



# Redesign Schools Louisiana

## Regular Board Meeting

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### Date and Time

Saturday September 16, 2023 at 10:00 AM CDT

### Location

Lanier Elementary School  
4705 Lanier Dr. Baton Rouge, LA 70812

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>10:00 AM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Genevieve Pope	1 m
<b>B.</b> Record Attendance and Guests		Genevieve Pope	1 m
<b>C.</b> Motion to approve the minutes from the May 20, 2023 RSL Regular Board Meeting	Approve Minutes	Genevieve Pope	1 m
<b>D.</b> Motion to approve the minutes from the July 12, 2023 Special Board Meeting	Approve Minutes	Genevieve Pope	1 m

	Purpose	Presenter	Time
<b>E.</b> Motion to approve the minutes from the August 19, 2023 Board Retreat Meeting	Approve Minutes	Genevieve Pope	1 m
<b>II. Items scheduled for receipt/information</b>			<b>10:05 AM</b>
<b>A.</b> LDOE Annual Site Visit and Renewal Information	FYI	Tammy Morgan	10 m
<b>B.</b> Principal's Report	FYI	Principals	15 m
<b>C.</b> Superintendent's Report	FYI	Megan McNamara	10 m
<b>D.</b> Financial Committee Report	FYI	Justin Chatelain	5 m
<b>III. Items Scheduled for Action</b>			<b>10:45 AM</b>
<b>A.</b> Motion to approve Unaudited Financials through June 30, 2023	Vote	Justin Chatelain	2 m
<b>B.</b> Motion to adopt Differentiated Compensation Allocation from LDOE	Vote	Genevieve Pope	2 m
<b>C.</b> Motion to appoint Academic Committee Chair- Shelia Banks	Vote	Genevieve Pope	2 m
<b>D.</b> Motion to approve Pupil Progression Plans	Vote	Genevieve Pope	1 m
<b>E.</b> Motion to change the name of Glen Oaks Middle, A Redesign School to Zion City School, A Redesign School	Vote	Genevieve Pope	1 m
<b>F.</b> Motion to move into Executive Session	Vote	Genevieve Pope	1 m
<b>IV. Executive Session</b>			<b>10:54 AM</b>
<b>A.</b> Executive Session Personnel Matter	Discuss		4 m
<b>V. Notice</b>			<b>10:58 AM</b>
<b>A.</b> Accommodations	FYI		
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY			

Purpose	Presenter	Time
<p>Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting:</p>		

Redesign Schools Louisiana  
 5959 Cadillac Street  
 Baton Rouge, LA 70811  
 Phone: 225-910-3891

**FOR MORE INFORMATION**

For more information concerning this agenda, please contact Redesign Schools Louisiana using the information above.

**VI. Closing Items**

- |           |   |      |                |
|-----------|---|------|----------------|
| <b>A.</b> | Next Finance Committee Meeting: November 1, 2023 at Lanier Elementary School, A Redesign School | FYI  | Genevieve Pope |
| <b>B.</b> | Next Regular Board Meeting: TBD   | FYI  | Genevieve Pope |
| <b>C.</b> | Adjourn Meeting   | Vote | Genevieve Pope |

# Coversheet

## Motion to approve the minutes from the May 20, 2023 RSL Regular Board Meeting

**Section:** I. Opening Items  
**Item:** C. Motion to approve the minutes from the May 20, 2023 RSL Regular Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on May 20, 2023

APPROVED



# Redesign Schools Louisiana

## Minutes

### Regular Board Meeting

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#### Date and Time

Saturday May 20, 2023 at 10:00 AM

#### Location

Dalton Elementary School  
3605 Ontario St. Baton Rouge, LA 70805

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#### Directors Present

G. Pope, J. Chatelain, M. Mullen, P. Baldwin

#### Directors Absent

D. Hunter, K. George, S. Banks

#### Guests Present

A. Beck, C. Lucas, Leroy Turner, M. McNamara, Nicole Jones

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### I. Opening Items

#### A. Call the Meeting to Order

G. Pope called a meeting of the board of directors of Redesign Schools Louisiana to order on Saturday May 20, 2023 at 10:01 AM.

#### B. Record Attendance and Guests

#### C.

**Motion to approve the minutes from the March 18, 2023 RSL Regular Board Meeting**

P. Baldwin made a motion to approve the minutes from Regular Board Meeting on 03-18-23.

J. Chatelain seconded the motion.

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

**II. Items scheduled for receipt/information**

**A. Superintendent's Report**

Megan McNamara deferred to Principals.

**B. Principal's Report**

Principals delivered report.

**C. Financial Committee Report**

Justin Chatelain gave financial committee report.

**III. Items scheduled for action**

**A. Motion to approve Unaudited Financials through March 31, 2023**

J. Chatelain made a motion to approve.

P. Baldwin seconded the motion.

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

Motion on the floor to approve the unaudited financials and the amended Glen Oaks Annual budget based on student count. Motion carried.

**B. Motion to approve RSL District Budget for 2023-2024**

J. Chatelain made a motion to approve.

M. Mullen seconded the motion.

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

**C. Motion to approve 2023-2034 Student Handbook**

P. Baldwin made a motion to approve as revised.

J. Chatelain seconded the motion.

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

**IV. Executive Session**

**A. Executive Session**

G. Pope made a motion to into exec session.

P. Baldwin seconded the motion.

Motion of come out of executive session 11:36am. Marie Mullen 1st and Pope to second.

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

## **V. Closing Items**

**A. Next Finance Committee Meeting: Date and Location TBD**

**B. Next Regular Board Meeting: Date and Location: TBD**

**C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:37 AM.

Respectfully Submitted,

C. Lucas

# Coversheet

## Motion to approve the minutes from the July 12, 2023 Special Board Meeting

**Section:** I. Opening Items  
**Item:** D. Motion to approve the minutes from the July 12, 2023 Special Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on July 12, 2023



DRAFT



# Redesign Schools Louisiana

## Minutes

### Special Board Meeting

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#### Date and Time

Wednesday July 12, 2023 at 12:00 PM

#### Location

Glen Oaks Middle School  
5959 Cadillac St. Baton Rouge, LA 70811

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#### Directors Present

D. Hunter, P. Baldwin, S. Banks

#### Directors Absent

G. Pope, J. Chatelain, K. George, M. Mullen

#### Guests Present

C. Lucas, M. McNamara, Simone Higginbotham

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### I. Opening Items

#### A. Call the Meeting to Order

P. Baldwin called a meeting of the board of directors of Redesign Schools Louisiana to order on Wednesday Jul 12, 2023 at 12:17 PM.

#### B. Record Attendance and Guests

### II. Items scheduled for action

**A. Motion to change the name of Glen Oaks Middle School, A Redesign School to Zion City School, A Redesign School**

P. Baldwin made a motion to Change the name of Glen Oaks Middle School, A Redesign School to Zion City School, A Redesign School.

S. Banks seconded the motion.

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

**III. Closing Items**

**A. Next Finance Committee Meeting: September 6, 2023**

**B. Next Regular Board Meeting: September 16, 2023**

**C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:36 PM.

Respectfully Submitted,  
C. Lucas

# Coversheet

## Motion to approve the minutes from the August 19, 2023 Board Retreat Meeting

**Section:** I. Opening Items  
**Item:** E. Motion to approve the minutes from the August 19, 2023 Board Retreat Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Retreat on August 19, 2023

DRAFT



# Redesign Schools Louisiana

## Minutes

### Board Retreat

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#### Date and Time

Saturday August 19, 2023 at 9:30 AM

#### Location

Valdry Center  
618 Harding Blvd.  
Baton Rouge, LA 70807

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#### Directors Present

G. Pope, M. Mullen, P. Baldwin, S. Banks

#### Directors Absent

D. Hunter, J. Chatelain, K. George

#### Guests Present

A. Beck, Brandi Beal, C. Lucas, M. McNamara, Melissa Carollo

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### I. Opening Items

#### A. Record Attendance

#### B. Call the Meeting to Order

G. Pope called a meeting to order on Saturday Aug 19, 2023 at 10:00 AM.

### II. Action Item

**A. Receipt of Board Governance Training from LAPCS-Melissa Carollo**

Melissa Carollo presented governance training.

**III. 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 1:30 PM.

Respectfully Submitted,  
C. Lucas

# Coversheet

## Financial Committee Report

**Section:** II. Items scheduled for receipt/information  
**Item:** D. Financial Committee Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** RSL - Supplemental Report - June 2023 (1).xlsx  
RSL - Monthly Presentation - June 2023 (1).pptx

## 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](#):

RSL - Supplemental Report - June 2023 (1).xlsx



# June 2023 Financials

PREPARED **SEP'23** BY





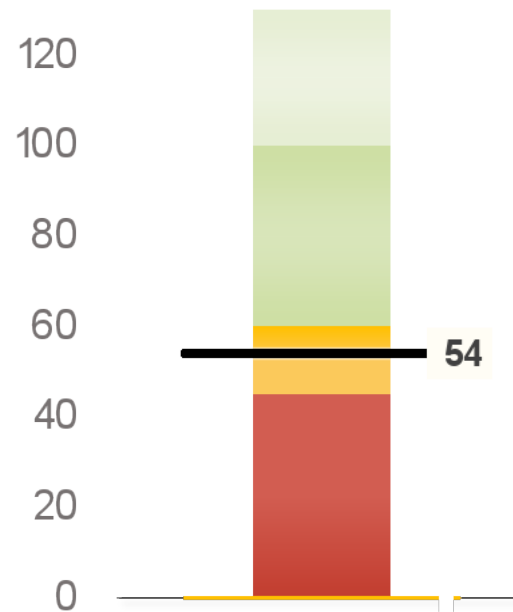
# Executive Summary

- **Net income across all three schools at year-end (unaudited) was \$2.1MM (\$1.7MM higher than budget and ~\$2MM higher than we anticipated in March financials).**
- For all 3 schools the largest driver of the positive finish to the school year was a higher draw down of federal grants than was previously forecasted (~\$1MM across all locations) and lower expenses than forecasted across all categories: staffing (~\$360k less), occupancy (~\$180k less), direct student expenses (~\$180k less) and office/business expenses (~\$295k less)
  - Based on unaudited year-end financials, **Lanier** finished the year with a **net income of \$730k**, which is ~\$640k higher than budget.
  - **Dalton** finished the year with **net income of \$870k**, which is ~\$930k higher than budget.
  - **Glen Oaks** finished the year with a positive **net income of \$530k**, which is ~\$190k higher than budget.
- Redesign's cash position is \$1.1MM lower than budgeted and ~\$700k lower than where we started the year, but this is driven entirely by the timing of payments (**we have ~\$3.9MM in AR**, which is \$3.4MM higher than the same point last year)

# Key Performance Indicators

## Days of Cash

*Cash balance at year-end divided by average daily expenses*



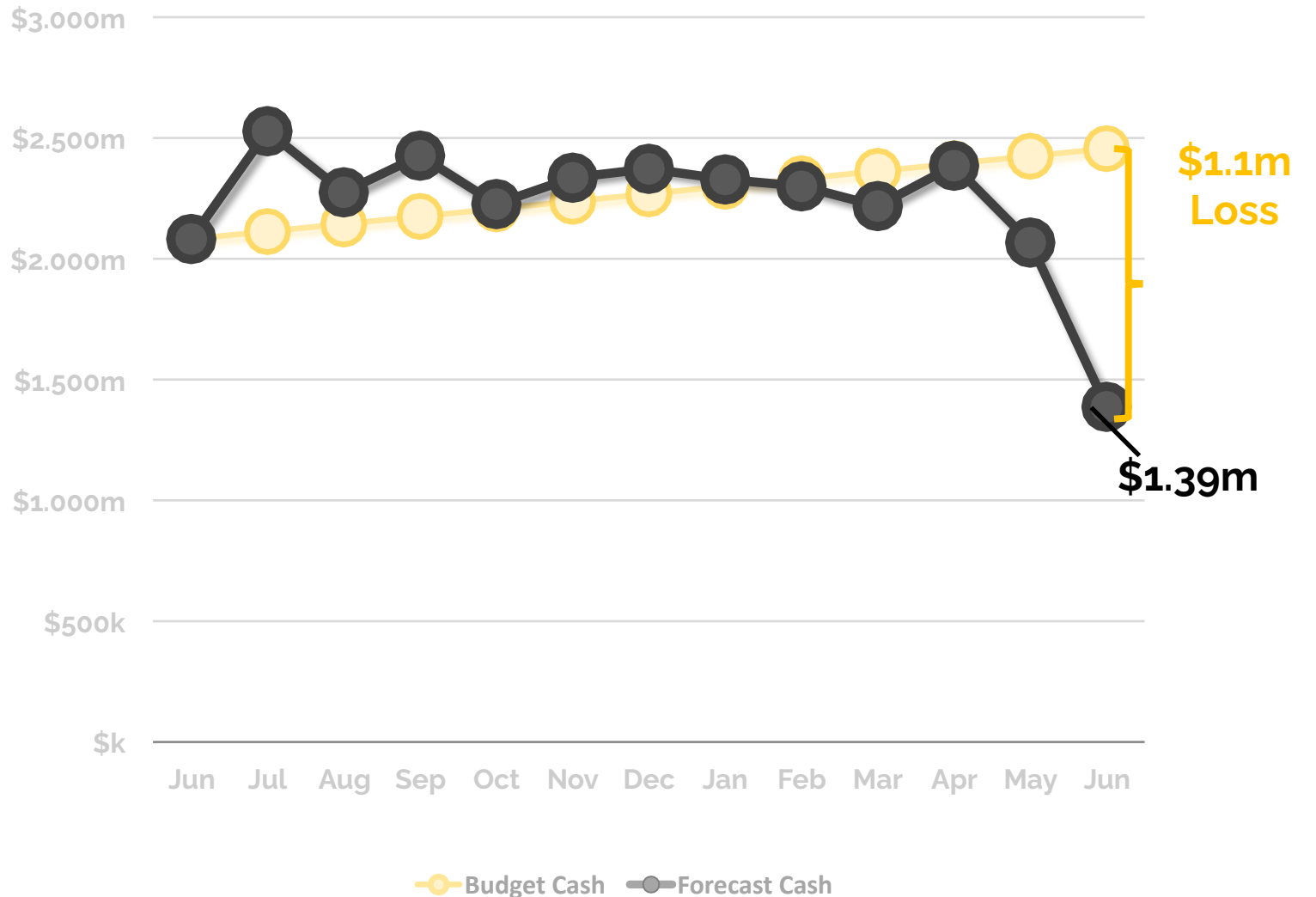
### 54 DAYS OF CASH AT YEAR'S END

The school will end the year with 54 days of cash. This is below the recommended 60 days. However, we have 3.9MM in pending grant reimbursements (equivalent of 151 days of cash)

## 54 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$1.4m**, **\$1.1m** below budget.

Driven entirely by the timing of payments (we have ~\$3.9MM in AR, which is \$3.4MM higher than the same point last year)



# Redesign Financial Report



Lanier				Dalton				Glen Oaks			
Year-To-Date				Year-To-Date				Year-To-Date			
	Actual	Budget	Variance		Actual	Budget	Variance		Actual	Budget	Variance
Revenue				Revenue				Revenue			
Total State and Local Revenue	2,373,581	2,199,935	173,646	Total State and Local Revenue	2,275,629	2,182,522	93,107	Total State and Local Revenue	1,035,215	1,592,089	(556,874)
Total Federal Revenue	1,975,183	2,132,169	(156,986)	Total Federal Revenue	2,046,813	2,063,331	(16,518)	Total Federal Revenue	1,800,947	1,938,176	(137,229)
				Total Earned Fees	52	0	52				
Total Revenue	4,348,764	4,332,104	16,660	Total Revenue	4,322,494	4,245,853	76,641	Total Revenue	2,836,162	3,530,265	(694,103)
Expenses				Expenses				Expenses			
Total Salaries	1,781,727	2,161,973	380,246	Total Salaries	1,740,123	2,207,309	467,185	Total Salaries	989,395	1,411,784	422,389
Total Benefits and Taxes	328,732	432,177	103,445	Total Benefits and Taxes	302,598	468,640	166,042	Total Benefits and Taxes	166,237	319,559	153,322
Total Staff-Related Costs	159,664	224,900	65,236	Total Staff-Related Costs	173,266	245,270	72,004	Total Staff-Related Costs	142,326	180,460	38,134
Total Occupancy Service	224,258	251,263	27,005	Total Occupancy Service	183,896	270,440	86,544	Total Occupancy Service	182,456	267,813	85,357
Total Direct Student Expense	690,222	736,108	45,886	Total Direct Student Expense	625,937	684,078	58,141	Total Direct Student Expense	464,871	602,611	137,739
Total Office & Business Expense	433,906	436,221	2,316	Total Office & Business Expense	424,516	428,770	4,255	Total Office & Business Expense	359,948	404,770	44,822
Total Expenses	3,618,509	4,242,642	624,133	Total Expenses	3,450,336	4,304,507	854,171	Total Expenses	2,305,232	3,186,997	881,764
Net Income	730,255	89,462	640,793	Net Income	872,158	(58,654)	930,812	Net Income	530,929	343,268	187,661

	<i>Previous Year End</i>	<i>Current</i>
	<i>6/30/2022</i>	<i>6/30/2023</i>
<b>Assets</b>		
Current Assets		
Cash	2,081,954	1,387,689
Accounts Receivable	531,976	3,887,322
Total Current Assets	2,613,929	5,275,012
<b>Total Assets</b>	<b>2,613,929</b>	<b>5,275,012</b>
<b>Liabilities and Equity</b>		
<b>Liabilities</b>		
Current Liabilities		
Other Current Liabilities	111,891	247,245
Accounts Payable	108,181	500,567
Total Current Liabilities	220,072	747,812
Total Long-Term Liabilities	0	0
<b>Total Liabilities</b>	<b>220,072</b>	<b>747,812</b>
<b>Equity</b>		
Unrestricted Net Assets	2,393,857	2,393,857
Net Income	0	2,133,343
<b>Total Equity</b>	<b>2,393,857</b>	<b>4,527,200</b>



# QUESTIONS?

Please contact your EdOps Finance Team:

Tyler Phillips

[tyler@ed-ops.com](mailto:tyler@ed-ops.com)

303.547.8782

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# Coversheet

## Motion to adopt Differentiated Compensation Allocation from LDOE

**Section:** III. Items Scheduled for Action  
**Item:** B. Motion to adopt Differentiated Compensation Allocation from LDOE  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** differentiated-compensation-allocation-and-guidance-fy-2023-24 (1).pdf



## Differentiated Compensation Allocation and Guidance

*Louisiana Department of Education*

*July 2023*

This document provides answers to questions regarding the Differentiated Compensation Allocation and Guidance in FY2023-24. This document may be viewed under STATE ALLOCATIONS in the [Business Manager Support Library](#)

For further information on this guidance, send inquiries to [ldoeschoolfinancehelpdesk@la.gov](mailto:ldoeschoolfinancehelpdesk@la.gov) or call the Office of School System Financial Services at 225.342.3617.

### **What is Differentiated Compensation?**

Differentiated compensation refers to a policy that provides different pay for different jobs.

### **What is the purpose of the Differentiated Compensation Allocation?**

This allocation is intended to provide funding to assist with addressing unique market needs in the recruitment and retention of teachers.

### **Which entities are eligible for these funds?**

The entities eligible for these funds includes city/parish school systems, Legacy Type 2 charter schools, New Type 2 charter schools, Lab schools, state schools, and RSD operated and Type 5 charter schools. These same entities are eligible to receive MFP funds in Level 4 of the formula.

### **How much is the appropriation for Differentiated Compensation?**

The Louisiana Legislature appropriated a total of \$25 million for this purpose during the 2023 Regular Session.

### **What data is used to calculate the allocation?**

The calculation is based on the number of teachers reported in the fall 2022 MFP staffing count. The definition of teacher is only those staff reported as a teacher (Object 112, Function 1000 – 2200) in the staffing data collection. The teacher count does not include any other certificated positions.

### **How will the funds be allocated?**

The number of teachers by entity is multiplied by \$409.00 to generate the allocation.

### **Were these funds included in the Minimum Foundation Program (MFP) formula?**

No, this funding is a separate appropriation in the Legislative budget. The funds for the Differentiated Compensation are not included in the MFP Formula for FY 2023-24.



### **How are these Differentiated Compensation funds to be used?**

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; and
- Stipends for teacher leadership positions.

### **What are the critical shortage areas?**

The designated critical shortage areas to be used for the differentiated compensation are:

- Secondary Mathematics (Grades 6-12)
- Secondary Science (Grades 6-12)
- Special Education (Grades K-12)

### **What is the definition of a Highly Effective Teacher?**

Differentiated compensation allocations may be used to fund stipends for highly effective teachers as defined in R.S. 17:381 through 3095 and Bulletin 130 – Regulations for the Evaluation and Assessment of School Personnel.

### **What is the definition of a High Need School?**

Stipends may be given to teachers working in High Need schools, defined as those with an Economically Disadvantaged (ED) rate of 85% or greater. This Ed data by school for February 1, 2023 is located within the Feb 2023 Multi Stats file located on the [Student Attributes](#) webpage.

### **What is an example of a Teacher Leadership position?**

Stipends may be given to classroom teachers who are appointed to lead weekly teacher collaborations or those who serve as academic/instructional coaches or mentors. More information about mentor teachers can be found in the [Mentor Teacher Library](#) on the LDOE website.

### **Must the stipends be awarded to the same teacher positions on which the funds were allocated?**

No, these funds are intended to provide stipends to those staff that qualify in one of the four eligible categories. The allocation may be used across the four eligible categories in any manner deemed appropriate by the local school board. The teacher counts were used only in the calculation methodology to determine the allocation amounts.

**How will these funds be released to the eligible entities?**

The entire allocation will be paid to the eligible entities in one payment.

**What is the expected release date of the funds?**

The expected release date is *on or about August 10<sup>th</sup>*.

**How will these funds be distributed?**

Funds will be released to recipients (city/parish school systems, charter schools, lab schools or state schools) in the same manner as payments are currently received by each recipient. This payment method may be by electronic or paper check depending on the recipient.

**Is there a date by which these funds must be utilized?**

These funds are intended to assist with recruitment efforts during FY 2023-24. It is strongly encouraged to utilize these funds as quickly as feasible to ensure classrooms are staffed adequately for students in this school year.

**May these funds be carried over into FY 24-25 if they are not utilized in FY 23-24?**

Yes, if funding remains at the end of FY 2023-24, then those funds may be carried over into the new fiscal year.

**How should these funds be accounted for in the accounting records?**

It is recommended that these funds be accounted for in a special account/fund within the General Fund for appropriate tracking.

**What are the account codes/KPCs in the Annual Financial Report (AFR) in which these funds must be reported?**

The account codes in which these funds should be reported in the AFR are: Revenue from State Sources, State Restricted Grants-in-Aid, Other Restricted Revenues, Key punch code 6250 and Acct code 3290

**Must the Louisiana Department of Education give approval to the compensation plans adopted by the school boards?**

No, this is a local decision. The department does not need to approve the plan on the proposed use of these funds.

**What documents should be presented to the local school board detailing the proposed compensation plan?**

The compensation plan should be included in the salary schedule document annually presented to the local school board for approval.

**If the local school board has already approved the salary schedule for this year, is a separate vote and approval needed to amend the plan with this new compensation plan?**

Yes, if the salary schedule has already been approved, an amendment to the plan is necessary in order to implement this new compensation plan.

**Must the school board approve these funds prior to the distribution of the stipends to employees?**

Yes, prior to implementation of the compensation plan, the school board must adopt the plan.

**What documentation must be in place to substantiate approval of the distribution plan by the school board?**

Minutes from the school board meeting must be available to substantiate the approval by the local school board.

**Will the independent CPAs be required to perform audit procedures to verify that this new compensation plan did receive appropriate approval by local school boards?**

Yes, State Agreed Upon Procedures as published by the Legislative Auditor's Office will require that independent CPAs review the documentation to substantiate appropriate approval of the compensation plan and inclusion in the salary schedule documents.

**What documentation must be retained by the recipients to substantiate the distribution of funds to employees?**

Payroll records detailing the amount and date of the release of the stipend payments to employees must be maintained to substantiate the appropriate use of these funds.

**Will recipients of these funds be required to submit documentation on the approved plan along with dates and amounts of the distributions to the Department?**

Yes, the department will require that recipients provide data on the use of these funds. This data request will come in early spring 2024.

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200)  Final Fall 2022 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2023-24 Rate	Total Cost
			\$409	24.1%	
		FY2023-24	18	19	20
July 2023	FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20	
1	Acadia	573.2	\$234,425	\$56,496	\$290,922
2	Allen	315.5	\$129,040	\$31,099	\$160,138
3	Ascension	1,862.0	\$761,558	\$183,535	\$945,093
4	Assumption	177.0	\$72,393	\$17,447	\$89,840
5	Avoyelles	263.1	\$107,622	\$25,937	\$133,558
6	Beauregard	408.8	\$167,188	\$40,292	\$207,480
7	Bienville	195.8	\$80,100	\$19,304	\$99,404
8	Bossier	1,662.6	\$679,986	\$163,877	\$843,863
9	Caddo	2,204.1	\$901,489	\$217,259	\$1,118,747
10	Calcasieu	2,469.7	\$1,010,097	\$243,433	\$1,253,531
11	Caldwell	123.0	\$50,306	\$12,124	\$62,430
12	Cameron	130.5	\$53,370	\$12,862	\$66,232
13	Catahoula	81.7	\$33,413	\$8,053	\$41,466
14	Claiborne	102.5	\$41,917	\$10,102	\$52,019
15	Concordia	251.0	\$102,659	\$24,741	\$127,400
16	DeSoto	347.0	\$141,923	\$34,203	\$176,126
17	East Baton Rouge	3,117.4	\$1,275,031	\$307,282	\$1,582,313
18	East Carroll	56.1	\$22,944	\$5,529	\$28,473
19	East Feliciana	131.9	\$53,947	\$13,001	\$66,948
20	Evangeline	395.8	\$161,901	\$39,018	\$200,919
21	Franklin	210.1	\$85,920	\$20,707	\$106,627
22	Grant	201.7	\$82,511	\$19,885	\$102,397
23	Iberia	872.1	\$356,697	\$85,964	\$442,662
24	Iberville	420.0	\$171,780	\$41,399	\$213,179
25	Jackson	150.5	\$61,574	\$14,839	\$76,414
26	Jefferson	3,246.3	\$1,327,732	\$319,984	\$1,647,716
27	Jefferson Davis	368.1	\$150,536	\$36,279	\$186,815
28	Lafayette	2,156.9	\$882,159	\$212,600	\$1,094,759
29	Lafourche	890.5	\$364,223	\$87,778	\$452,001
30	LaSalle	182.0	\$74,439	\$17,940	\$92,379
31	Lincoln	428.9	\$175,436	\$42,280	\$217,716
32	Livingston	1,771.2	\$724,418	\$174,585	\$899,003
33	Madison	92.9	\$37,992	\$9,156	\$47,148
34	Morehouse	225.1	\$92,083	\$22,192	\$114,275
35	Natchitoches	380.2	\$155,509	\$37,478	\$192,986
36	Orleans	3,075.2	\$1,257,749	\$303,118	\$1,560,867
37	Ouachita	1,188.1	\$485,934	\$117,110	\$603,044
38	Plaquemines	292.0	\$119,417	\$28,779	\$148,196
39	Pointe Coupee	170.8	\$69,853	\$16,834	\$86,687
40	Rapides	1,576.6	\$644,829	\$155,404	\$800,233
41	Red River	98.3	\$40,210	\$9,691	\$49,901
42	Richland	160.8	\$65,747	\$15,845	\$81,592
43	Sabine	308.0	\$125,972	\$30,359	\$156,331
44	St. Bernard	532.0	\$217,588	\$52,439	\$270,027
45	St. Charles	854.7	\$349,568	\$84,246	\$433,814
46	St. Helena	69.5	\$28,422	\$6,850	\$35,271
47	St. James	276.0	\$112,884	\$27,205	\$140,089
48	St. John the Baptist	391.6	\$160,150	\$38,596	\$198,746
49	St. Landry	877.0	\$358,693	\$86,445	\$445,138
50	St. Martin	429.0	\$175,452	\$42,284	\$217,735
51	St. Mary	571.0	\$233,541	\$56,283	\$289,825
52	St. Tammany	2,870.1	\$1,173,885	\$282,906	\$1,456,792
53	Tangipahoa	1,352.1	\$553,017	\$133,277	\$686,293
54	Tensas	28.0	\$11,443	\$2,758	\$14,200
55	Terrebonne	983.5	\$402,246	\$96,941	\$499,187
56	Union	118.5	\$48,474	\$11,682	\$60,157
57	Vermilion	652.2	\$266,741	\$64,285	\$331,025
58	Vernon	523.0	\$213,905	\$51,551	\$265,456
59	Washington	311.5	\$127,393	\$30,702	\$158,094
60	Webster	352.9	\$144,340	\$34,786	\$179,126
61	West Baton Rouge	316.0	\$129,244	\$31,148	\$160,392
62	West Carroll	102.0	\$41,718	\$10,054	\$51,772
63	West Feliciana	189.5	\$77,525	\$18,683	\$96,208
64	Winn	127.7	\$52,232	\$12,588	\$64,820
65	City of Monroe	609.4	\$249,258	\$60,071	\$309,329
66	City of Bogalusa	132.6	\$54,233	\$13,070	\$67,304
67	Zachary Community	351.2	\$143,656	\$34,621	\$178,277
68	City of Baker	64.4	\$26,349	\$6,350	\$32,699
69	Central Community	309.0	\$126,381	\$30,458	\$156,839
	<b>Total City/Parish</b>	<b>46,729.5</b>	<b>\$19,112,364</b>	<b>\$4,606,080</b>	<b>\$23,718,444</b>

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200)  Final Fall 2022 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2023-24 Rate	Total Cost
			\$409	24.1%	
FY2023-24		18	19	20	21
July 2023		FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
318	LSU Lab School	120.5	\$49,279	\$11,876	\$61,155
319	Southern Lab School	25.5	\$10,430	\$2,514	\$12,943
302006	LA School for Math, Science and the Arts	38.7	\$15,844	\$3,818	\$19,662
334001	New Orleans Center for Creative Arts	61.7	\$25,250	\$6,085	\$31,336
3C1001	Thrive	25.1	\$10,286	\$2,479	\$12,764
101001	Special School District	74.8	\$30,610	\$7,377	\$37,987
A02	Office of Juvenile Justice	27.0	\$11,043	\$2,661	\$13,704
<b>Total Lab &amp; State Approved Schools</b>		<b>373.4</b>	<b>\$152,741</b>	<b>\$36,811</b>	<b>\$189,551</b>
321001	New Vision Learning	13.8	\$5,646	\$1,361	\$7,007
329001	Glencoe Charter School	32.3	\$13,198	\$3,181	\$16,379
331001	International School of LA	95.0	\$38,855	\$9,364	\$48,219
333001	Avoyelles Public Charter School	37.9	\$15,501	\$3,736	\$19,237
336001	Delhi Charter School	43.8	\$17,929	\$4,321	\$22,249
337001	Belle Chasse Academy	62.0	\$25,358	\$6,111	\$31,469
340001	The MAX Charter School	11.8	\$4,814	\$1,160	\$5,974
<b>Total Legacy Type 2 Charter Schools</b>		<b>296.6</b>	<b>\$121,301</b>	<b>\$29,234</b>	<b>\$150,534</b>
341001	D'Arbonne Woods	66.5	\$27,209	\$6,557	\$33,766
343001	Madison Prep	38.0	\$15,524	\$3,741	\$19,265
344001	Int'l High School of N. O.	27.0	\$11,043	\$2,661	\$13,704
345001	University View Academy	208.7	\$85,352	\$20,570	\$105,922
346001	Lake Charles Charter Academy	73.7	\$30,160	\$7,269	\$37,428
347001	Lycee Francois de la Nouvelle Orleans	92.0	\$37,628	\$9,068	\$46,696
348001	New Orleans Military/Maritime Acdmy	67.1	\$27,444	\$6,614	\$34,058
3C5001	St Landry Charter School	16.0	\$6,544	\$1,577	\$8,121
W18001	Noble Minds Institute	10.1	\$4,118	\$993	\$5,111
W1A001	JCFA - East	12.0	\$4,908	\$1,183	\$6,091
W1B001	Advantage Charter Academy	34.1	\$13,948	\$3,361	\$17,309
W1D001	JCFA - Lafayette	3.0	\$1,227	\$296	\$1,523
W2B001	Willow Charter Academy	45.5	\$18,596	\$4,482	\$23,078
W33001	Lincoln Prep School	67.4	\$27,552	\$6,640	\$34,192
W3B001	Iberville Charter Academy	29.0	\$11,878	\$2,863	\$14,741
W4A001	Delta Charter School	37.8	\$15,474	\$3,729	\$19,203
W4B001	Lake Charles College Prep	36.1	\$14,765	\$3,558	\$18,323
W5B001	Northeast Claiborne Charter	5.0	\$2,045	\$493	\$2,538
W6B001	Acadiana Renaissance	105.9	\$43,333	\$10,443	\$53,776
W7A001	Louisiana Key Academy	55.0	\$22,495	\$5,421	\$27,916
W7B001	Lafayette Renaissance	83.0	\$33,967	\$8,186	\$42,153
W8A001	Impact Charter	29.0	\$11,861	\$2,859	\$14,720
WAG001	Louisiana Virtual Charter Academy	84.3	\$34,468	\$8,307	\$42,775
WAK001	Southwest LA Charter School	56.8	\$23,238	\$5,600	\$28,838
WAL001	J. S. Clark Leadership Academy	23.0	\$9,407	\$2,267	\$11,674
WAU001	GEO Prep Academy	54.2	\$22,160	\$5,341	\$27,500
WBQ001	New Harmony High School	30.0	\$12,270	\$2,957	\$15,227
WBR001	Athlos Academy	75.0	\$30,675	\$7,393	\$38,068
WBX001	GEO Next Generation HS	26.0	\$10,632	\$2,562	\$13,194
WBY001	Red River Charter Academy	11.0	\$4,499	\$1,084	\$5,583
WJ5001	Collegiate Academy (EBR)	29.0	\$11,861	\$2,859	\$14,720
WZ8001	GEO Prep Mid-City of Greater B. R.	45.0	\$18,405	\$4,436	\$22,841
WZN001	GEO Prep Baker	4.0	\$1,636	\$394	\$2,030
WZO001	Louisiana Key Academy Northshore	12.0	\$4,908	\$1,183	\$6,091
WZP001	Discovery Ochsner BR (New)*				
WZQ001	Kenilworth Middle (New)*				
WZT001	LaKey Caddo (New)*				
<b>Total New Type 2 Charter Schools</b>		<b>1,592.2</b>	<b>\$651,230</b>	<b>\$156,946</b>	<b>\$808,176</b>
396211	Linwood Public Charter (RSD Operated)	61.0	\$24,949	\$6,013	\$30,962
WZV001	Prescott Academy (New)*				
WAO001	Redesign Dalton Charter School	15.0	\$6,135	\$1,479	\$7,614
WAP001	Redesign Lanier Charter School	18.0	\$7,362	\$1,774	\$9,136
WYA001	Redesign Glen Oaks	11.0	\$4,499	\$1,084	\$5,583
<b>Total RSD/Type 5 Charters</b>		<b>105.0</b>	<b>\$42,945</b>	<b>\$10,350</b>	<b>\$53,295</b>
<b>Total Statewide</b>		<b>49,096.8</b>	<b>\$ 20,080,580</b>	<b>\$ 4,839,420</b>	<b>\$ 24,920,000</b>
*Allocations to new charter schools will be calculated on fall 2023 staffing data.					

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200)  Final Fall 2022 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2023-24 Rate	Total Cost
			\$409	24.1%	
FY2023-24		18	19	20	21
July 2023		FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
36	Orleans Direct Run	148.3	\$60,662	\$14,620	\$75,282
W31001	Dr. Martin Luther King Jr Charter	58.6	\$23,948	\$5,771	\$29,719
W62001	LB Landry-OP Walker	53.0	\$21,671	\$5,223	\$26,893
W66001	Martin Behrman	50.9	\$20,823	\$5,018	\$25,841
W71001	Sophie B. Wright Learning Acdmy	1.0	\$409	\$99	\$508
W81001	KIPP McDonogh 15 Sch. for Creative Arts	76.0	\$31,084	\$7,491	\$38,575
W82001	KIPP Believe College Prep	60.0	\$24,540	\$5,914	\$30,454
W84001	KIPP Renaissance High	53.0	\$21,677	\$5,224	\$26,901
W85001	KIPP N.O. Leadership Acdmy	71.0	\$29,039	\$6,998	\$36,037
W86001	KIPP East	76.0	\$31,084	\$7,491	\$38,575
W87001	KIPP Booker T. Washington High School	57.0	\$23,313	\$5,618	\$28,931
W91001	Samuel J. Green Charter School	36.0	\$14,724	\$3,548	\$18,272
W92001	Arthur Ashe Charter School	48.0	\$19,632	\$4,731	\$24,363
W94001	Phillis Wheatley Community School	55.0	\$22,495	\$5,421	\$27,916
W95001	Langston Hughes Charter Academy	46.0	\$18,814	\$4,534	\$23,348
WAA001	Morris Jeff Community School	117.0	\$47,853	\$11,533	\$59,386
WAE001	Fannie C. Williams Charter School	27.0	\$11,043	\$2,661	\$13,704
WAF001	Harriet Tubman Charter School	71.0	\$29,039	\$6,998	\$36,037
WAH001	The NET Charter School	0.0	\$0	\$0	\$0
WAM001	Paul Habans Elem	70.0	\$28,630	\$6,900	\$35,530
WAZ001	Audubon Charter School	64.4	\$26,322	\$6,344	\$32,666
WBA001	Einstein Charter @ Village De L'Est	27.9	\$11,430	\$2,755	\$14,185
WBB001	Benjamin Franklin High School	65.1	\$26,628	\$6,417	\$33,046
WBC001	Alice M. Harte Elementary Charter	47.0	\$19,223	\$4,633	\$23,856
WBD001	Edna Karr High School	64.0	\$26,176	\$6,308	\$32,484
WBE001	Lusher Charter School	127.4	\$52,110	\$12,559	\$64,669
WBF001	Eleanor McMain Secondary School	60.0	\$24,540	\$5,914	\$30,454
WBG001	Robert Russa Moton Charter School	0.0	\$0	\$0	\$0
WBH001	Lake Forest Elementary Charter School	46.0	\$18,814	\$4,534	\$23,348
WBI001	New Orleans Charter Sci. & Math HS	46.3	\$18,953	\$4,568	\$23,520
WBK001	Bricolage Academy	1.0	\$416	\$100	\$516
WBL001	Wilson Charter School	46.0	\$18,814	\$4,534	\$23,348
WBM001	Sarah Towles Reed High	30.0	\$12,263	\$2,955	\$15,219
WBN001	Einstein Middle @ Sarah Towles Reed	19.9	\$8,127	\$1,959	\$10,086
WBO001	Einstein Charter @ Sherwood Forest	28.3	\$11,575	\$2,790	\$14,364
WBP001	McDonogh 42 Charter School	30.0	\$12,270	\$2,957	\$15,227
WBT001	Audubon Gentilly	28.0	\$11,452	\$2,760	\$14,212
WBU001	Collegiate Rosenwald	26.0	\$10,634	\$2,563	\$13,197
WBV001	Dwight D. Eisenhower	41.0	\$16,769	\$4,041	\$20,810
WBW001	Living School	26.0	\$10,634	\$2,563	\$13,197
WBZ001	McDonogh 35 Senior H. S.	62.0	\$25,358	\$6,111	\$31,469
WC2001	Opportunities Academy	0.0	\$0	\$0	\$0
WJ1001	Sci Academy	39.0	\$15,951	\$3,844	\$19,795
WJ2001	G.W. Carver Collegiate Acdmy	47.0	\$19,223	\$4,633	\$23,856
WJ4001	Livingston Collegiate Academy	35.0	\$14,315	\$3,450	\$17,765
WL1001	KIPP Central City Primary	76.0	\$31,084	\$7,491	\$38,575
WU1001	Success Preparatory Academy	44.0	\$17,996	\$4,337	\$22,333
WZ2001	ReNEW SciTech Acdmy.	62.0	\$25,358	\$6,111	\$31,469
WZ3001	ReNEW Delores T. Aaron Elem	58.0	\$23,722	\$5,717	\$29,439
WZ6001	ReNEW Schaumburg Elem	55.0	\$22,495	\$5,421	\$27,916
WZ9001	The NET 2 Charter School	0.0	\$0	\$0	\$0
WZA001	Accelerated High, City Park	0.0	\$0	\$0	\$0
WZB001	Warren Easton Charter High School	69.0	\$28,221	\$6,801	\$35,022
WZC001	Edward Hynes Charter School - Lakeview	50.7	\$20,749	\$5,001	\$25,750
WZD001	Edward Hynes Charter School - UNO	26.0	\$10,634	\$2,563	\$13,197
WZE001	John F. Kennedy High School	54.0	\$22,086	\$5,323	\$27,409
WZG001	Foundation Preparatory Academy	18.3	\$7,499	\$1,807	\$9,307
WZH001	Lafayette Academy	36.3	\$14,858	\$3,581	\$18,439
WZI001	Esperanza Charter School	29.0	\$11,845	\$2,855	\$14,700
WZJ001	Hynes Parkview	31.2	\$12,774	\$3,079	\$15,853
WZK001	Homer Plessy Community School	68.2	\$27,892	\$6,722	\$34,615
WZL001	YACS at Lawrence D. Crocker	31.0	\$12,679	\$3,056	\$15,735
WZM001	Rooted School	12.8	\$5,218	\$1,257	\$6,475
	Placeholder for closed schools	171.5	\$70,160	\$16,909	\$87,069
	<b>Total Orleans Parish</b>	<b>3,075.2</b>	<b>\$ 1,257,749</b>	<b>\$ 303,118</b>	<b>\$ 1,560,867</b>

# Coversheet

## Motion to approve Pupil Progression Plans

**Section:** III. Items Scheduled for Action  
**Item:** D. Motion to approve Pupil Progression Plans  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2023-2024-PPP Final Dalton.docx  
2023-2024-PPP Final Lanier.docx  
2023-2024 PPP FInal GOMS(ZCS).docx

# **2023-2024 Pupil Progression Plan**

**Local Education Agency:**

**Dalton Elementary School-A Redesign School**



## 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<sup>2</sup> in mathematics, English language arts, science, and social studies<sup>2</sup> 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](mailto:PPP@La.Gov)

# Table of Contents

<b>I. Placement of students in kindergarten and grade 1</b>	<b>4</b>
<b>II. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7</b>	<b>5</b>
<b>III. Promotion of students in grade 3</b>	<b>5</b>
<b>IV: Promotion of students in grade 4</b>	<b>6</b>
<b>V: Promotion and support of students in grade 8 and high school considerations</b>	<b>7</b>
<b>VI: Placement of transfer students</b>	<b>12</b>
<b>VII: Support for students</b>	<b>13</b>
<b>VIII. Support Standards for grades K-3</b>	<b>14</b>
<b>IX. Support Standards for Grades 3 and 4</b>	<b>15</b>
<b>X. Promotion and placement of certain student populations</b>	<b>16</b>
<b>XI: Alternative education placements</b>	<b>17</b>
<b>XII: Due process related to student placement and promotion</b>	<b>17</b>
<b>XIII: Additional LEA policies related to student placement and promotion</b>	<b>18</b>
<b>XIV: LEA assurances and submission information</b>	<b>18</b>

## 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.***

There are no additional considerations.
---

## 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.***

Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> grade students will be promoted if they show proficiency through the Louisiana Student Standards at their grade level. Student growth data will be tracked through the following methods: weekly and seasonal assessments, academic grades, ST Math, Study Island, DIBELS, Panorama Ed, Schoolwide Writing Exams, and state testing data (if grade level applicable). The site-based Student Success Team (SST) will meet to determine if students will be promoted or if retention will be required for each student not meeting grade level standards. Students will be retained only once per grade level.

Students who have a IEP or 504 plan will be reviewed through the SST and/or School Building Level Committee (SBLC) to see if promotion is appropriate.

## 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.***

3<sup>rd</sup> grade students will receive daily targeted small-group intervention in acceleration blocks for both math and ELA. The ELA acceleration block provides targeted literacy using DIBELS to progress monitor student growth. All third-grade teachers will receive the Science of Reading training to ensure that literacy practices are being implemented.

3<sup>rd</sup> grade students will be promoted if they show proficiency on the 3<sup>rd</sup>-grade Louisiana Student Standards. Student data will be evaluated on the performance of grade-level standards through the following methods: weekly and periodic assessments, academic grades, ST Math, Study Island, DIBELS, Panorama Ed, Schoolwide Writing Exams, and state testing data. The site-based Student Success Team (SST) will meet to determine if students will be promoted or if retention will be required for each student not meeting grade-level standards. Students will be retained only once per grade level.

#### **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.***

Dalton Elementary will follow all state criteria and procedures regarding student who have been retained more than once within 4<sup>th</sup> grade. A student who has been retained in 4<sup>th</sup> grade for one year due to failure to score at or above the required Basic/Approaching Basic achievement level shall be promoted to 5<sup>th</sup> grade only if promotion is granted. To determine if promotion is granted age, previous retention, academic performance through student data, attendance, and special circumstances will be taken into consideration. In addition, the SST will evaluate student progress through assessments, ST Math, Study Island, academic grades, and state testing data to help decide if a waiver shall be granted.

The student may be asked to complete online standards-based components through Study Island and/or attend remediation during 'unfinished learning' time in our 11-month balanced calendar in order to be granted promotion. Once Dalton has received the roster from the LDOE listing the students who are required to have an Individual Academic Improvement Plan, the Superintendent will disseminate the lists to the school principals. At that point, the SST, consisting of principal, curriculum specialists, and classroom teachers will meet to complete a plan for each of the student on the list. The plans will be reviewed by the team each trimester to determine next steps.

## 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 9<sup>th</sup> 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.***

This LEA does not service 8<sup>th</sup> graders.

**High school promotion and transition considerations**

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



provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

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

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

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

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

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

### **Credit Recovery 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](https://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.***

This LEA does not offer online classes, nor does it participate NCAA sports.

## 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.***

There are no additional considerations for this area.

## 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.

## **X. Promotion and placement of certain student populations**

### **Students with disabilities**

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

### **English learners**

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

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

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

The Home Language Survey will be used to identify students who speak a language other than English in their home setting. The survey will be included in the district’s registration packet to survey registrants new to the district. Identification of EL status is determined at the school by teachers and school leadership and the student is recommended for evaluation. Identified students will be assessed in the four domains of language-listening, speaking, reading, and writing – upon entry into the district, using ELPS and ELDA annually to determine proficiency. Students who are Limited English Proficient (LEP) will be placed in age-appropriate grade-level classroom settings and will be provided language accommodations through small group instruction in general education classrooms and pull-out/push-in with the EL teacher.

Students access the Tier I curriculum with attention paid to the resources for EL instruction. They receive support from our ELL teacher, and their progress is monitored through standards-based benchmark assessments. Intervention is provided through weekly and quarterly action plans to students who are not displaying mastery of standards.

## **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.***

Any student in grade 5 or above who has been expelled upon recommendation by the School Principal and approved by the Administrative Hearing Panel will be placed into Homebound Alternative Setting. Special education Students may also be placed on Homebound Instruction if the IEP Team Recommend Alternative Placement. Homebound Instruction will be delivered by a qualified teacher from the school or through online academic programming.

A student who is expelled shall remain under the Homebound arrangement for the term of the expulsion. Return to the school shall be dependent upon successful completion of the expulsion, including regular program attendance, passing grades, and acceptance conduct. Once a student has successfully completed his/her expulsion, s/he will return to the School. This return shall include a re-entry meeting with the Student, Parent(s), and School Administration.



## 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.***

Regular education students:

Decisions regarding student (promotion or retention) of general education students are made by the Student Success Team (SST) at each school site based on the criteria outlined in this Pupil Progression Plan. Parents, students, or staff who are in disagreement with the SST's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Superintendent detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; a school committee shall convene to review all relevant data; within 15 calendar days of receipt of the written appeal request, the Superintendent will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

Students with disabilities:

The RSL Special Educational Procedural Manual describes the policy and procedures regarding placement decision for students with exceptionalities. Educational placements of students with disabilities ensure that the placement decision:

- is made by a group of informed individuals including the parents and persons knowledgeable about the student, evaluative data and placement options;
- is determined at least annually based on the current IEP and offered based on the school closest to the student's home; and
- assigns the student to the school she/he would attend if non-disabled unless the IEP indicates the student's disability requires another placement.

A parent's *disagreement* with IEP services and/or placement as outlined on the IEP does not amount to a revocation of consent for services under IDEA. Even if the parent disagrees with services, all Redesign Schools Louisiana schools will implement the IEP and notify the parents of their rights to pursue resolution through the LDE's complaint or due process procedures. A parent, adult student at any Redesign Schools Louisiana (RSL) schools may file a request for a Due Process Hearing on disputes related to the identification, evaluation, educational placement or provision of FAPE to a student with a disability. The request for Due Process must be filed within one year of the alleged violation of FAPE.

Due Process requests must be in writing and include the name of the student, home address, name of school, a description of the alleged violation, and a suggestion for remedy. A Due Process Hearing is not held until these requirements are met. If the Redesign Schools Louisiana school district believes the written request for Due Process does not meet these requirements, it notifies the hearing officer assigned by the LDE within 15 days. Once Redesign Schools Louisiana receives a request for Due Process, it responds in writing to the parent within 10 days with an explanation of the reasons for the Process. RSL schedules a meeting with the parents and relevant IEP Team members to discuss the parents' reason for the Due Process Hearing Request.

The purpose of this meeting is to provide RSL an opportunity to resolve the dispute that is the basis for the Due Process Hearing Request. RSL then has 30 days to attempt to resolve the dispute to the satisfaction of the parents. If resolution is not achieved, the actual Due Process Hearing will proceed. During the Due Process Hearing, both the parents and RSL present documentation from their perspective positions relative to the complaint issues. The LDE appointed hearing officer determines if the student, for whom the Due Process Hearing Request was filed, received or was denied FAPE.

Decisions made by the hearing officer are considered final unless either the parent or RSL makes an appeal through a civil action in any State court of competent jurisdiction or in an RSL jurisdiction court of the United States. An appeal must be generated within 90 days from the date of the hearing officer's decision.

#### Section 504 students:

Decisions regarding student placement (promotion or retention) of students with 504 plans are made by the 504 plan committee at each school site based on the criteria outlined in this Pupil Progression Plan and in conjunction with information outlined in the student's 504 IAP. Parents, students, or staff who are in disagreement with the 504 committee's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Associate Superintendent, detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; and within 15 calendar days of receipt of the written appeal request, the Director of School Services will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

### III. 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.***

RSL is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows: The classroom teacher provides enrichment and acceleration for these students in regular classrooms. If the student continues to need a more challenging placement, the school administrator, school counselor, parent, student, or any currently assigned classroom teacher of the student will request screening and testing for gifted identification and services. Accelerated curriculum may be considered for eligible students through the SST process.

If a teacher or parent wishes to request a review of placement for accelerated purposes, they must submit a written request to the School Building Level Committee (SBLC) and/or Student Success Team (SST) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement. A Limited English Proficient (LEP) student must not be denied acceleration solely on the basis of English proficiency. Refer to Title IV, Civil Rights Act, 1964, 42 U.S.C. Section 200d and the Equal Educational Opportunity Act of 1974 20 U.S.C. Section 1703 (f). If upon convening and reviewing all pertinent information, the SST and/or SBLC determines that such acceleration options are advantageous for the student, then the following criteria must be met: the student must show documented mastery skills and concepts in math, reading, and other facets of language arts by these means: score at the 99 percentile on a standardized test administered by the Pupil Appraisal Department OR on the highest proficiency levels/categories on state mandated assessments in English/language arts and mathematics in order to be eligible for SBLC and/or SST review.

The SBLC and/or SST which will consider possible acceleration options, may be composed of the following members: the classroom teacher, principal, counselor, a designee of the central office, Pupil Services Department staff, and the parent. Both parents are encouraged to attend the conference, but together they are considered as one member of the committee. The recommendations for acceleration options must be supported by a minimum of 75% of the committee and should be based on careful review of all the data and probable success of student adjustment.

- a. Written informed consent must be obtained from parents or legal guardians for the proposed acceleration options.
- b. No student will be considered for acceleration options more than (2) times total during the period of grades 1-8.

#### **XIV. LEA assurances and submission information**

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) \_\_\_\_\_ 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: \_\_\_\_\_

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President

# **2023-2024 Pupil Progression Plan**

**Local Education Agency:**

**Lanier Elementary School-A Redesign School**

## 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<sup>2</sup> in mathematics, English language arts, science, and social studies<sup>2</sup> 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](mailto:PPP@La.Gov)

# Table of Contents

<b>I. Placement of students in kindergarten and grade 1</b>	<b>4</b>
<b>II. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7</b>	<b>5</b>
<b>III. Promotion of students in grade 3</b>	<b>5</b>
<b>IV: Promotion of students in grade 4</b>	<b>6</b>
<b>V: Promotion and support of students in grade 8 and high school considerations</b>	<b>7</b>
<b>VI: Placement of transfer students</b>	<b>12</b>
<b>VII: Support for students</b>	<b>13</b>
<b>VIII. Support Standards for grades K-3</b>	<b>14</b>
<b>IX. Support Standards for Grades 3 and 4</b>	<b>15</b>
<b>X. Promotion and placement of certain student populations</b>	<b>16</b>
<b>XI: Alternative education placements</b>	<b>17</b>
<b>XII: Due process related to student placement and promotion</b>	<b>17</b>
<b>XIII: Additional LEA policies related to student placement and promotion</b>	<b>18</b>
<b>XIV: LEA assurances and submission information</b>	<b>18</b>

## 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.***

<p>There are no additional considerations.</p>
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## 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.***

Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> grade students will be promoted if they show proficiency through the Louisiana Student Standards at their grade level. Student growth data will be tracked through the following methods: weekly and seasonal assessments, academic grades, ST Math, Study Island, DIBELS, Panorama Ed, Schoolwide Writing Exams, and state testing data (if grade level applicable). The site-based Student Success Team (SST) will meet to determine if students will be promoted or if retention will be required for each student not meeting grade level standards. Students will be retained only once per grade level.

Students who have a IEP or 504 plan will be reviewed through the SST and/or School Building Level Committee (SBLC) to see if promotion is appropriate.

## 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.***

3<sup>rd</sup> grade students will receive daily targeted small-group intervention in acceleration blocks for both math and ELA. The ELA acceleration block provides targeted literacy using DIBELS to progress monitor student growth. All third-grade teachers will receive the Science of Reading training to ensure that literacy practices are being implemented.

3<sup>rd</sup> grade students will be promoted if they show proficiency on the 3<sup>rd</sup>-grade Louisiana Student Standards. Student data will be evaluated on the performance of grade-level standards through the following methods: weekly and periodic assessments, academic grades, ST Math, Study Island, DIBELS, Panorama Ed, Schoolwide Writing Exams, and state testing data. The site-based Student Success Team (SST) will meet to determine if students will be promoted or if retention will be required for each student not meeting grade-level standards. Students will be retained only once per grade level.

#### **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.***

Lanier Elementary will follow all state criteria and procedures regarding student who have been retained more than once within 4<sup>th</sup> grade. A student who has been retained in 4<sup>th</sup> grade for one year due to failure to score at or above the required Basic/Approaching Basic achievement level shall be promoted to 5<sup>th</sup> grade only if promotion is granted. To determine if promotion is granted age, previous retention, academic performance through student data, attendance, and special circumstances will be taken into consideration. In addition, the SST will evaluate student progress through assessments, ST Math, Study Island, academic grades, and state testing data to help decide if a waiver shall be granted.

The student may be asked to complete online standards-based components through Study Island and/or attend remediation during 'unfinished learning' time in our 11-month balanced calendar in order to be granted promotion. Once Lanier has received the roster from the LDOE listing the students who are required to have an Individual Academic Improvement Plan, the Superintendent will disseminate the lists to the school principals. At that point, the SST, consisting of principal, curriculum specialists, and classroom teachers will meet to complete a plan for each of the student on the list. The plans will be reviewed by the team each trimester to determine next steps.

## 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 9<sup>th</sup> 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.***

This LEA does not service 8<sup>th</sup> graders.

**High school promotion and transition considerations**

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

provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

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

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

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

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

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

### **Credit Recovery 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](https://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.***



This LEA does not offer online classes, nor does it participate NCAA sports.

## 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.***

There are no additional considerations for this area.

## 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.

## **X. Promotion and placement of certain student populations**

### **Students with disabilities**

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

### **English learners**

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

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

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

The Home Language Survey will be used to identify students who speak a language other than English in their home setting. The survey will be included in the district’s registration packet to survey registrants new to the district. Identification of EL status is determined at the school by teachers and school leadership and the student is recommended for evaluation. Identified students will be assessed in the four domains of language-listening, speaking, reading, and writing – upon entry into the district, using ELPS and ELDA annually to determine proficiency. Students who are Limited English Proficient (LEP) will be placed in age-appropriate grade-level classroom settings and will be provided language accommodations through small group instruction in general education classrooms and pull-out/push-in with the EL teacher.

Students access the Tier I curriculum with attention paid to the resources for EL instruction. They receive support from our ELL teacher, and their progress is monitored through standards-based benchmark assessments. Intervention is provided through weekly and quarterly action plans to students who are not displaying mastery of standards.

## **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.***

Any student in grade 5 or above who has been expelled upon recommendation by the School Principal and approved by the Administrative Hearing Panel will be placed into Homebound Alternative Setting. Special education Students may also be placed on Homebound Instruction if the IEP Team Recommend Alternative Placement. Homebound Instruction will be delivered by a qualified teacher from the school or through online academic programming.

A student who is expelled shall remain under the Homebound arrangement for the term of the expulsion. Return to the school shall be dependent upon successful completion of the expulsion, including regular program attendance, passing grades, and acceptance conduct. Once a student has successfully completed his/her expulsion, s/he will return to the School. This return shall include a re-entry meeting with the Student, Parent(s), and School Administration.

## 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.***

Regular education students:

Decisions regarding student (promotion or retention) of general education students are made by the Student Success Team (SST) at each school site based on the criteria outlined in this Pupil Progression Plan. Parents, students, or staff who are in disagreement with the SST's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Superintendent detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; a school committee shall convene to review all relevant data; within 15 calendar days of receipt of the written appeal request, the Superintendent will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

Students with disabilities:

The RSL Special Educational Procedural Manual describes the policy and procedures regarding placement decision for students with exceptionalities. Educational placements of students with disabilities ensure that the placement decision:

- is made by a group of informed individuals including the parents and persons knowledgeable about the student, evaluative data and placement options;
- is determined at least annually based on the current IEP and offered based on the school closest to the student's home; and
- assigns the student to the school she/he would attend if non-disabled unless the IEP indicates the student's disability requires another placement.

A parent's *disagreement* with IEP services and/or placement as outlined on the IEP does not amount to a revocation of consent for services under IDEA. Even if the parent disagrees with services, all Redesign Schools Louisiana schools will implement the IEP and notify the parents of their rights to pursue resolution through the LDE's complaint or due process procedures. A parent, adult student at any Redesign Schools Louisiana (RSL) schools may file a request for a Due Process Hearing on disputes related to the identification, evaluation, educational placement or provision of FAPE to a student with a disability. The request for Due Process must be filed within one year of the alleged violation of FAPE.

Due Process requests must be in writing and include the name of the student, home address, name of school, a description of the alleged violation, and a suggestion for remedy. A Due Process Hearing is not held until these requirements are met. If the Redesign Schools Louisiana school district believes the written request for Due Process does not meet these requirements, it notifies the hearing officer assigned by the LDE within 15 days. Once Redesign Schools Louisiana receives a request for Due Process, it responds in writing to the parent within 10 days with an explanation of the reasons for the Process. RSL schedules a meeting with the parents and relevant IEP Team members to discuss the parents' reason for the Due Process Hearing Request.

The purpose of this meeting is to provide RSL an opportunity to resolve the dispute that is the basis for the Due Process Hearing Request. RSL then has 30 days to attempt to resolve the dispute to the satisfaction of the parents. If resolution is not achieved, the actual Due Process Hearing will proceed. During the Due Process Hearing, both the parents and RSL present documentation from their perspective positions relative to the complaint issues. The LDE appointed hearing officer determines if the student, for whom the Due Process Hearing Request was filed, received or was denied FAPE.

Decisions made by the hearing officer are considered final unless either the parent or RSL makes an appeal through a civil action in any State court of competent jurisdiction or in an RSL jurisdiction court of the United States. An appeal must be generated within 90 days from the date of the hearing officer's decision.

#### Section 504 students:

Decisions regarding student placement (promotion or retention) of students with 504 plans are made by the 504 plan committee at each school site based on the criteria outlined in this Pupil Progression Plan and in conjunction with information outlined in the student's 504 IAP. Parents, students, or staff who are in disagreement with the 504 committee's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Associate Superintendent, detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; and within 15 calendar days of receipt of the written appeal request, the Director of School Services will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

### III. 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.***

RSL is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows: The classroom teacher provides enrichment and acceleration for these students in regular classrooms. If the student continues to need a more challenging placement, the school administrator, school counselor, parent, student, or any currently assigned classroom teacher of the student will request screening and testing for gifted identification and services. Accelerated curriculum may be considered for eligible students through the SST process.

If a teacher or parent wishes to request a review of placement for accelerated purposes, they must submit a written request to the School Building Level Committee (SBLC) and/or Student Success Team (SST) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement. A Limited English Proficient (LEP) student must not be denied acceleration solely on the basis of English proficiency. Refer to Title IV, Civil Rights Act, 1964, 42 U.S.C. Section 200d and the Equal Educational Opportunity Act of 1974 20 U.S.C. Section 1703 (f). If upon convening and reviewing all pertinent information, the SST and/or SBLC determines that such acceleration options are advantageous for the student, then the following criteria must be met: the student must show documented mastery skills and concepts in math, reading, and other facets of language arts by these means: score at the 99 percentile on a standardized test administered by the Pupil Appraisal Department OR on the highest proficiency levels/categories on state mandated assessments in English/language arts and mathematics in order to be eligible for SBLC and/or SST review.

The SBLC and/or SST which will consider possible acceleration options, may be composed of the following members: the classroom teacher, principal, counselor, a designee of the central office, Pupil Services Department staff, and the parent. Both parents are encouraged to attend the conference, but together they are considered as one member of the committee. The recommendations for acceleration options must be supported by a minimum of 75% of the committee and should be based on careful review of all the data and probable success of student adjustment.

- a. Written informed consent must be obtained from parents or legal guardians for the proposed acceleration options.
- b. No student will be considered for acceleration options more than (2) times total during the period of grades 1-8.



#### **XIV. LEA assurances and submission information**

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) \_\_\_\_\_ 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: \_\_\_\_\_

\_\_\_\_\_  
Superintendent

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Board President

# **2023-2024 Pupil Progression Plan**

**Local Education Agency:**

**Glen Oaks Middle School-A Redesign School  
(Zion City School-A Redesign School)**

## 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<sup>2</sup> in mathematics, English language arts, science, and social studies<sup>2</sup> 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](mailto:PPP@La.Gov)

# Table of Contents

<b>I. Placement of students in kindergarten and grade 1</b>	<b>4</b>
<b>II. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7</b>	<b>5</b>
<b>III. Promotion of students in grade 3</b>	<b>5</b>
<b>IV: Promotion of students in grade 4</b>	<b>6</b>
<b>V: Promotion and support of students in grade 8 and high school considerations</b>	<b>7</b>
<b>VI: Placement of transfer students</b>	<b>12</b>
<b>VII: Support for students</b>	<b>13</b>
<b>VIII. Support Standards for grades K-3</b>	<b>14</b>
<b>IX. Support Standards for Grades 3 and 4</b>	<b>15</b>
<b>X. Promotion and placement of certain student populations</b>	<b>16</b>
<b>XI: Alternative education placements</b>	<b>17</b>
<b>XII: Due process related to student placement and promotion</b>	<b>17</b>
<b>XIII: Additional LEA policies related to student placement and promotion</b>	<b>18</b>
<b>XIV: LEA assurances and submission information</b>	<b>18</b>

## 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.***

This LEA does not serve kindergarten or grade 1.

## 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.***

Sixth and 7<sup>th</sup> grade students will be promoted if they show proficiency through our Louisiana student standards program grade level standards. Student data will be tracked on the performance of grade level standards through the following methods: weekly assessments, quarterly assessments, academic grades, ST Math, Study Island, DIBELS, Panorama Ed, Schoolwide Writing Exams, and state testing data. The site-based Student Success Team (SST) will meet to determine if students will be promoted or if retention will be required for each student not meeting grade level standards. Students will be retained only once per grade level.

Students who have a IEP or 504 plan will be reviewed through the SST and School Level Building Committee (SBLC) team to see if promotion is appropriate.

## 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.***

This LEA does not serve 3<sup>rd</sup> grade students.

#### **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.***

This LEA does not serve 4th grade students.



## 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 9<sup>th</sup> 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.***

During the academic year, students will be monitored through weekly and quarterly assessments. Based on their student work, 8<sup>th</sup> grade promotion to transitional 9<sup>th</sup> grade or traditional 9<sup>th</sup> grade will be determined. Glen Oaks Middle is only authorized to provide instruction from grade level 6<sup>th</sup>-8<sup>th</sup>. We are not authorized to offer 9<sup>th</sup> grade courses or credits.

**High school promotion and transition considerations**

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

provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

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

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

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

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

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

### **Credit Recovery 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](https://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.***

This LEA does not offer online classes, nor does it participate NCAA sports.

## 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.***

There are no additional considerations for this area.

## 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.

## **X. Promotion and placement of certain student populations**

### **Students with disabilities**

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

### **English learners**

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

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

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

The Home Language Survey will be used to identify students who speak a language other than English in their home setting. The survey will be included in the district’s registration packet to survey registrants new to the district. Identification of EL status is determined at the school by teachers and school leadership and the student is recommended for evaluation. Identified students will be assessed in the four domains of language-listening, speaking, reading, and writing – upon entry into the district, using ELPS and ELDA annually to determine proficiency. Students who are Limited English Proficient (LEP) will be placed in age-appropriate grade-level classroom settings and will be provided language accommodations through small group instruction in general education classrooms and pull-out/push-in with the EL teacher.

Students access the Tier I curriculum with attention paid to the resources for EL instruction. They receive support from our ELL teacher, and their progress is monitored through standards-based benchmark assessments. Intervention is provided through weekly and quarterly action plans to students who are not displaying mastery of standards.

## **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.***

Any student in grades 6-8 who has been expelled upon recommendation by the School Principal and approved by the Administrative Hearing Panel will be placed into Homebound Alternative Setting. Special education Students may also be placed on Homebound Instruction if the IEP Team Recommend Alternative Placement. Homebound Instruction will be delivered by a qualified teacher from the school or through online academic programming.

A student who is expelled shall remain under the Homebound arrangement for the term of the expulsion. Return to the school shall be dependent upon successful completion of the expulsion, including regular program attendance, passing grades, and acceptance conduct. Once a student has successfully completed his/her expulsion, s/he will return to the School. This return shall include a re-entry meeting with the Student, Parent(s), and School Administration.

## 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.***

Regular education students:

Decisions regarding student (promotion or retention) of general education students are made by the Student Success Team (SST) at each school site based on the criteria outlined in this Pupil Progression Plan. Parents, students, or staff who are in disagreement with the SST's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Superintendent detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; a school committee shall convene to review all relevant data; within 15 calendar days of receipt of the written appeal request, the Superintendent will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

Students with disabilities:

The RSL Special Educational Procedural Manual describes the policy and procedures regarding placement decision for students with exceptionalities. Educational placements of students with disabilities ensure that the placement decision:

- is made by a group of informed individuals including the parents and persons knowledgeable about the student, evaluative data and placement options;
- is determined at least annually based on the current IEP and offered based on the school closest to the student's home; and
- assigns the student to the school she/he would attend if non-disabled unless the IEP indicates the student's disability requires another placement.

A parent's *disagreement* with IEP services and/or placement as outlined on the IEP does not amount to a revocation of consent for services under IDEA. Even if the parent disagrees with services, all Redesign Schools Louisiana schools will implement the IEP and notify the parents of their rights to pursue resolution through the LDE's complaint or due process procedures. A parent, adult student at any Redesign Schools Louisiana (RSL) schools may file a request for a Due Process Hearing on disputes related to the identification, evaluation, educational placement or provision of FAPE to a student with a disability. The request for Due Process must be filed within one year of the alleged violation of FAPE.

Due Process requests must be in writing and include the name of the student, home address, name of school, a description of the alleged violation, and a suggestion for remedy. A Due Process Hearing is not held until these requirements are met. If the Redesign Schools Louisiana school district believes the written request for Due Process does not meet these requirements, it notifies the hearing officer assigned by the LDE within 15 days. Once Redesign Schools Louisiana receives a request for Due Process, it responds in writing to the parent within 10 days with an explanation of the reasons for the Process. RSL schedules a meeting with the parents and relevant IEP Team members to discuss the parents' reason for the Due Process Hearing Request.

The purpose of this meeting is to provide RSL an opportunity to resolve the dispute that is the basis for the Due Process Hearing Request. RSL then has 30 days to attempt to resolve the dispute to the satisfaction of the parents. If resolution is not achieved, the actual Due Process Hearing will proceed. During the Due Process Hearing, both the parents and RSL present documentation from their perspective positions relative to the complaint issues. The LDE appointed hearing officer determines if the student, for whom the Due Process Hearing Request was filed, received or was denied FAPE.

Decisions made by the hearing officer are considered final unless either the parent or RSL makes an appeal through a civil action in any State court of competent jurisdiction or in an RSL jurisdiction court of the United States. An appeal must be generated within 90 days from the date of the hearing officer's decision.

Section 504 students:

Decisions regarding student placement (promotion or retention) of students with 504 plans are made by the 504 plan committee at each school site based on the criteria outlined in this Pupil Progression Plan and in conjunction with information outlined in the student's 504 IAP. Parents, students, or staff who are in disagreement with the 504 committee's decision regarding placement, may request an appeal of the decision by: within 15 calendar days of written receipt of the school's decision submitting a letter in writing to the Associate Superintendent, detailing their rationale for disagreeing with the school's decision and providing any supporting documentation; and within 15 calendar days of receipt of the written appeal request, the Director of School Services will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

### III. 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.***

RSL is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows: The classroom teacher provides enrichment and acceleration for these students in regular classrooms. If the student continues to need a more challenging placement, the school administrator, school counselor, parent, student, or any currently assigned classroom teacher of the student will request screening and testing for gifted identification and services. Accelerated curriculum may be considered for eligible students through the SST process.

If a teacher or parent wishes to request a review of placement for accelerated purposes, they must submit a written request to the School Building Level Committee (SBLC) and/or Student Success Team (SST) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement. A Limited English Proficient (LEP) student must not be denied acceleration solely on the basis of English proficiency. Refer to Title IV, Civil Rights Act, 1964, 42 U.S.C. Section 200d and the Equal Educational Opportunity Act of 1974 20 U.S.C. Section 1703 (f). If upon convening and reviewing all pertinent information, the SST and/or SBLC determines that such acceleration options are advantageous for the student, then the following criteria must be met: the student must show documented mastery skills and concepts in math, reading, and other facets of language arts by these means: score at the 99 percentile on a standardized test administered by the Pupil Appraisal Department OR on the highest proficiency levels/categories on state mandated assessments in English/language arts and mathematics in order to be eligible for SBLC and/or SST review.

The SBLC and/or SST which will consider possible acceleration options, may be composed of the following members: the classroom teacher, principal, counselor, a designee of the central office, Pupil Services Department staff, and the parent. Both parents are encouraged to attend the conference, but together they are considered as one member of the committee. The recommendations for acceleration options must be supported by a minimum of 75% of the committee and should be based on careful review of all the data and probable success of student adjustment.

- a. Written informed consent must be obtained from parents or legal guardians for the proposed acceleration options.
- b. No student will be considered for acceleration options more than (2) times total during the period of grades 1-8.
- c. Review of placement for any proposed acceleration for the next school year must be indicated prior to the last grading period of the current school year.

#### **XIV. LEA assurances and submission information**

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) \_\_\_\_\_ 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: \_\_\_\_\_

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President