



Redesign Schools Louisiana

Regular Board Meeting

Date and Time

Saturday September 14, 2024 at 10:00 AM CDT

Location

Virtual Meeting Link:

https://teams.microsoft.com/j/19%3ameeting_NTk1YzQ3ODctNTc2My00OWMwLWI2ZjgtOTkzY2MzN2JkYjJh%40thread.v2/0?context=%7b%22id%22%3a%2279bf3fb9-ddc2-4025-9bbd-bd3ae2506dab%22%2c%22oid%22%3a%22e6975fe4-fef4-4325-af7b-4c939c6173d5%22%7d

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A.	Call the Meeting to Order	Genevieve Pope	1 m
B.	Record Attendance and Guests	Genevieve Pope	1 m
C.	Motion to approve the minutes from the June 10, 2024 Special Board Meeting	Approve Minutes Genevieve Pope	1 m
II. Items scheduled for receipt/information			10:03 AM

	Purpose	Presenter	Time
A. Dalton Renewal and Extension Presentation	FYI	Christina Woods	10 m
B. Special Education Information	FYI	Meta Johnson	10 m
C. Principal's Report	FYI	Principals	10 m
D. Superintendent's Report	FYI	Megan McNamara	5 m
E. Financial Committee Report	FYI	Justin Chatelain	5 m
III. Items Scheduled for Action			10:43 AM
A. Motion to approve Unaudited Financials thru June 30, 2024	Vote	Justin Chatelain	5 m
B. Motion to approve Differentiated Compensation	Vote	Megan McNamara	2 m
C. Motion to change RSL District Office to 4705 Lanier Dr. Baton Rouge, LA 70812 at Lanier Elementary School.	Vote	Candace Lucas	2 m
D. Motion to approve Pupil Progression Plan	Vote	Megan McNamara	5 m
E. Motion to approve DEI Funding Report	Vote	Megan McNamara	5 m
IV. Notice			11:02 AM
A. Accommodations	FYI		
<p>REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY</p> <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> <p>Redesign Schools Louisiana 4705 Lanier Dr. Baton Rouge, LA 70812 Phone: 225-910-3891</p> <p>FOR MORE INFORMATION</p> <p>For more information concerning this agenda, please contact Redesign Schools Louisiana using the information above.</p>			

	Purpose	Presenter	Time
--	---------	-----------	------

V. Closing Items

- | | | | |
|-----------|--|------|----------------|
| A. | Next Finance Committee meeting is November 6, 2024 at noon at Dalton Elementary School | FYI | Genevieve Pope |
| B. | Next Regular Board Meeting is November 16, 2024 at 10 a.m. at Dalton Elementary School | FYI | Genevieve Pope |
| C. | Adjourn Meeting | Vote | Genevieve Pope |

Coversheet

Motion to approve the minutes from the June 10, 2024 Special Board Meeting

Section: I. Opening Items
Item: C. Motion to approve the minutes from the June 10, 2024 Special Board Meeting
Meeting:
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on June 10, 2024

APPROVED



Redesign Schools Louisiana

Minutes

Special Board Meeting

Date and Time

Monday June 10, 2024 at 12:00 PM

Location

Virtual

Directors Present

D. Hunter (remote), J. Chatelain (remote), M. Mullen (remote), P. Baldwin (remote), S. Banks (remote)

Directors Absent

G. Pope, K. George

Guests Present

A. Eason (remote), B. Turner (remote), Brandi Beal (remote), Brittney Turner (remote), C. Lucas (remote), M. McNamara (remote), Meta Johnson (remote), Shana Tidwell (remote)

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 Monday Jun 10, 2024 at 12:03 PM.

B. Record Attendance and Guests

C.

Motion to approve the minutes from the April 13, 2024 RSL Regular Board Meeting

P. Baldwin made a motion to approve the minutes from Regular Board Meeting on 04-13-24.

D. Hunter seconded the motion.

Note that date is error. Please correct from March to May.

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

D. Motion to approve the minutes from the May 18, 2024 RSL Regular Board Meeting

P. Baldwin made a motion to approve the minutes from Regular Board Meeting on 05-18-24.

S. Banks seconded the motion.

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

II. Items Scheduled for Action

A. Motion to approve Unaudited Financials thru March 31st

J. Chatelain made a motion to approve.

P. Baldwin seconded the motion.

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

B. Motion to approve 2024-2025 Budget

S. Banks made a motion to approve.

P. Baldwin seconded the motion.

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

C. Motion to approve 2024-2025 Student Handbook

change less than greater than

change Plessy

D. Hunter made a motion to approve.

J. Chatelain seconded the motion.

approved with corrections

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

D. Motion to approve 2024-2025 Employee Handbook

S. Banks made a motion to approve.

P. Baldwin seconded the motion.

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

III. Closing Items

A. Next Board Retreat: August 10th at TBD Location

B.

Next Finance Meeting: September 4th, 2024 at Dalton Elementary School at noon.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:49 PM.

Respectfully Submitted,

C. Lucas

Coversheet

Motion to approve Unaudited Financials thru June 30, 2024

Section: III. Items Scheduled for Action
Item: A. Motion to approve Unaudited Financials thru June 30, 2024
Purpose: Vote
Submitted by:
Related Material: RSL - Summary Presentation - June 2024 - FINAL.pptx
RSL - Supplemental Report - June 2024.xlsx



June 2024 Financials

PREPARED **AUG'24** BY



- **Executive Summary**
- **Key Performance Indicators**
- **Redesign Financial Reports – Lanier**
- **Redesign Financial Reports - Dalton**
- **Redesign Financial Reports – Zion City**
- **Appendix**

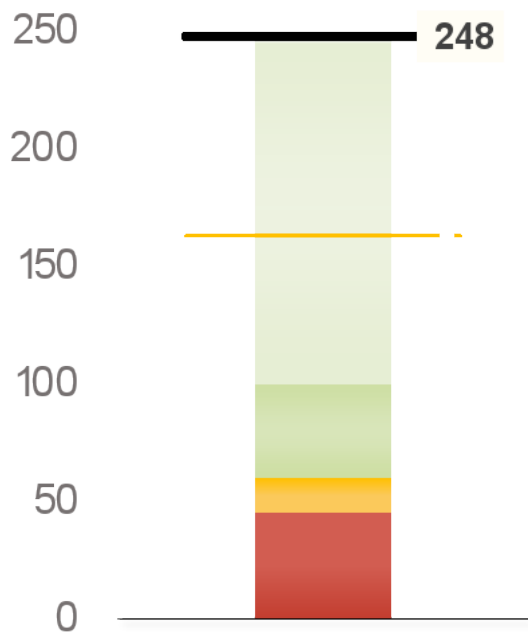
Executive Summary

- In this month's financials, we recognized YTD actuals as a part of the "soft close." We're still working on preparing the books for the FY24 audit and receiving bills from vendors. This means that the financials are likely to change somewhat in the audit.
- The June financials for FY23-24 resulted in a net income of \$888k, which is \$178k higher than budgeted
 - As of 6/30/2024, Redesign had 248 days cash on hand, comfortably above the target of 45 days. Total cash and cash equivalents equaled \$4.9M.
- Looking forward to FY25, primary objectives include meeting our enrollment target, drawing down remaining ESSER funds, and finalizing the closure of Zion City

Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

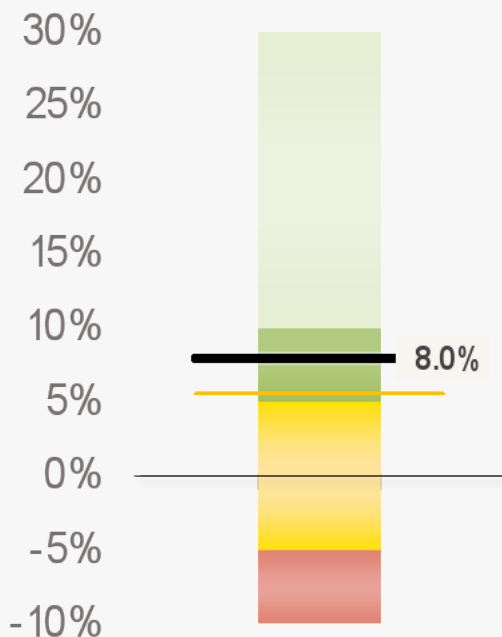


248 DAYS OF CASH AT YEAR'S END

The school will end the year with 248 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

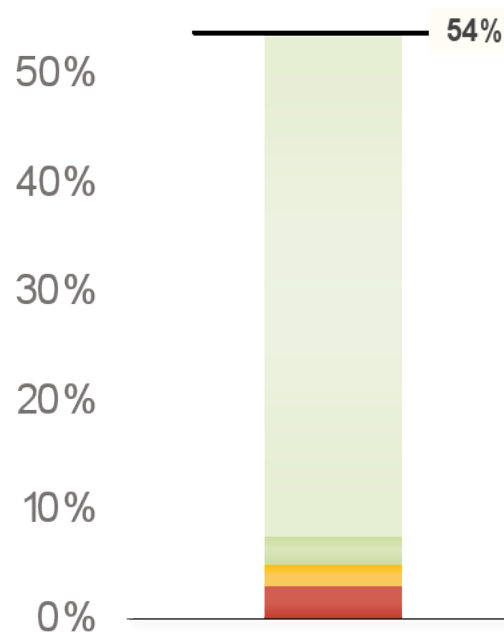


8.0% GROSS MARGIN

The forecasted net income is \$888k, which is \$177k above the budget. It yields a 8.0% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses

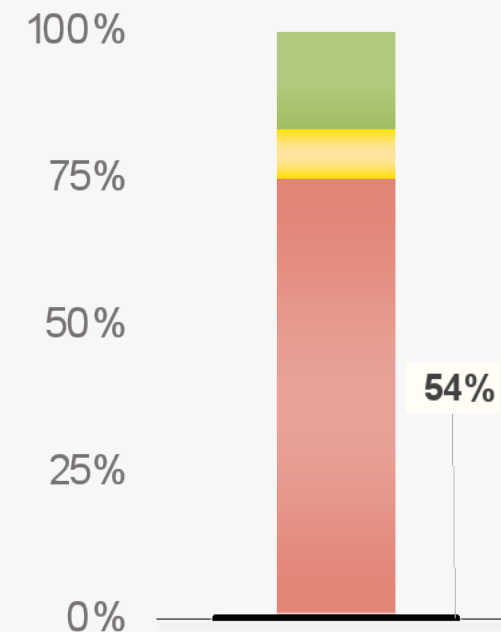


53.93% AT YEAR'S END

The school is projected to end the year with a fund balance of \$5,540,444. Last year's fund balance was \$4,652,628.

Grants Invoiced

Federal grants requested divided by federal grants awarded.



54% GRANTS INVOICED

Drawdowns will occur after the grants are approved. We are working on revisions for ESSER and SuperApp grants

Redesign Financial Reports – Lanier



Lanier			
	Annual		
	Forecast	Budget	Variance
Revenue			
Total State and Local Revenue	2,363,461	2,360,349	3,112
Total Federal Revenue	2,014,915	2,475,124	(460,209)
Total Revenue	4,378,376	4,835,474	(457,098)
Expenses			
Total Salaries	2,070,656	2,263,392	192,736
Total Employee Benefits	365,690	467,447	101,757
Total Purchased Professional And Technical Services	625,495	739,564	114,069
Total Purchased Property Services	175,118	126,889	(48,229)
Total Other Purchased Services	556,840	578,581	21,741
Total Supplies	187,432	352,937	165,505
Total Debt Service And Miscellaneous	24,280	48,711	24,431
Total Expenses	4,005,511	4,577,521	572,010
Net Income	372,865	257,953	114,912

Redesign Financial Reports – Dalton



Dalton			
		Annual	
	Forecast	Budget	Variance
Revenue			
Total State and Local Revenue	2,130,568	2,288,457	(157,889)
Total Federal Revenue	2,042,734	2,389,241	(346,507)
Total Revenue	4,173,302	4,677,697	(504,395)
Expenses			
Total Salaries	1,807,596	2,178,822	371,226
Total Employee Benefits	377,074	506,094	129,020
Total Purchased Professional And Technical Services	764,219	707,365	(56,854)
Total Purchased Property Services	195,183	98,136	(97,047)
Total Other Purchased Services	530,541	581,852	51,311
Total Supplies	135,356	277,264	141,908
Total Debt Service And Miscellaneous	1,967	48,640	46,673
Total Expenses	3,811,936	4,398,173	586,237
Net Income	361,366	279,524	81,842

Redesign Financial Reports – Zion City



Zion City			
	Annual		
	Forecast	Budget	Variance
Revenue			
Total State and Local Revenue	905,010	867,958	37,052
Total Federal Revenue	1,704,685	2,397,559	(692,874)
Total Revenue	2,609,695	3,265,517	(655,822)
Expenses			
Total Salaries	1,159,385	1,132,670	(26,715)
Total Employee Benefits	189,326	293,892	104,566
Total Purchased Professional And Technical Services	511,046	626,146	115,100
Total Purchased Property Services	123,357	103,577	(19,780)
Total Other Purchased Services	303,899	652,077	348,178
Total Supplies	164,954	262,693	97,739
Total Debt Service And Miscellaneous	3,212	20,739	17,527
Total Expenses	2,455,179	3,091,794	636,615
Net Income	154,516	173,723	(19,207)

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 2024.xlsx

Coversheet

Motion to approve Differentiated Compensation

Section: III. Items Scheduled for Action
Item: B. Motion to approve Differentiated Compensation
Purpose: Vote
Submitted by:
Related Material: [fy-2024-2025-differentiated-compensation-allocation-and-guidance.pdf](#)



Differentiated Compensation Allocation Guidance

July 2024

This document provides answers to questions regarding the Differentiated Compensation Allocation and Guidance in FY2024-25. This document can be retrieved from STATE ALLOCATIONS section in the [Business Manager Support Library](#).

For further information on this guidance, send inquiries to schoolfinancehelpdesk@la.gov or call the Office of School System Financial Services at 225.342.3617.

What is the purpose of the Differentiated Compensation Allocation?

This allocation is intended to assist school systems and schools with their unique market needs in the recruitment and retention of teachers.

What is Differentiated Compensation?

Differentiated Compensation provides different pay for different jobs.

Which entities are eligible to receive a Differentiated Compensation allocation?

The entities eligible for these funds are: city and parish school districts, Legacy Type 2 charter schools, New Type 2 charter schools, Lab schools, state schools, and RSD operated and Type 5 charter schools.

What data is used to calculate the allocation?

The calculation is based on the number of teachers reported in the Fall 2023 MFP staffing count (EdLink Fall / Winter CLASS Collection (PP2)). The definition of teacher is limited to 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.

Are teacher counts for Type 1 charter schools included in the teacher data used in the allocation calculation?

Yes, the teacher counts for Type 1 charter schools as reported to the department through the staffing data collection are included in the source data for the allocation.

Should a Type 1 charter school authorizer pass along the portion of the Differentiated Compensation funds allocated to the Type 1 charter school?

Yes, the Type 1 charter school must receive the portion of the allocation based on the number of teachers reported in the school system's staffing data.

How much is the appropriation for Differentiated Compensation?

The Legislature appropriated a total of \$17.5 million for this purpose during the 2024 Regular Session of the Legislature.

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 Allocation are NOT included in the FY 2024-25 MFP Formula.

How will the Differentiated Compensation funds be allocated?

The number of teachers by entity is multiplied by \$289.93 to generate the total allocation per school system or school.

If the funds were allocated based on \$289.93 per teacher, must the funds be paid out as stipends in the same amount?

No, the funds may be given in different increments other than the allocation amount per teacher.

Will the employer share of the retirement contribution rate for these stipends be included in the allocation?

Yes, the associated employer retirement costs for the stipends are funded at 21.51%, and will be included in the total allocation of each school system or school.

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 as determined by BESE?

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)

May a school system or school determine additional Critical Shortage Areas”?

BESE approved three critical shortage areas to include Secondary Math, Secondary Science or Special Education only. There is no flexibility in determining critical shortage areas outside of those approved.

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 rate of 85% or greater. The data by school for February 1, 2024 is located within the February 2024 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 Teachers](#) on the LDOE website.

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 these funds?

The expected release date is on or about September 5, 2024.

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

These funds are intended to assist with recruitment efforts with a concentration on activities during FY 2024-25. It is strongly encouraged to utilize these funds as quickly as feasible to ensure classrooms are staff adequately for students in this school year.

May these funds be carried over into FY 2025-26 if they are not utilized in FY 2024-25?

School systems should plan to expend the full amount of the allocation in the current fiscal year. Plans should be in place to avoid having remaining funds at the close of the fiscal year. If all efforts to utilize the funds in the current fiscal year are exhausted, only then may these funds be carried over to the following 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 revenue 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 use of these funds be approved by the Louisiana Department of Education?

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

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

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

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 salary schedules 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.

What documentation must be in place to substantiate approval of the distribution plan by the school board and incorporation of the funds in the salary schedule?

Minutes from the school board meeting must be available to substantiate the approval by the school board of the inclusion of these funds in the salary schedule.

What information should be included in the salary schedule documentation to demonstrate these funds have been included?

The salary schedule documentation should include the policy on which the distribution of the stipends is based. Good business practices would also require the policy state the amounts and the eligibility criteria.

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 documentation must be retained by the recipients to substantiate the distribution plan and the payment 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 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

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 be issued in Spring 2025.

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200) Final Fall 2023 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2024-25 Rate	Total Cost
			\$289.93	21.51%	
		FY2024-25	18	19	20
July 2024	FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20	
1	Acadia	571.0	\$165,542	\$35,608	\$201,150
2	Allen	328.0	\$95,097	\$20,455	\$115,553
3	Ascension	1,853.4	\$537,366	\$115,588	\$652,954
4	Assumption	183.0	\$53,058	\$11,413	\$64,471
5	Avoyelles	264.3	\$76,625	\$16,482	\$93,106
6	Beauregard	418.2	\$121,241	\$26,079	\$147,320
7	Bienville	189.2	\$54,851	\$11,799	\$66,650
8	Bossier	1,689.5	\$489,826	\$105,362	\$595,187
9	Caddo	2,177.8	\$631,409	\$135,816	\$767,225
10	Calcasieu	2,402.3	\$696,510	\$149,819	\$846,330
11	Caldwell	121.6	\$35,260	\$7,584	\$42,844
12	Cameron	130.3	\$37,789	\$8,128	\$45,918
13	Catahoula	85.4	\$24,748	\$5,323	\$30,072
14	Claiborne	106.7	\$30,925	\$6,652	\$37,577
15	Concordia	256.0	\$74,222	\$15,965	\$90,187
16	DeSoto	390.8	\$113,295	\$24,370	\$137,665
17	East Baton Rouge	3,030.0	\$878,478	\$188,961	\$1,067,438
18	East Carroll	58.9	\$17,082	\$3,674	\$20,756
19	East Feliciana	116.4	\$33,760	\$7,262	\$41,022
20	Evangeline	416.0	\$120,611	\$25,943	\$146,555
21	Franklin	201.2	\$58,331	\$12,547	\$70,878
22	Grant	206.9	\$59,984	\$12,903	\$72,887
23	Iberia	868.5	\$251,803	\$54,163	\$305,966
24	Iberville	423.1	\$122,679	\$26,388	\$149,068
25	Jackson	154.4	\$44,759	\$9,628	\$54,387
26	Jefferson	3,336.4	\$967,336	\$208,074	\$1,175,410
27	Jefferson Davis	363.2	\$105,303	\$22,651	\$127,953
28	Lafayette	2,078.9	\$602,723	\$129,646	\$732,369
29	Lafourche	887.1	\$257,196	\$55,323	\$312,519
30	LaSalle	185.1	\$53,680	\$11,546	\$65,226
31	Lincoln	440.6	\$127,735	\$27,476	\$155,211
32	Livingston	1,811.6	\$525,234	\$112,978	\$638,211
33	Madison	110.9	\$32,153	\$6,916	\$39,069
34	Morehouse	232.5	\$67,410	\$14,500	\$81,910
35	Natchitoches	392.3	\$113,739	\$24,465	\$138,204
36	Orleans	3,186.7	\$923,912	\$198,734	\$1,122,646
37	Ouachita	1,166.2	\$338,125	\$72,731	\$410,856
38	Plaquemines	286.5	\$83,074	\$17,869	\$100,943
39	Pointe Coupee	171.2	\$49,650	\$10,680	\$60,330
40	Rapides	1,644.8	\$476,890	\$102,579	\$579,469
41	Red River	104.3	\$30,253	\$6,507	\$36,760
42	Richland	175.0	\$50,744	\$10,915	\$61,660
43	Sabine	314.0	\$91,038	\$19,582	\$110,621
44	St. Bernard	531.9	\$154,218	\$33,172	\$187,391
45	St. Charles	843.0	\$244,411	\$52,573	\$296,984
46	St. Helena	69.7	\$20,218	\$4,349	\$24,567
47	St. James	266.9	\$77,375	\$16,643	\$94,018
48	St. John the Baptist	413.2	\$119,801	\$25,769	\$145,570
49	St. Landry	928.7	\$269,246	\$57,915	\$327,160
50	St. Martin	468.7	\$135,897	\$29,231	\$165,129
51	St. Mary	560.9	\$162,622	\$34,980	\$197,602
52	St. Tammany	2,872.8	\$832,920	\$179,161	\$1,012,081
53	Tangipahoa	1,388.5	\$402,582	\$86,595	\$489,178
54	Tensas	27.0	\$7,818	\$1,682	\$9,500
55	Terrebonne	960.8	\$278,564	\$59,919	\$338,484
56	Union	129.7	\$37,604	\$8,089	\$45,693
57	Vermilion	654.0	\$189,615	\$40,786	\$230,401
58	Vernon	532.1	\$154,260	\$33,181	\$187,441
59	Washington	314.9	\$91,313	\$19,641	\$110,955
60	Webster	353.5	\$102,492	\$22,046	\$124,539
61	West Baton Rouge	370.0	\$107,260	\$23,072	\$130,332
62	West Carroll	86.0	\$24,934	\$5,363	\$30,297
63	West Feliciana	195.2	\$56,598	\$12,174	\$68,773
64	Winn	110.6	\$32,076	\$6,900	\$38,976
65	City of Monroe	596.7	\$173,008	\$37,214	\$210,222
66	City of Bogalusa	143.9	\$41,734	\$8,977	\$50,711
67	Zachary Community	356.5	\$103,361	\$22,233	\$125,594
68	City of Baker	58.5	\$16,961	\$3,648	\$20,609
69	Central Community	305.0	\$88,429	\$19,021	\$107,450
	Total City/Parish	47,069.1	\$13,646,768	\$2,935,420	\$16,582,190

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200) Final Fall 2023 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2024-25 Rate	Total Cost
			\$289.93	21.51%	
FY2024-25		18	19	20	21
July 2024		FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
318	LSU Lab School	100.8	\$29,221	\$6,285	\$35,506
319	Southern Lab School	27.7	\$8,038	\$1,729	\$9,766
302006	LA School for Math, Science and the Arts	36.1	\$10,474	\$2,253	\$12,727
334001	New Orleans Center for Creative Arts	68.4	\$19,844	\$4,269	\$24,113
3C1001	Thrive	24.0	\$6,958	\$1,497	\$8,455
101001	Special School District	70.8	\$20,523	\$4,415	\$24,938
A02	Office of Juvenile Justice	28.0	\$8,118	\$1,746	\$9,864
Total Lab & State Approved Schools		355.9	\$103,176	\$22,193	\$125,369
321001	New Vision Learning	14.9	\$4,332	\$932	\$5,263
329001	Glencoe Charter School	35.3	\$10,225	\$2,199	\$12,424
331001	International School of LA	95.8	\$27,788	\$5,977	\$33,765
333001	Avoyelles Public Charter School	43.2	\$12,531	\$2,695	\$15,226
336001	Delhi Charter School	40.7	\$11,796	\$2,537	\$14,334
337001	Belle Chasse Academy	68.0	\$19,715	\$4,241	\$23,956
340001	The MAX Charter School	11.0	\$3,188	\$686	\$3,873
Total Legacy Type 2 Charter Schools		309.0	\$89,574	\$19,267	\$108,841
341001	D'Arbonne Woods	68.7	\$19,905	\$4,281	\$24,186
343001	Madison Prep	39.9	\$11,567	\$2,488	\$14,055
344001	Int'l High School of N. O.	27.0	\$7,828	\$1,684	\$9,512
345001	University View Academy	216.6	\$62,791	\$13,506	\$76,298
346001	Lake Charles Charter Academy	64.3	\$18,645	\$4,011	\$22,655
347001	Lycee Francois de la Nouvelle Orleans	74.0	\$21,455	\$4,615	\$26,070
348001	New Orleans Military/Maritime Acdmy	74.1	\$21,484	\$4,621	\$26,105
3C5001	St Landry Charter School	19.0	\$5,509	\$1,185	\$6,694
W18001	Noble Minds Institute	9.0	\$2,609	\$561	\$3,171
W1A001	JCFA - East	14.9	\$4,315	\$928	\$5,243
W1B001	Advantage Charter Academy	36.4	\$10,546	\$2,268	\$12,814
W1D001	JCFA - Lafayette	3.0	\$870	\$187	\$1,057
W2B001	Willow Charter Academy	37.7	\$10,931	\$2,351	\$13,282
W33001	Lincoln Prep School	60.2	\$17,465	\$3,757	\$21,222
W3B001	Iberville Charter Academy	44.1	\$12,777	\$2,748	\$15,526
W4A001	Delta Charter School	30.1	\$8,730	\$1,878	\$10,608
W4B001	Lake Charles College Prep	34.2	\$9,903	\$2,130	\$12,033
W5B001	Northeast Claiborne Charter	6.0	\$1,740	\$374	\$2,114
W6B001	Acadiana Renaissance	167.1	\$48,434	\$10,418	\$58,852
W7A001	Louisiana Key Academy	53.0	\$15,366	\$3,305	\$18,672
W7B001	Lafayette Renaissance	95.5	\$27,702	\$5,959	\$33,661
W8A001	Impact Charter	42.0	\$12,177	\$2,619	\$14,796
WAG001	Louisiana Virtual Charter Academy	90.3	\$26,176	\$5,630	\$31,807
WAK001	Southwest LA Charter School	56.7	\$16,451	\$3,539	\$19,990
WAL001	J. S. Clark Leadership Academy	21.0	\$6,089	\$1,310	\$7,398
WAU001	GEO Prep Academy	57.4	\$16,654	\$3,582	\$20,236
WBQ001	New Harmony High School	29.2	\$8,478	\$1,824	\$10,302
WBR001	Athlos Academy	70.0	\$20,295	\$4,365	\$24,661
WBX001	GEO Next Generation HS	26.0	\$7,538	\$1,621	\$9,160
WJ5001	Collegiate Academy (EBR)	43.0	\$12,467	\$2,682	\$15,149
WZ8001	GEO Prep Mid-City of Greater B. R.	45.0	\$13,047	\$2,806	\$15,853
WZN001	GEO Prep Baker	4.7	\$1,362	\$293	\$1,655
WZO001	Louisiana Key Academy Northshore	26.9	\$7,798	\$1,677	\$9,475
WZP001	Discovery Ochsner BR	14.0	\$4,059	\$873	\$4,932
WZQ001	Kenilworth Middle	59.0	\$17,106	\$3,679	\$20,785
WZT001	LaKey Caddo	10.0	\$2,899	\$624	\$3,523
WZU001	Rebirth Blended Learning Academy (NEW)	13.0	\$3,769	\$811	\$4,580
WZX001	ACE (NEW)	5.0	\$1,450	\$312	\$1,761
WZW001	Vermilion Charter (NEW)	36.0	\$10,438	\$2,245	\$12,683
Total New Type 2 Charter Schools		1,823.965	\$528,823	\$113,750	\$642,576
396211	Linwood Public Charter (RSD Operated)	55.4	\$16,056	\$3,454	\$19,509
WZV001	Prescott Academy (New)*	26.1	\$7,559	\$1,626	\$9,185
WAO001	Redesign Dalton Charter School	15.0	\$4,349	\$935	\$5,284
WAP001	Redesign Lanier Charter School	20.0	\$5,799	\$1,247	\$7,046
Total RSD/Type 5 Charters		116.5	\$33,763	\$7,262	\$41,024
Total Statewide		49,674.3	\$ 14,402,104	\$ 3,097,893	\$ 17,500,000
*Allocations to new charter schools are based on projected staffing data.					

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200) Final Fall 2023 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2024-25 Rate	Total Cost
			\$289.93	21.51%	
FY2024-25		18	19	20	21
July 2024		FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
36	Orleans Direct Run	175.0	\$50,746	\$10,915	\$61,661
W31001	Dr. Martin Luther King Jr Charter	57.5	\$16,671	\$3,586	\$20,257
W62001	LB Landry-OP Walker	31.5	\$9,133	\$1,964	\$11,097
W66001	Martin Behrman	34.5	\$10,003	\$2,152	\$12,154
W71001	Sophie B. Wright Learning Acdmy	29.9	\$8,683	\$1,868	\$10,550
W81001	KIPP McDonogh 15 Sch. for Creative Arts	77.0	\$22,325	\$4,802	\$27,127
W82001	KIPP Believe College Prep	57.0	\$16,526	\$3,555	\$20,081
W84001	KIPP Renaissance High	49.0	\$14,207	\$3,056	\$17,262
W85001	KIPP N.O. Leadership Acdmy	70.0	\$20,295	\$4,365	\$24,661
W86001	KIPP East	77.0	\$22,325	\$4,802	\$27,127
W87001	KIPP Booker T. Washington High School	40.0	\$11,597	\$2,495	\$14,092
W91001	Samuel J. Green Charter School	42.8	\$12,406	\$2,669	\$15,075
W92001	Arthur Ashe Charter School	62.0	\$17,976	\$3,867	\$21,842
W94001	Phillis Wheatley Community School	55.8	\$16,176	\$3,479	\$19,655
W95001	Langston Hughes Charter Academy	59.6	\$17,275	\$3,716	\$20,990
WAA001	Morris Jeff Community School	110.0	\$31,892	\$6,860	\$38,752
WAE001	Fannie C. Williams Charter School	31.0	\$8,988	\$1,933	\$10,921
WAF001	Harriet Tubman Charter School	80.0	\$23,194	\$4,989	\$28,184
WAH001	The NET Charter School	9.2	\$2,657	\$572	\$3,229
WAM001	Paul Habans Elem	75.0	\$21,745	\$4,677	\$26,422
WAZ001	Audubon Charter School	65.0	\$18,845	\$4,054	\$22,899
WBA001	Einstein Charter @ Village De L'Est	29.0	\$8,408	\$1,809	\$10,217
WBB001	Benjamin Franklin High School	64.0	\$18,552	\$3,990	\$22,542
WBC001	Alice M. Harte Elementary Charter	48.6	\$14,076	\$3,028	\$17,104
WBD001	Edna Karr High School	79.9	\$23,160	\$4,982	\$28,141
WBE001	Lusher Charter School	134.4	\$38,961	\$8,380	\$47,341
WBF001	Eleanor McMain Secondary School	62.7	\$18,184	\$3,911	\$22,096
WBH001	Lake Forest Elementary Charter School	44.0	\$12,757	\$2,744	\$15,501
WBI001	New Orleans Charter Sci. & Math HS	44.6	\$12,942	\$2,784	\$15,725
WBK001	Bricolage Academy	66.0	\$19,135	\$4,116	\$23,251
WBL001	Wilson Charter School	47.7	\$13,819	\$2,973	\$16,792
WBM001	Sarah Towles Reed High	28.0	\$8,118	\$1,746	\$9,864
WBN001	Einstein Middle @ Sarah Towles Reed	18.0	\$5,219	\$1,123	\$6,341
WBO001	Einstein Charter @ Sherwood Forest	26.0	\$7,538	\$1,621	\$9,160
WBP001	McDonogh 42 Charter School	48.8	\$14,154	\$3,045	\$17,199
WBT001	Audubon Gentilly	31.0	\$8,988	\$1,933	\$10,921
WBU001	Collegiate Rosenwald	35.0	\$10,148	\$2,183	\$12,330
WBV001	Dwight D. Eisenhower	45.2	\$13,114	\$2,821	\$15,935
WBZ001	McDonogh 35 Senior H. S.	65.7	\$19,036	\$4,095	\$23,130
WC2001	Opportunities Academy	10.0	\$2,899	\$624	\$3,523
WJ1001	Sci Academy	48.0	\$13,917	\$2,993	\$16,910
WJ2001	G.W. Carver Collegiate Acdmy	53.0	\$15,366	\$3,305	\$18,672
WJ4001	Livingston Collegiate Academy	44.0	\$12,757	\$2,744	\$15,501
WL1001	KIPP Central City Primary	73.0	\$21,165	\$4,553	\$25,718
WU1001	Success Preparatory Academy	39.3	\$11,391	\$2,450	\$13,841
WZ2001	ReNEW SciTech Acdmy.	54.0	\$15,656	\$3,368	\$19,024
WZ3001	ReNEW Delores T. Aaron Elem	56.0	\$16,236	\$3,492	\$19,728
WZ6001	ReNEW Schaumburg Elem	58.0	\$16,816	\$3,617	\$20,433
WZ9001	The NET 2 Charter School	9.1	\$2,637	\$567	\$3,204
WZA001	Accelerated High, City Park	11.9	\$3,449	\$742	\$4,191
WZB001	Warren Easton Charter High School	75.5	\$21,895	\$4,710	\$26,604
WZC001	Edward Hynes Charter School - Lakeview	49.3	\$14,303	\$3,077	\$17,380
WZD001	Edward Hynes Charter School - UNO	32.3	\$9,358	\$2,013	\$11,370
WZE001	John F. Kennedy High School	50.0	\$14,497	\$3,118	\$17,615
WZG001	Foundation Preparatory Academy	16.3	\$4,735	\$1,018	\$5,753
WZI001	Esperanza Charter School	32.0	\$9,266	\$1,993	\$11,259
WZJ001	Hynes Parkview	32.3	\$9,374	\$2,016	\$11,391
WZK001	Homer Plessy Community School	63.0	\$18,258	\$3,927	\$22,185
WZL001	YACS at Lawrence D. Crocker	32.0	\$9,278	\$1,996	\$11,273
WZM001	Rooted School	11.0	\$3,189	\$686	\$3,875
WZS001	Mildred Osborne Charter School	60.0	\$17,396	\$3,742	\$21,138
TBD	Robert Russa Moton Charter School (new)	25.0	\$7,248	\$1,559	\$8,807
	Placeholder for closed schools	44.3	\$12,854	\$2,765	\$15,619
	Total Orleans Parish	3,186.7	\$ 923,912	\$ 198,734	\$ 1,122,646

Coversheet

Motion to approve Pupil Progression Plan

Section: III. Items Scheduled for Action
Item: D. Motion to approve Pupil Progression Plan
Purpose: Vote
Submitted by:
Related Material: Lanier_2024-2025-ppp.docx
Dalton_2024-2025-ppp.docx

2024-2025 Pupil Progression Plan

Local Education Agency:

Lanier Elementary School, a Redesign
School

Background and Purpose

Louisiana state law (R.S. 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 Louisiana Department of Education (LDOE) to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test² in mathematics, English language arts, science, and social studies² 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 their [minimum academic standards](#) approved by the board.

The purpose of this document is to assist LEAs in developing their required PPP 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 LDOE, and published locally, teachers shall determine the 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

Table of Contents

I.	<u>Placement of students in kindergarten and grade 1</u>	4
II.	<u>Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7</u>	5
III:	<u>Promotion and support of students in grade 8 and high school considerations</u>	7
IV:	<u>Placement of transfer students</u>	11
V:	<u>Support for students</u>	12
VI.	<u>Literacy support standards for grades K-3</u>	13
VII.	<u>Promotion and placement of certain student populations</u>	13
VIII:	<u>Alternative education placements</u>	15
IX:	<u>Due process related to student placement and promotion</u>	15
X:	<u>Additional LEA policies related to student placement and promotion</u>	16
XI:	<u>LEA assurances and submission information</u>	17

I. Placement of students in kindergarten and grade 1

Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their 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 R.S. 17:151.3 (D) 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 regarding 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 and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section V. Support for Students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.

Kindergarten, 1st, 2nd, 4th and 5th 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, Grade Level Competencies tracker 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 an IEP or 504 plan will be reviewed through the Student Success Team (SST) and/or School Building Level Committee (SBLC) to determine if promotion is appropriate.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section V. Support for Students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an expanded academic support plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" 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 grade 3.

Third 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. Third grade students will be promoted if they show proficiency on the 3rd-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, Grade Level Competencies tracker 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.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

Sixth 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, Grade Level Competencies tracker 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 an IEP or 504 plan will be

reviewed through the Student Success Team (SST) and/or School Building Level Committee (SBLC) to determine if promotion is appropriate.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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 [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: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to

support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact ldefinancialaid@la.gov with questions.

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 PPP submitted to LDOE.
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 LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. 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.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow 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 of whether 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.

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 have online classes nor serves high school grade levels.

IV. 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 support 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.

V. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student’s parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.

- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

VI. Literacy support standards for grades K-3

- 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 support 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VII. Promotion and placement of certain student populations

Students with disabilities

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

- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

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 EL 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.

VIII. 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 - Louisiana Handbook for School Administrators, §2903* and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

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.

IX. 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:

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 LDOE'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.

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 LDOE 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 LDOE 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 Pupil Services will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned.

X. 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.

*Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit*

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

XI. LEA assurances and submission information

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

**Lanier Elementary School, a
Redesign School**

2024-2025 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

2024-2025 Pupil Progression Plan

Local Education Agency:

Dalton Elementary School, a
Redesign School

Background and Purpose

Louisiana state law (R.S. 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 Louisiana Department of Education (LDOE) to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test² in mathematics, English language arts, science, and social studies² 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 their [minimum academic standards](#) approved by the board.

The purpose of this document is to assist LEAs in developing their required PPP 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 LDOE, and published locally, teachers shall determine the 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

Table of Contents

I.	<u>Placement of students in kindergarten and grade 1</u>	4
II.	<u>Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7</u>	5
III:	<u>Promotion and support of students in grade 8 and high school considerations</u>	7
IV:	<u>Placement of transfer students</u>	11
V:	<u>Support for students</u>	12
VI.	<u>Literacy support standards for grades K-3</u>	13
VII.	<u>Promotion and placement of certain student populations</u>	13
VIII:	<u>Alternative education placements</u>	15
IX:	<u>Due process related to student placement and promotion</u>	15
X:	<u>Additional LEA policies related to student placement and promotion</u>	16
XI:	<u>LEA assurances and submission information</u>	17

I. Placement of students in kindergarten and grade 1

Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their 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 R.S. 17:151.3 (D) 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 regarding 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 and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section V. Support for Students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.

Kindergarten, 1st, 2nd, 4th and 5th 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, Grade Level Competencies tracker 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 an IEP or 504 plan will be reviewed through the Student Success Team (SST) and/or School Building Level Committee (SBLC) to determine if promotion is appropriate.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section V. Support for Students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an expanded academic support plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" 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 grade 3.

Third 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. Third grade students will be promoted if they show proficiency on the 3rd-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, Grade Level Competencies tracker 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.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

Sixth 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, Grade Level Competencies tracker 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 an IEP or 504 plan will be

reviewed through the Student Success Team (SST) and/or School Building Level Committee (SBLC) to determine if promotion is appropriate.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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 [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: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to

support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact ldefinancialaid@la.gov with questions.

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 PPP submitted to LDOE.
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 LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. 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.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow 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 of whether 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.

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 have online classes nor serves high school grade levels.

IV. 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 support 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.

V. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student’s parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.

- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

VI. Literacy support standards for grades K-3

- 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 support 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VII. Promotion and placement of certain student populations

Students with disabilities

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

- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

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 EL 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.

VIII. 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 - Louisiana Handbook for School Administrators, §2903* and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

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.

IX. 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:

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 LDOE'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.

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 LDOE 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 LDOE 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 Pupil Services will submit a written response to the complainant stating the actions taken and whether or not the school's decision shall be overturned

X. 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.

*Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit*

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

XI. LEA assurances and submission information

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

**Dalton Elementary School, a
Redesign School**

2024-2025 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

Coversheet

Motion to approve DEI Funding Report

Section: III. Items Scheduled for Action
Item: E. Motion to approve DEI Funding Report
Purpose: Vote
Submitted by:
Related Material: Report Relative to Funding DEI Programs.docx

Report Relative to Funding and Personnel Used for Programs Related to Diversity, Equity, Inclusion, and Belonging

September 14, 2024

The Redesign Schools Louisiana school district has expended \$0 in funding on supporting or implementing personnel/programs related to diversity, equity, inclusion, and belonging in the 2021-2022, 2022-2023, and 2023-2024 fiscal years.