

- Half-Day Attendance: Students are considered to be in attendance for one-half day when they:
 - are physically present at a school site or participating in authorized school activity.
 - are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.
- Whole-Day Attendance: Students are considered to be in attendance for a whole day when they:
 - are physically present at a school site or are participating in an authorized school activity.
 - are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

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:

- ACE 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.

- ACE will establish a formalized policy regarding the creation of individual student literacy plans, which will be documented within the ACE Pupil Progression Plan. This policy may encompass various student assistance measures, such as tailored small-group interventions on a daily basis, literacy interventions before and after school led by educators or tutors with expertise in literacy, and initiatives for at-home literacy, including workshops for parents and legal guardians, as well as web-based or parent-led literacy activities.
- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by ACE 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.

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:

Retaining Process:

Students may only be retained one time in grades K-3 and 5, however, if a student needs to be retained for a second time in grades K-3 and 5, the decision will be referred to the School Building Level Committee (SBLC). The School Building Level Committee will contain the official designated representative (ODR), the teacher, the parent/guardian, and any related service provider as necessary.

A parent or guardian's request to "holdback" the student who has met passing grade level requirements in K-5, will be referred to SBLC for determination.

Students with Disabilities

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) shall be determined by the student's IEP team per BESE guidelines and regulations.

If the IEP team chooses to make a data-driven recommendation that, in any way, conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Executive Director for consideration. All supporting documentation which was considered while discussing this student by SBLC must be included with the written recommendation to the Executive Director.

Requirements of the Louisiana Educational Assessment Program

A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion [\(R.S. 17:24.4\)](#)

All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the High Stakes Testing Policy. [\(Bulletin 1566 § 1701\)](#)

Students with disabilities participating in the state testing program must be provided accommodations as noted in the student's Individual Education Program (IEP). [\(Bulletin 118 § 3301\)](#)

Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).

Students with disabilities who participate in the LEAP Alternate Assessment, (LEAP Connect) shall have promotion decisions determined by the IEP Team ([Bulletin 1530 § 501](#)).

A. Elementary Program of Studies Requirements.

1. The elementary grade shall provide a foundation in fundamentals of English, Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education ([Bulletin 741 § 2313](#)).
2. ACE shall provide 63,720 minutes of instructional time per year ([Bulletin 741 § 333](#)).
3. ACE must provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional time per year. ([Bulletin 741 § 2313](#)).

Literacy Support Standard for Grades 3

Beginning with the 2025-2026 school year, and continuing through the summer following the 2025-2026 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 will be charged for attendance of eligible students, and transportation will be offered to students within a 30 mile radius of the school.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year.
- 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.
- ACE 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 ACE or the parent to determine where retention or another option for additional student support is in the best interest of the student.

Notes:

Students in grade 3 who do not meet grade requirements for promotion, but have already been retained at least once, shall be placed in grade 4 after being reviewed by the School Building Level Committee (SBLC).

Students are eligible for promotion from grade 3 by meeting attendance requirements; pursuing and passing the necessary courses of study.

Students in grade 3 who do not meet grade requirements may be recommended for promotion by the School Building Level Committee.

IV. Promotion of students in grade 4

Listed below are ACE's policies and procedures that will be used to determine promotion for students in the 4th Grade. In accordance with Louisiana state requirements, students will be promoted on the criteria listed below:

Grade 4

- Meets attendance requirements

- Must pass Reading, Math and two other major subjects with a final grade of D or higher.

Attendance Requirements:

Students shall be expected to be in attendance every student-activity day scheduled by the school. A student is considered to be in attendance when he/she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. Attendance shall be checked and recorded for each student on each school day and at the beginning of each class period in accordance with [R.S. 17:232.B.\(1\)](#).

- Half-Day Attendance: Students are considered to be in attendance for one-half day when they:
 - are physically present at a school site or participating in authorized school activity.
 - are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.
- Whole-Day Attendance: Students are considered to be in attendance for a whole day when they:
 - are physically present at a school site or are participating in an authorized school activity.
 - are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

ACE 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:

- ACE 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.
- ACE 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.

ACE will use the roster, provided by LDOE, of students who have scored below "Basic" achievement level in at least two core academic subjects. Rosters will assist ACE in making final determinations relative to students' 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 ACE 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.

Listed below are additional policies or additional considerations used by ACE to determine promotion of students at the end of the fourth grade.

Students entering grade 4 thru 6, who did not participate in the spring LEAP 2026 assessment, will be required to take the placement test for SBLC teams to appropriately determine placement and promotion for the next year.

Students in grade 4 are also required to take LEAP. Promotional Policies for these students are as follows:

A. Requirements of the Louisiana Educational Assessment Program

1. This Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion ([R.S.17:24.4](#))
2. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the High Stakes Testing Policy. ([Bulletin 1566 § 701](#))
3. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students’ Individual Education Program (IEP). ([Bulletin 1530 § 3301](#))
4. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP)
5. Students with disabilities who participate in the LEAP Alternate Assessment, (LEAP Connect) shall have promotion decisions determined by the IEP Team. ([Bulletin 1530 § 401](#))
6. Limited English Proficient (LEP) students shall participate in statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state’s grade promotion policy for a LEP student ([Bulletin 1566 § 707](#))
7. Students entering Grade 5 who did not participate in the spring LEAP 2026 assessment, will be required to take the state provided online placement test for SBLC teams to appropriately determine placement and promotion for the next school year.
8. ACE’s plan for intervention and remediation for the non-proficient students is as follows:

B. ACE’s High Stakes Testing Policy

ACE’s criteria for determining whether a student is held back in 4th grade more than once to fulfill local progression plan requirements is outlined as follows:

1. The criteria that determines what grade a student will be promoted is if he/she has repeated the 4th grade at least once and if he/she will be 12 years old on or before September 30th of the next school year. A student who has repeated the 4th grade may be promoted to only the 5th grade. However, a student who has repeated the 4th grade and is 13 years old on or before September 30th may be promoted to the 6th grade based on a SBLC decision according to the local Pupil Progression Plan.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. ([Bulletin 741 § 2313](#)).
2. The elementary school shall provide 63,720 minutes of instructional time per year. ([Bulletin 741 § 333](#)).

3. ACE will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. ([Bulletin 741 § 2301](#)).

V. Promotion of students in grade 6

Listed below are ACE's policies and procedures that will be used to determine promotion for students in the 6th. In accordance with Louisiana state requirements, students will be promoted on the criteria listed below:

Grade 6

- Meets attendance requirements
- Must pass Reading, Math and two other major subjects with a final grade of D or higher.

Attendance Requirements:

Students shall be expected to be in attendance every student-activity day scheduled by the school.

A student is considered to be in attendance when he/she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. Attendance shall be checked and recorded for each student on each school day and at the beginning of each class period in accordance with [R.S. 17:232.B.\(1\)](#).

- Half-Day Attendance: Students are considered to be in attendance for one-half day when they:
 - are physically present at a school site or participating in authorized school activity.
 - are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.
- Whole-Day Attendance: Students are considered to be in attendance for a whole day when they:
 - are physically present at a school site or are participating in an authorized school activity.
 - are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

ACE shall identify sixth students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Sixth 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:

- ACE 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.

- ACE 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.

VI. Placement of transfer students

- ACE 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).
- Fifth-grade students transferring to a public school from any in-state nonpublic school (approved or not seeking approval), approved home study program, or Louisiana residents transferring from out-of-state schools will take the English language arts and mathematics parts of the LEAP placement test. Students scoring below the "basic" achievement level will receive placement and individual academic support similar to non-transfer students, as outlined by the school's policies 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.

Listed below are additional placement considerations and policies, required by ACE, related to the placement of transfer students.

Students entering grades 1-6 transferring from any in-state non-approved public school and any approved home study program shall be administered the district provided online placement test. Students seeking entrance into the 5th grade will be based on their performance on the state approved online LEAP 2026 placement test administered by a system approved testing agent or by the state.

The following list the placement test(s) administered to the above-mentioned transfer students if applicable.

Elementary

The student will be given a system-approved norm-referenced online placement test to determine placement. SBLC will refer to ACE's Placement Test Guidelines to determine placement.

Transfer Students (into the Louisiana Public school system from out of state, non-public schools, or home study). A student who is transferring from an in-state nonpublic school or a homeschooling program or a Louisiana resident who is transferring from out-of-state school to enroll in the Louisiana public charter school system at grade 5 shall be required to take the 4th grade online LEAP 2026 English Language Arts and Mathematics placement tests. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school system. The following guidelines shall apply:

- Students may take LEAP 2026 during the spring administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system or the Test Coordinator to register for the test
- Any nonpublic school and the parent(s) (or homeschool parent(s)) are responsible for providing to the ACE Test Coordinator, at least ten (10) days prior to the testing date, appropriate documentation required for requested standard testing accommodations.
- Students with disabilities who have a current 1508 evaluation will participate in LEAP 2026 testing. Promotion decisions for these students will adhere to the High Stakes Testing Policy.

- LEAs may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in a public school system the semester immediately following the testing.
- Students transferring into the local school system prior to February 15th are required to take the state provided placement if the students have not taken LEAP 2026
- The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

VII. Support for students

School year support

- ACE develops an individual academic plan for each student identified in §701 of BESE Bulletin 1566 that will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- ACE designs and implements 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.

ACE offers, extended, on-grade level instruction through extended year remediation to students who do not meet the standard set forth in [§701 and §703 of BESE Bulletin 1566](#).

Extended School Year Instruction

Pursuant to state law ([R.S. 17:24.4](#)), LEAs shall continue to offer extended school year remediation to any student not meeting promotion standards as determined by BESE. Extended year 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 2025-2026 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.
- ACE 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 2025-2026 school year, and continuing through the summer following the 2025-2026 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: CXV.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.
- 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.

ACE 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.

Literacy Support Standard for Grades 3

Beginning with the 2025-2026 school year, and continuing through the summer following the 2025-2026 Extended 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.

- Eligible students can attend without any tuition fees, and transportation will be provided to students living within a 30-mile radius of the school.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year.
- 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.
- ACE has the authority to exempt students with Individualized Education Programs (IEPs) who score below grade level on the end-of-year literacy assessment approved by the Louisiana Department of Education (LDOE), based on the decision of the student's IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by ACE or the parent to determine where retention or another option for additional student support is in the best interest of the student.

Listed below is additional information regarding ACE's approach to the summer support standard.

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. ([Bulletin 1566](#)).

X. Promotion and placement of certain student populations

Students with Disabilities

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) shall be determined by the student's IEP team per BESE guidelines and regulations.

If the IEP team chooses to make a data-driven recommendation that, in any way, conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Executive Director for consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Executive Director.

Students with disabilities attending summer remediation shall receive special support 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.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instructional program;

4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement. ([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, required by ACE, related to the promotion and placement of students with disabilities, English learners, or other student populations.

Enclosed below is a description of ACEs promotion, placement, and monitoring of student populations.

- Initiating Review of Placement
 - Teacher
 - Parents or guardians
 - Principal and/or Assistant Principal
 - Executive Director

If any of the above initiators have reason to believe that an individual student has been misplaced by promotion, retention, or other placement procedures, that person may initiate a placement review for that student by activating the School Building Level Committee. The School Building Level Committee will review that student's past school performance to ascertain if a change in placement is necessary.

Monitoring Promotion

- Promotion, retention, and/or placement decisions shall be monitored by the Administrative Staff. Administrative Staff is to determine whether the ACE Pupil Progression Policy is being implemented uniformly throughout the school. The supervisor in charge of Pupil Progression and/or Compensatory/Remedial Education will:
 - Verify that the copies of the Pupil Progression Plan have been distributed and reviewed with all instructional personnel
 - Observe and supervise compensatory/remedial teachers as they work with students.
 - Interpret the provisions of the plan as needed.

- Monitor the implementation of the plan through meetings with school administrators and analysis of records as needed.

Retention Policy

- Students can be held back only once in grades K-3 and 5. However, if a student requires retention for a second time in these grades, the decision will be forwarded to the School-Based Leadership Committee (SBLC).

Students with Disabilities

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local performance standards on any assessment for purposes of promotion. Such determination shall be made only if the student has not otherwise met the local requirements for promotion. ([Bulletin 1530 § 403](#))

Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP) ([Bulletin 118 § 3301](#)). Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should receive accommodations as noted on their individual accommodation plan (IAP).

If the IEP team chooses to make a data-driven recommendation that, in any way, conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Executive Director of Schools for consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Executive Director.

English Learners

All ELLs must be placed in their age-appropriate grade level. A student with little or no knowledge of English should be placed immediately in an English language instruction educational program and/or provided appropriate accommodations and assistance in their content classes. The goal is to integrate the student into regular programs while providing an intense language acquisition program. The student should participate with age group peers in all school activities.

Age-Appropriate Placement

Grade	Age on or before September 30
Kindergarten	5-6
First	6-7
Second	7-8
Third	8-9
Fourth	9-10
Fifth	10-11
Sixth	11-12

Specialized Language Services

English Language Learners (ELLs) shall be offered specialized language services which address their instructional needs in acquiring the English language and academic content. Certified EL Specialists are assigned to serve English Learners. ELs will receive specialized language services using one or more

of the following models: Sheltered Instruction Observation Protocol (SIOP) with accommodations and language support. An instructional approach with the focus of making academic instruction in English comprehensible to ELs. Content teachers use scaffolding, physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in ELA, math science, social studies, and other subjects.

ELL pull out classes: EL specialists use strategies for English language acquisition, and tutoring in content areas.

ELL Push-in Classes: Co-teaching between classroom teachers and EL Specialist in a heterogeneous classroom

ELL Coaches: ELs are scheduled in a general education classroom with accommodations. The EL Specialist collaborates with general education classroom teachers to address the needs of the ELs and provide teaching strategies.

Monitoring of Exited Students

At the beginning of each school year, EL Specialists will meet with teachers of all ELs who have met the state exiting criteria and are now in Monitor Year One or Two. The teachers will be given an Exited EL Monitoring Form to document the student's academic achievement. The EL Specialist and teachers will meet each nine weeks to determine if further services are required for the exited student's success. If an exited EL shows signs of academic distress, the teacher is to contact the EL Specialist for continued support.

Retaining EL Students

ELLs should not receive a failing grade in their content classes if their lack of English proficiency is keeping them from fully accessing the content. If an EL is receiving all accommodations and or classroom modifications and is still unable to access the content, the student should be referred to the SBLC for evaluation.

LEAP Policies

SBLC will meet and write an IAIP for grade 4 students not meeting an acceptable level of performance on LEAP as outlined in state policy. Committees will meet each year thereafter to determine future plans for IAIPs.

Promotion/Retention Policies

LEAP 2026 Testing—Students retained in the 4th grade shall retake all four components of LEAP 2026.

Students with Disabilities under Individuals with Disabilities Act (IDEA) participating in LEAP Alternate Assessments (LAA). Students with disabilities who participate in the LEAP Connect shall have promotion decisions determined by the SBLC.

XI. Due process related to student placement and promotion

Listed below are ACE'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 Accommodations/Section 504 plan.

Due Process for Students with Disabilities—The rights of due process procedures for students with disabilities shall not be curtailed by this process and shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEA) Part B, LEA Application

Due Process for Qualified Disabled Students—Due process for qualified disabled students must be consistent with those identified in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD, and other related disorders).

XII. Additional ACE policies related to student placement and promotion.

Listed below are any additional ACE policies related to student placement and promotion that have not been addressed in other sections of this document.

Students with Disabilities under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessments (LAA)

- Students with disabilities who participate in the LEAP Connect shall have promotion decisions determined by SBLC.

Grading Symbols for Grade Level

- The grading symbols which are used for each grade level are indicated below

GRADES	SYMBOLS	SUBJECT
K	A,B,C,D,F*	All major subjects and conduct for 1st through 4th nine weeks.
1	A,B,C,D,F*	All major subjects and conduct grades from all grading periods will be used in averaging final grades.
2	A,B,C,D,F*	All major subjects and conduct
3	A,B,C,D,F*	All major subjects + conduct
4-5	A,B,C,D,F*	All major subjects + conduct
6	A,B,C,D,F*	All major subjects + Physical Education
<p><u>Note:</u> An “I” in any subject indicated incomplete work for that period. A grade of incomplete must be made up within the next grading period.</p> <p>*Requires percentage grades to be averaged and recorded with the converted letter grade on the system-approved official report form</p>		
MAJOR SUBJECT		
Grade K-1		Reading, Mathematics, Language Arts
Grade 2-5		Reading, Mathematics, ELA, Social Studies, and Science

Grade 6	Reading, Mathematics, ELA, Social Studies, and Science
MINOR SUBJECTS	
Grade K-2	Science/Social Studies
Grade 3-5	No minor subjects.
Grade 6	No minor subjects.

XIII. LEA Assurances and Submission Information

Assurance is hereby made to the Louisiana Department of Education that Academy of Collaborative Education, ACE, 2025-2026 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 governing authority: ____/____/____

Executive Director

Board President