



Redesign Schools Louisiana

Regular Board Meeting

Date and Time

Saturday September 13, 2025 at 10:00 AM CDT

Location

Lanier Elementary School

Streamed Live at [Redesign Schools Louisiana - YouTube](#)

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 July 19, 2025 Regular Board Meeting	Approve Minutes	Genevieve Pope	1 m
D. Public Comment on Agenda Items (3 minutes per speaker)	Discuss	Genevieve Pope	10 m
II. Items scheduled for receipt/information			10:13 AM

	Purpose	Presenter	Time
A. Presentation from Recovery School District	FYI		5 m
B. Superintendent Report	FYI	Megan McNamara	5 m
C. Principals' Report	FYI	Principals	10 m
D. Financial Report	FYI	Justin Chatelain	5 m
III. Items Scheduled for Action			10:38 AM
A. Motion to approve unaudited financials through June 30, 2025	Vote	Justin Chatelain	2 m
B. Motion to approve Fiscal and Operating Policies	Vote	Megan McNamara	2 m
C. Motion to approve Pupil Progression Plan 25-26	Vote	Megan McNamara	2 m
D. Motion to approve Seclusion and Restraint Policy	Vote	Megan McNamara	2 m
E. Motion to approve FY 25-26 Differentiated Compensation Allocation	Vote	Megan McNamara	2 m
F. Motion to approve SPED Camera Policy	Vote	Megan McNamara	2 m
G. Motion to approve Parental Access to Instructional Materials Policy	Vote	Megan McNamara	2 m
H. Motion to approve Revised Incentives for 25-26 school data	Vote	Megan McNamara	2 m
I. Motion to approve Salary Schedule 25-26	Vote	Megan McNamara	2 m
J. Motion to open Executive Session Human Resources discussion	Vote	Megan McNamara	1 m
IV. Closing Items			10:57 AM
A. Next Finance Committee Meeting on November 5, 2025 at noon at Lanier Elementary School	FYI	Genevieve Pope	
B. Next Regular Board Meeting on November 15, 2025 at 10 am at Lanier Elementary School	FYI	Genevieve Pope	
C. Adjourn Meeting	Vote	Genevieve Pope	

Purpose Presenter Time

V. Notice

A. Accommodations FYI

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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:

Redesign Schools Louisiana
4705 Lanier Dr.
Baton Rouge, LA 70812
Phone: 225-910-3891

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

Coversheet

Motion to approve the minutes from the July 19, 2025 Regular Board Meeting

Section:	I. Opening Items
Item:	C. Motion to approve the minutes from the July 19, 2025 Regular Board
Meeting	
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on July 19, 2025

APPROVED



Redesign Schools Louisiana

Minutes

Regular Board Meeting

Date and Time

Saturday July 19, 2025 at 10:00 AM

Location

Lanier Elementary School

[Redesign Schools Louisiana - YouTube](#)

Directors Present

C. Richard, J. Chatelain, L. Hebert, P. Baldwin, S. Banks

Directors Absent

G. Pope, M. Mullen

Guests Present

A. Beck, A. Eason, B. Turner, Brandi Beal, Brandy McIntire, C. Lucas, Candace Lucas, Georgia Gross, M. McNamara, Meta Johnson, Nicole Jones, Quinada Guy, Tamera Rushing

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 Saturday Jul 19, 2025 at 10:17 AM.

B. Record Attendance and Guests

C. Motion to approve the minutes from the May 17, 2025 Regular Board Meeting

L. Hebert made a motion to approve the minutes from Regular Board Meeting on 05-17-25.

S. Banks seconded the motion.

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

D. Motion to approve the minutes from the Budget Hearing Meeting: May 17, 2024

L. Hebert made a motion to approve the minutes from Budget Hearing Meeting on 05-17-25.

P. Baldwin seconded the motion.

Will correct for directors' attendance.

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

E. Public Comment on Agenda Items (2 minutes per speaker)

No comment

II. Items scheduled for receipt/information

A. Board Expectations Report

Ms. Lucas discussed the Board Expectations Report.

B. Superintendent Report

Ms. McNamara presented the Superintendent Report.

C. Principals Report

Principals Jones and Gross discussed the Principals' Report.

D. Calendar Committee Report

Christopher Richard presented the Calendar Committee Report.

E. Financial Report

Justin Chatelain presented the Financial Report.

III. Items Scheduled for Action

A. Motion to approve unaudited financials through May 31, 2025

J. Chatelain made a motion to approve.

L. Hebert seconded the motion.

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

B.

Motion to approve Incentive Plan for 26-27

L. Hebert made a motion to approve.

S. Banks seconded the motion.

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

C. Motion to approve Enrollment Policy 25-26

L. Hebert made a motion to approve.

C. Richard seconded the motion.

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

IV. Closing Items

A. Next Finance Committee Meeting on September 3, 2025

B. Next Regular Board Meeting on September 13, 2025

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:02 PM.

Respectfully Submitted,

C. Lucas

Coversheet

Presentation from Recovery School District

Section:	II. Items scheduled for receipt/information
Item:	A. Presentation from Recovery School District
Purpose:	FYI
Submitted by:	
Related Material:	Board Presentation_Lanier_25-26 Renewal.pptx.pdf

2025 Contract Renewals

Board Presentation



August-October 2025

Agenda

- Introduction
- Extension and Renewal Timelines
- Areas of Review
- *Current Contract Term*
- *Your School's Data*
- Extension and Renewal Requirements
- Extension and Renewal Term Lengths
- Contact Information

Please contact Emily.Provencher@la.gov

Provencher, E. (2025)



Introduction

Authorizer The Louisiana Board of Elementary and Secondary Education (BESE)

The LDOE is accountable for implementing a rigorous and fair oversight process that respects the operator autonomy vital to charter school success. This oversight process ensures that charter schools serve all students equitably and comply with state law and policy.

The Recovery School District in addition to several other departments assess type 5 charter schools annually for academic, organizational, and financial responsibilities.

Your renewal contract is created based on your performance in these 3 areas.



Introduction RSD Charter Accountability Team

Superintendent of the Recovery School District | Pam Schooler

Pam.Schooler@la.gov

District Executive Director of the Recovery School District | Emily Provencher

Emily.Provencher@la.gov

Executive Director of the Recovery School District | Lindsey Redd

Lindsey.Redd@la.gov



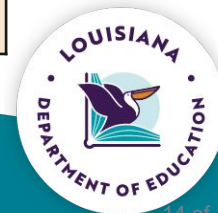
Extension & Renewal Schools

Requirements	Tentative Timeline
ASV Orientation	August
Charter Board Meeting	Board Meeting Director of Charter Accountability <i>on Agenda</i>
ASV	Scheduled between August -October
SPS	Tentatively October / November
RSD Correspondence of Recommendations	Prior to BESE BoardDocs going live
BESE Board Meeting	<i>December or January</i>



Areas of Review

Expectation	Area of Annual Review	Types of Measurement	Possible Score
All students, regardless of background, need, or ability, are afforded an educational environment that provides them with opportunities for academic growth and achievement.	Academic	School Performance Score (SPS) and Letter Grade	Letter grade A, B, C, D, F, or T
Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Organizational	Consideration of data related to enrollment of students who are economically disadvantaged and students with disabilities, as well as enrollment stability, discipline rates, and special education indicators Compliance with enrollment, special education, governance, and safety-related laws and policies	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations
All special student populations receive the services and support they need to ensure academic success in accordance with applicable law and policy.			
Schools and governing boards responsibly follow all laws, policies, and contractual obligations.			
Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.	Financial	Performance on annual audits; Financial Risk Assessment; Appropriate use of funds in accordance with law and policy	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations



Your Current Contract Term

3AP001-Lanier Charter School

- **Current Contract Extension or Renewal:**

Renewal Contract

- **Your Current Contract Term:**

July 2023 - June 2026

- **Your Last Approved Enrollment Number:**

360 students with a max of 432 students

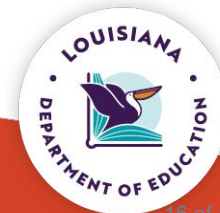
- **The Last Board Approval for Extension or Renewal:**

December 13, 2022

Lanier Term Data

July 2023 - June 2026

Category	2024-2025	2023-2024
SPS Score	TBD	64.3
SPS Grade	TBD	C
Progress Index Score	TBD	113
Progress Grade	TBD	A



Extension and Renewal Academic Requirements

Extension/Renewal Type	Minimum Academic Requirements
Extension or 1st Renewal	"D" or higher letter grade in the most recent year of the contract term
Extension or 1st Renewal, Turnaround Schools Only	"D" or higher letter grade in the most recent year of the contract term OR "F" letter grade in the most recent year of the contract term with a Progress Index equivalent to an A
2nd or Subsequent Renewal	<p>"C" or higher letter grade OR</p> <p>"D" letter grade in the most recent year of the contract term and "C" letter grades for more than half of the letter grades earned during the charter term and the final letter grade earned for the charter's prior term OR</p> <p>D letter grade in the most recent year of the contract term and Progress Indices equivalent to an A for more than half of the Progress Indices earned during the charter's current contract term, and the final Progress Index earned for the charter's prior term</p>

*Please consult Chapter 15 of Bulletin 126, Charter Schools, for additional provisions related to extension and renewal standards.

Extension and Renewal Terms

Current Letter Grade	Minimum Term Length	Potential Additional Years (Based on Organizational and Financial Performance Over Current Term)	
A	6 Years	"Does Not Meet Expectations" in any year	No additional years
		"Meets All" and/or "Meets Most" Expectations all years	≤ 2 Years
		"Meets All Expectations" all years	≤ 4 Years
B	5 Years	"Does Not Meet Expectations" in any year	No additional years
		"Meets All" and/or "Meets Most" Expectations all years	≤ 1 Year
		"Meets All Expectations" all years	≤ 2 Years
C	4 Years	No additional years	
D, F or no letter grade	3 Years	No additional years	



For more information contact

Pam Schooler

Superintendent

Recovery School District

Pam.Schooler@la.gov

Emily Provencher

District Executive Director

Recovery School District

Emily.Provencher@la.gov



Coversheet

Superintendent Report

Section: II. Items scheduled for receipt/information
Item: B. Superintendent Report
Purpose: FYI
Submitted by:
Related Material:
RSL_Board Report_RSL Internal Leadership Version - SY25-26 (9.3.25) (2).pptx

Redesign Schools Louisiana

Internal Leadership Report



Table of Contents

- ❏ School Mission & Vision
- ❏ Executive Summary
- ❏ School Data
 - Student Learning
 - LEAP
 - Student Attendance
- ❏ Policy Summary

School Mission

The mission of Redesign Schools Louisiana (“RSL”) is to provide equity in public education for all students and families.

About RSL

RSL provides all students an equitable, high quality public education aimed at igniting success in our student's next phase of learning in high school, college, and life. We firmly believe that all students can grow and thrive when individual needs are met in an urgent environment of high expectations.

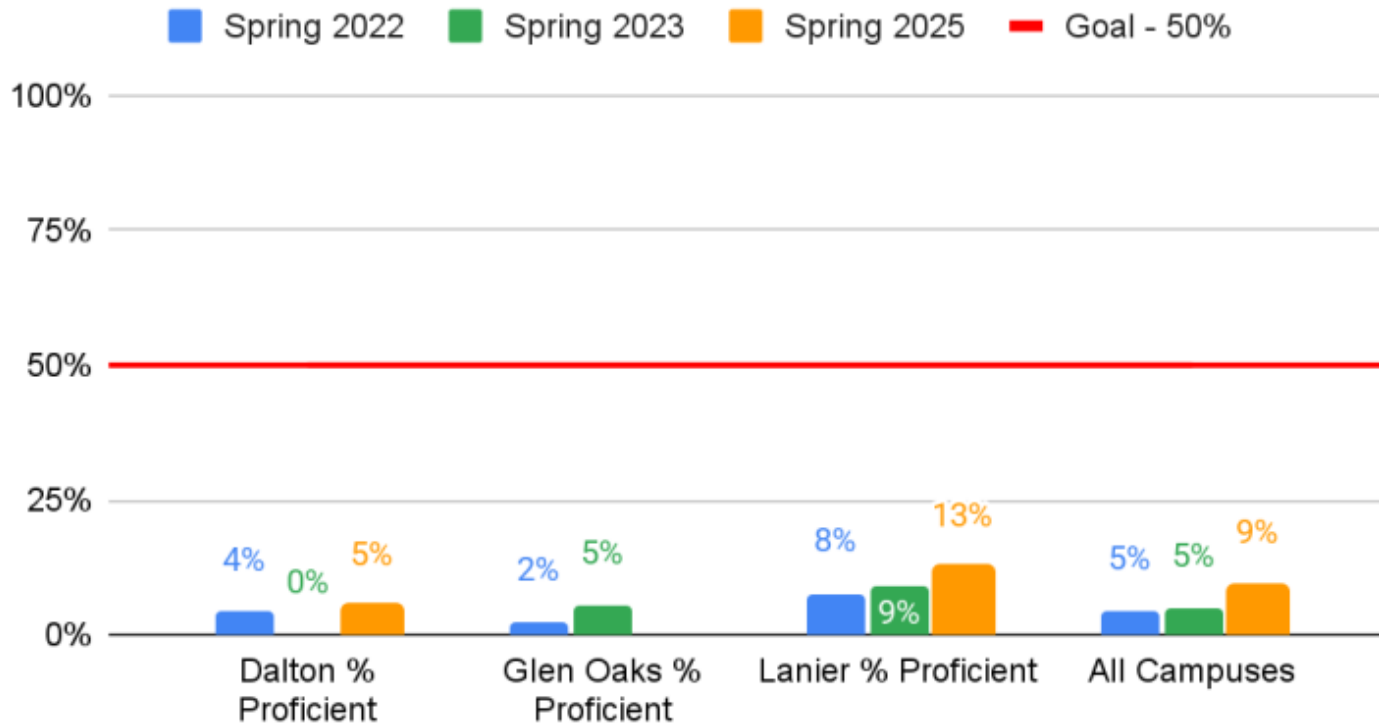
Executive Summary

- Overall, RSL scored as well or better in all subject areas of the LEAP assessments compared to last year's scores.
- RSL had a 93% attendance rate for the month of August.

Student Learning LEAP

Spring 2024 LEAP - Social Studies

Social Studies Achievement by Campus

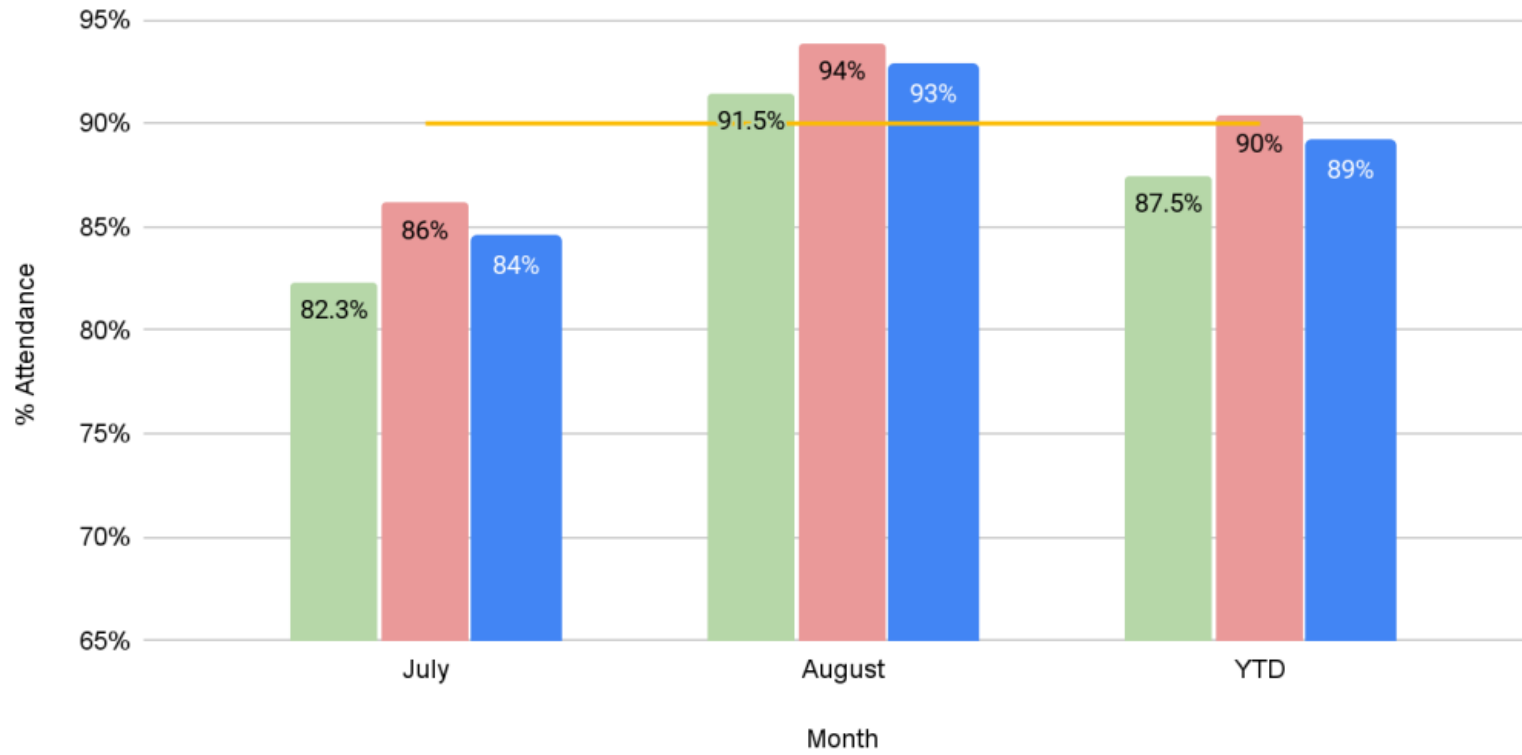


- RSL's percentage proficient in Social Studies improved by 4% of students as compared to Spring 2023.

Student Attendance

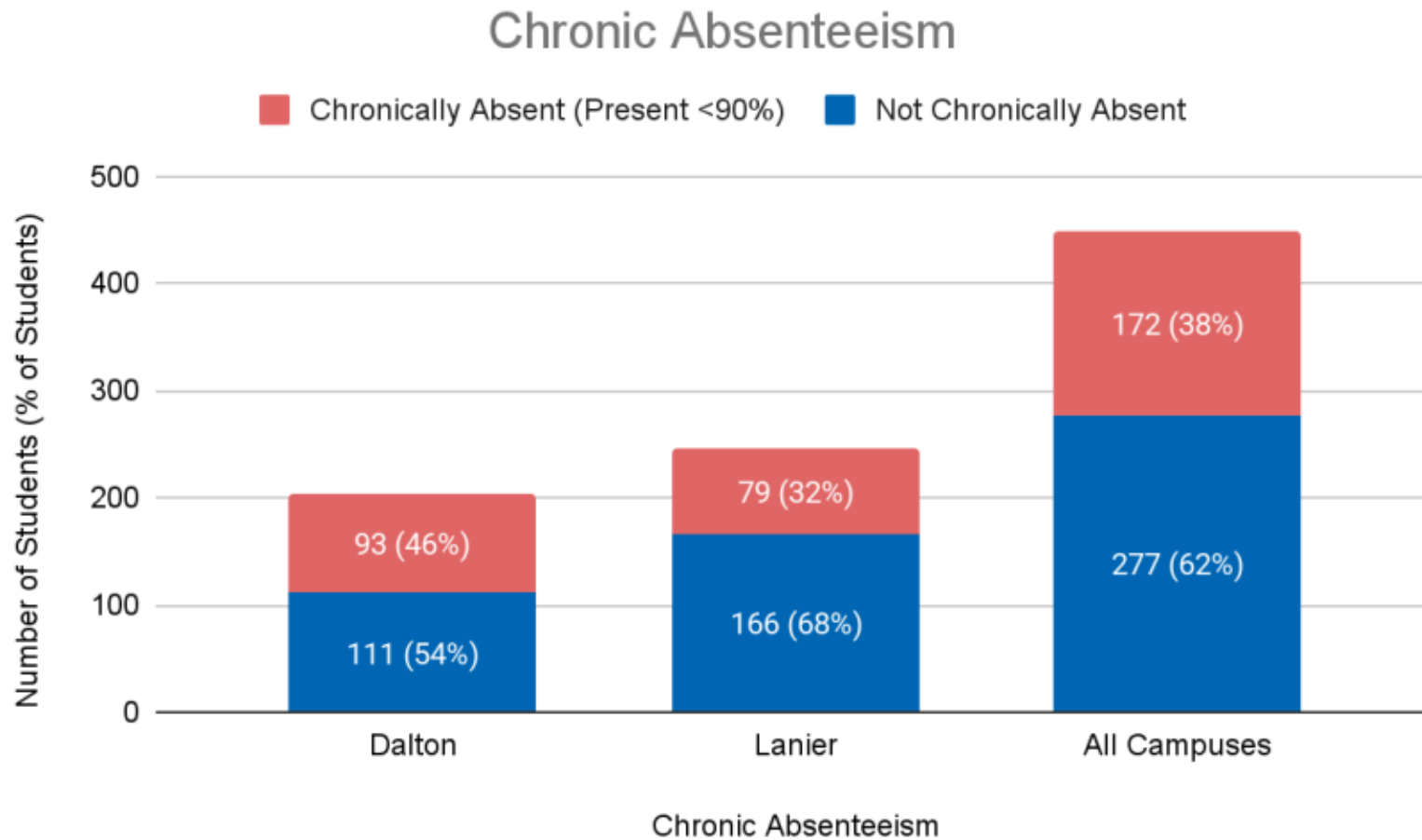
In-Seat Attendance by Campus

■ Dalton ■ Lanier ■ All Campuses ■ Goal - 90%



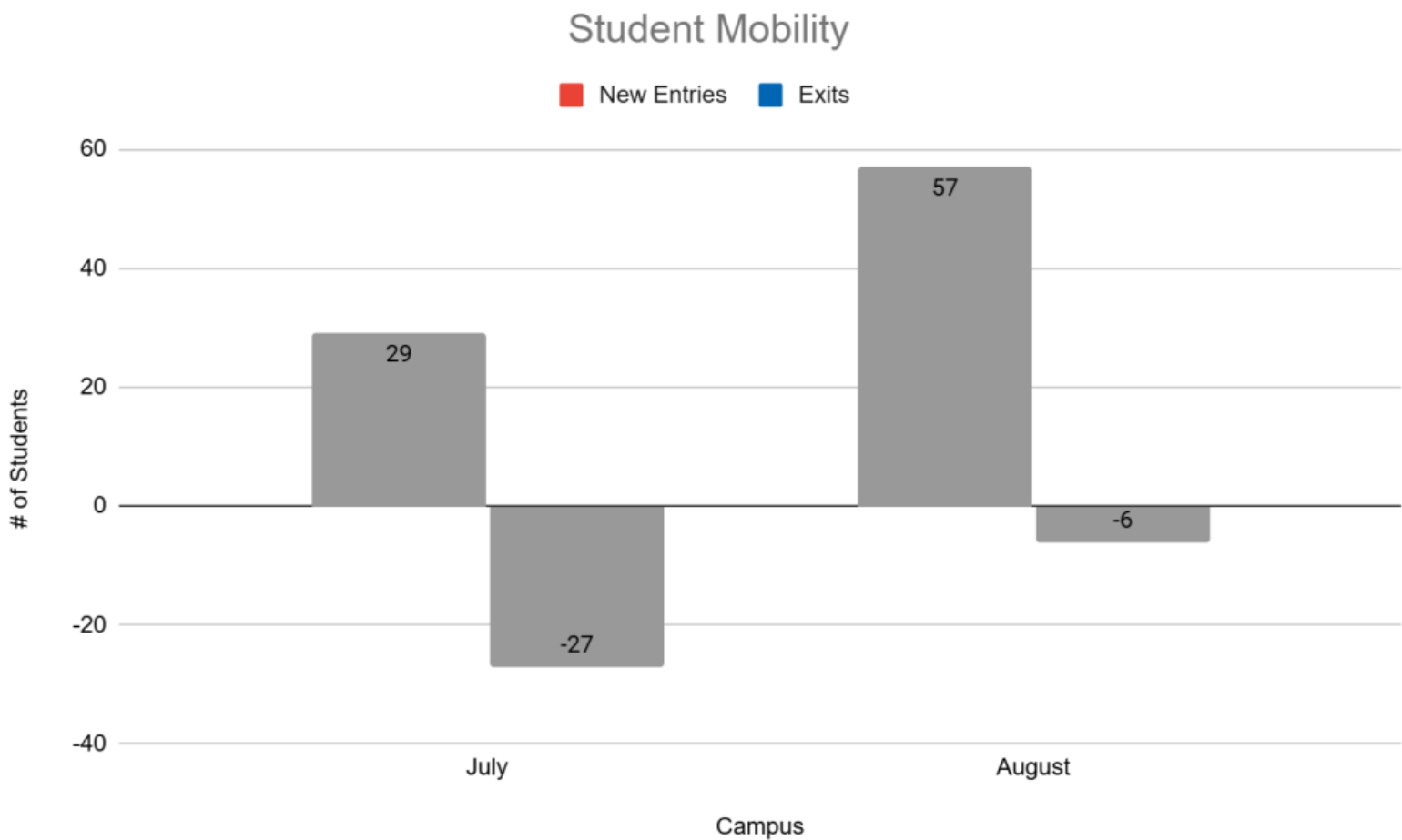
- RSL's Year-to-Date attendance rate is 89% across all campuses.
- RSL is at 93% attendance rate for the month of August.
- RSL is on an upward trend for attendance.

Chronic Absenteeism



- Chronic absenteeism is defined by LDOE as “students who are enrolled for at least 10 days and are absent 10% or more of days enrolled; students are counted once at each level (state, school system, and site).”
- We have been in school for 36 days. Chronically absent students have missed 4 or more days.

Student Mobility



- RSL has seen 86 students enroll and 33 students exit since July.

Policy Summary

Redesign Schools Louisiana has updated its Fiscal Policy to address prior gaps and strengthen financial accountability. The revised manual now includes written policies and procedures covering:

Purchasing: A defined process for adding vendors to the approved vendor list.

Contracting: Procedures for legal review, approval, and monitoring of contracts.

Credit Cards: Clear controls over the issuance and use of credit cards, including allowable business uses and monitoring processes.

Non-Payroll Disbursements: A prohibition preventing employees with payment processing access from adding or modifying vendor files.

These updates establish stronger internal controls, promote compliance with state and federal requirements, and ensure greater consistency and accountability in financial operations.

Pupil Progression Plan

The Pupil Progression Plan is the local school system's policy, required by state law, that governs how students advance from one grade to the next. It outlines academic standards, promotion and retention requirements, placement decisions, and alternative pathways to ensure that all students have equitable opportunities to succeed.

In this year's update, Redesign Schools Louisiana made key revisions in two areas:

Alternative Education Placement: The plan now includes updated procedures to include options for expelled students to continue their studies in a virtual setting or an isolated school setting.

Course Choice Offering Priorities: We established prioritization criteria to ensure equitable access, with consideration of local needs and student readiness.

Seclusion and Restraint Policy

Louisiana law (Act 479) requires schools to maintain clear policies governing the use of student seclusion and physical restraint. The purpose of these rules is to protect student safety while ensuring that such interventions are used only as a last resort.

The updated Seclusion and Restraint Policy includes the following key changes:

Clearer Definitions: Revised language to align with state law on what constitutes seclusion and physical restraint.

Limits on Use: Reinforced that these interventions may only be used in emergencies to prevent imminent risk of harm and must never be used as punishment.

Parental Notification: Strengthened requirements for timely notification to parents/guardians when seclusion or restraint occurs.

Documentation and Reporting: Enhanced procedures for documenting each incident and reporting to both school leadership and the Louisiana Department of Education.

These updates ensure compliance with Act 479, increase transparency for families, and prioritize proactive, supportive approaches to student behavior.

SPED Camera Policy

Louisiana law requires school systems to establish policies for the installation and use of cameras in certain special education classrooms to ensure student safety and accountability.

Recent updates to the policy include:

Parental and Guardian Requests: Clarifies that parents no longer must request cameras to be placed in qualifying classrooms. If the classroom is a self-contained SPED classroom, the school must install a camera regardless.

Please note that RSL has no qualifying classrooms currently.

Parental Access to Instructional Materials

Louisiana law requires schools to ensure transparency and parental access to instructional materials used in classrooms. The purpose is to give parents and guardians the opportunity to review what their children are being taught and to strengthen communication between schools and families.

Key elements of the policy include:

Access to Materials: Parents have the right to review textbooks, curriculum guides, lesson plans, and other instructional resources used in their child's classroom.

Request Process: We have provided a clear process for parents to request access, including timelines for responding to requests.

This policy update promotes openness, accountability, and partnership with families, ensuring that parents are fully informed about their child's education.

Differentiated Compensation

FY 2025-26 Differentiated Compensation Allocation

- **Purpose:** Support teacher **recruitment & retention** by allowing differentiated pay.
- **Eligibility:** City/parish districts, charters (Types 1, 2, 5), RSD, lab schools, state schools.
- **Calculation:** \$290.07 per teacher (based on Fall 2024 MFP staffing count)
- **Allowable Uses:**
 - Stipends for teachers in **critical shortage areas** (Secondary Math, Science, Special Ed)
 - Stipends for **highly effective teachers**
 - Stipends for teachers in **high-need schools** ($\geq 85\%$ economically disadvantaged)
 - Stipends for **teacher leaders/mentors**
- **Distribution:** Paid in one lump sum; local boards must adopt.
- **Timeline:** Funds released ~Sept 12, 2025; strongly encouraged to use in FY 2025-26 (carryover allowed only if necessary).

Revised Incentives

Incentive Payout Summary (SY Data 25–26)

Some Incentives based on overall school performance:

- **Achieve Score:** Based on student proficiency in ELA, Math, Science, and Social Studies.
- **Growth Score:** Based on year-over-year student progress, including ELL and lowest 25% growth.
- **Overall Letter Grade:** Combines Achieve and Growth scores.

Position-Based Incentives:

- **Principals:** Up to **\$20,000** for overall school performance.
- **Curriculum Specialists & Acceleration Coaches:** Up to **\$15,000** for overall school performance.
- **Office Managers:** Incentives tied to **enrollment** and **ADA goals**; up to **\$10,000**.
- **K–2 Teachers:** **\$2,500** per goal met; additional **\$5,000** for meeting all/most goals.
- **Grades 3–8 Teachers:** **\$2,500** per LEAP goal; **\$5,000** bonus for meeting all.
- **ESS Teachers:** Incentives based on caseload performance in DIBELS, Numeracy, and LEAP up to **\$5000**.
- **Support Staff (Pre-K, Paras, Custodians, etc.):** Up to **\$2,000** overall school performance.

Notes:

- Incentives depend on **funding availability**.
- Growth based incentives will be **eliminated in SY 26–27**.
- Based on **End-of-Year assessment data**.

Salary Schedule

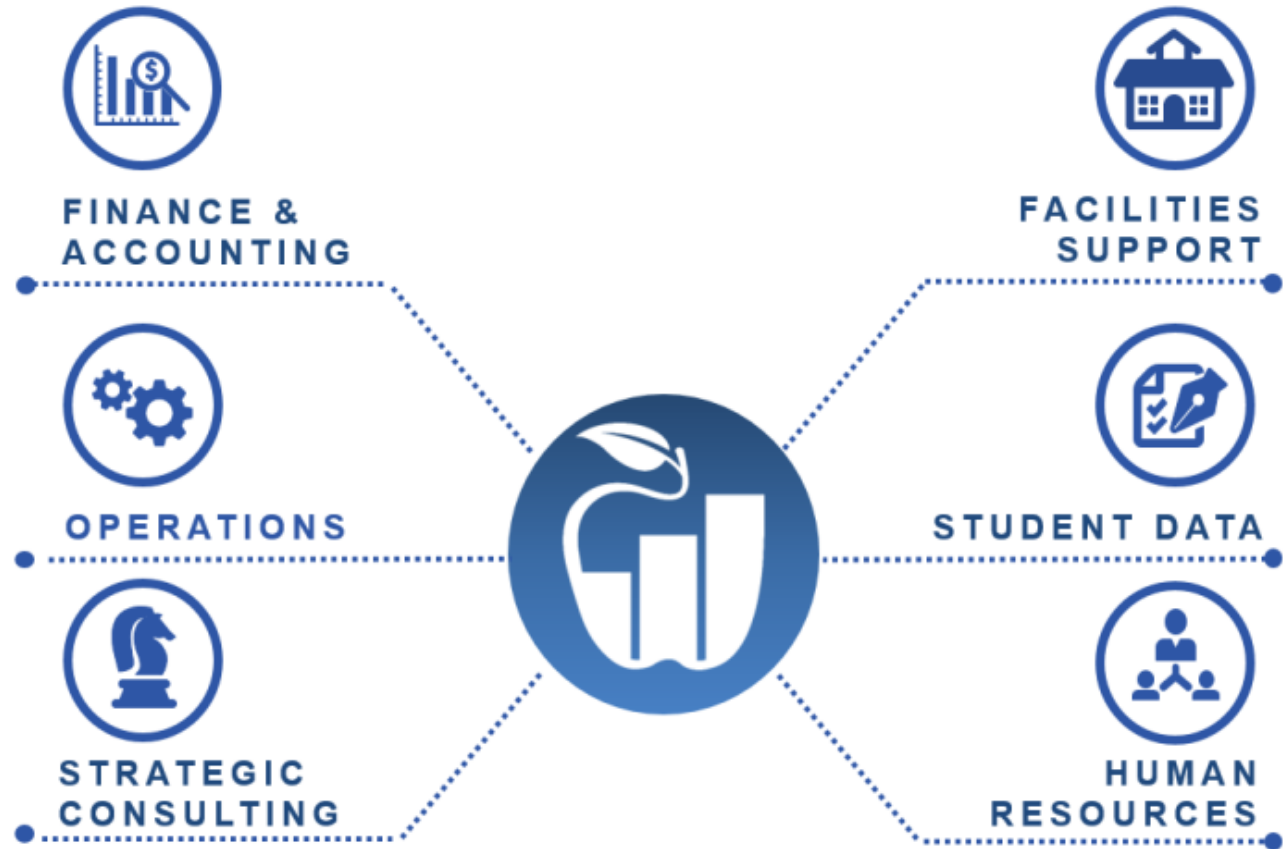
- Please see salary schedule in board packet.

General Notes:

- Salaries are based on **step levels** and **certification/education status**.

Operational Excellence in Support of Student Achievement

EdOps is a Washington, DC-based social venture (Certified B Corp) assisting clients with a range of services including accounting and bookkeeping, student data management, human resources, procurement, grants management, strategic consulting, and facilities finance support.



Coversheet

Principals' Report

Section:	II. Items scheduled for receipt/information
Item:	C. Principals' Report
Purpose:	FYI
Submitted by:	
Related Material:	Board_Data_Princiapl_ Template September 12 2025.pptx

Board Data

Principal's Report

DALTON **ELEMENTARY**



a Redesign School

Student Enrollment

Enrollments of 09/12/2025

Grade	Student Target	Students Enrolled	Open Seats	Teachers
K	20	21	0	Dorsey
1	40	27	13	D Joh/Griffin
2	40	27	13	Murr/Albert
3	20	20	0	Walls
4	20	16	4	Gress
5	25	24	0	Aitkadi
6	20	19	1	Stepter
7	15	13	2	Thompson
8	15	11	4	Ferguson
Total	215	178	37	

Attendance

07/2025 (13 days)	08/2025 (15 days)	09/2027 (7 days)	10/2025 (days)	11/2025 (days)	Total YTD (days)
82.2%	89.6%	90.30%			88.02%

DIBELS K – 3rd Grade

EOY 23–24	BOY 24–25	BOY 25–26
ABOVE 13%	ABOVE 7%	Above 12%
BENCHMARK 24%	BENCHMARK 16%	Benchmark
WELL BELOW 45%	WELL BELOW 61%	Well Below 38%
BELOW 10%	BELOW 10%	BELOW 10%

OVERALL LITERACY PERFORMANCE

GOAL: BY THE MOY, 40% OF OVERALL STUDENTS WILL BENCHMARK IN LITERACY.
GOAL: BY THE EOY, 65% OF OVERALL STUDENTS WILL BENCHMARK IN LITERACY.

LANIER

ELEMENTARY

a Redesign School

Student Enrollment

Enrollment as of 9/12/2025				
Grade	Student Target	Students Enrolled	Open Seats	Teachers
K	40	32	8	Friar / Rushing
1	40	31	9	Carr / Madden
2	40	29	11	Black/ Hodges
3	40	34	6	Green / Knighten
4	20	30	10	Ransom/ Houston
5	20	21	0	Guy /Parks
6	20	16	4	Wade
7	15	18	0	Thomas
8	15	13	2	Ard
Total	250	224	47	

Attendance

07/2025 (13 days)	08/2025 (15 days)	09/2025 (5 days) as of 9/9	10/2025 (days)	11/2025 (days)	Total YTD (days)
85.60%	93.90%	92.92%	%	%	90.57%

 Export

Reference data ⓘ : ☒ Hide ☐ National ☐ Louisiana Department of Education ☐ District

OVERALL LITERACY PERFORMANCE

GOAL: BY THE MOY, 51% OF OVERALL STUDENTS WILL BENCHMARK IN LITERACY.

Powered by BoardBuilder

Coversheet

Motion to approve unaudited financials through June 30, 2025

Section:	III. Items Scheduled for Action
Item:	A. Motion to approve unaudited financials through June 30, 2025
Purpose:	Vote
Submitted by:	
Related Material:	RSL - Monthly Presentation - June 2025 - Final.pptx RSL - Supplemental Report - June 2025 - Final.xlsx



June 2025 Financials

PREPARED **AUG'25** BY



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

Executive Summary

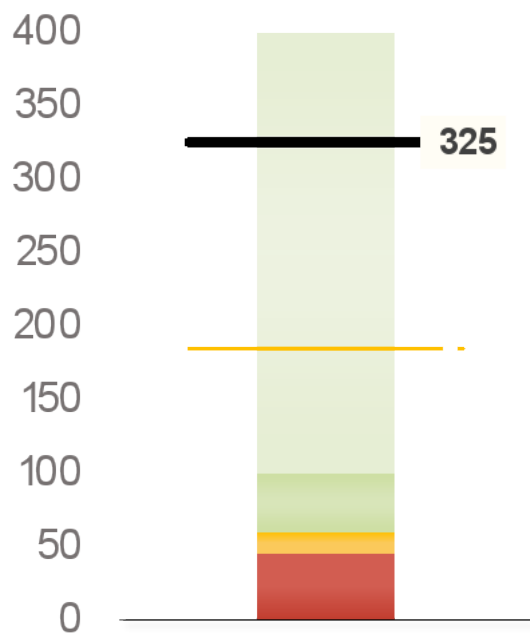


- In this month's financials, we recognized YTD actuals as a part of the "soft close." We're still working on preparing the books for the FY25 audit and receiving bills from vendors. This means that the financials are likely to change somewhat during the course of the audit.
- The June financials for FY24-25 resulted in a net income of \$1.7M, this does currently include \$737k from Employee Retention Tax Credits which could be recognized as prior year revenue following the audit
- As of 6/30/2025, Redesign had 325 days cash on hand, comfortably above the target of 45 days. Total cash and cash equivalents equaled \$7.3M.
- Looking forward to FY26, primary objectives include meeting our enrollment target, establishing the Pre-K program at Dalton, retaining quality staff.

Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

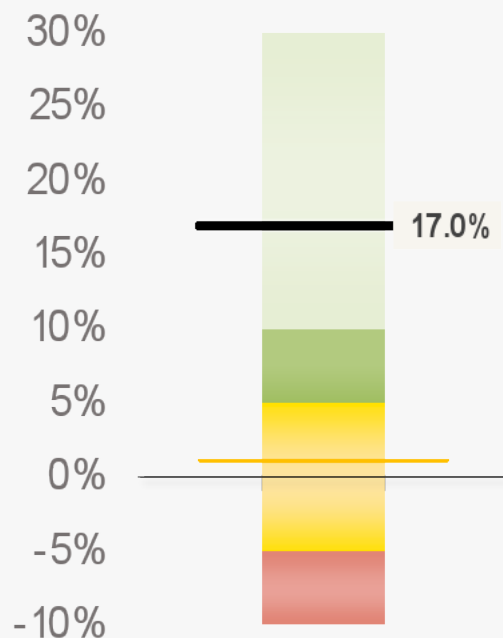


325 DAYS OF CASH AT YEAR'S END

The school will end the year with 325 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

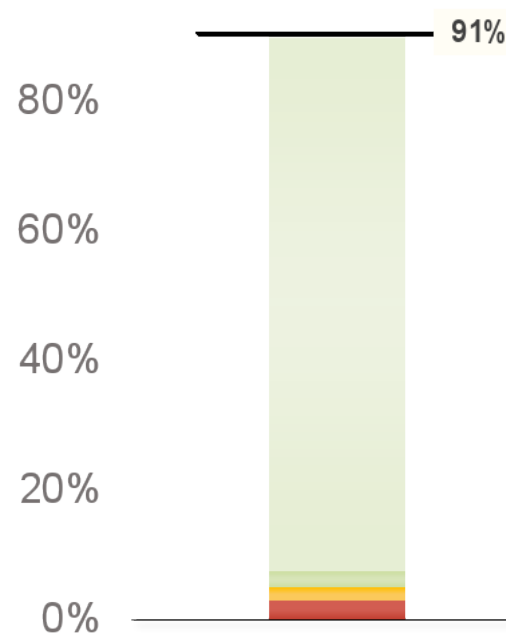


17.0% GROSS MARGIN

The forecasted net income is \$1.7m, which is \$1.6m above the budget. It yields a 17.0% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses

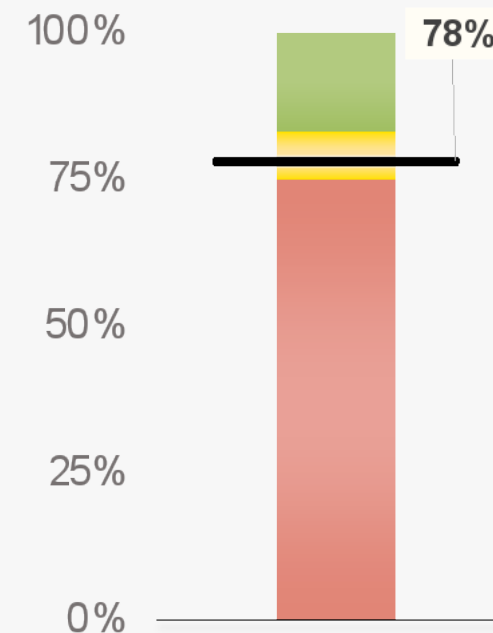


90.75% AT YEAR'S END

The school is projected to end the year with a fund balance of \$7,431,873. Last year's fund balance was \$5,755,795.

Grants Invoiced

Federal grants requested divided by federal grants awarded.



78% GRANTS INVOICED

We are rolling over the remaining portion of FY25 grant funding to FY26.

Redesign Financial Reports – Lanier



Lanier			
Annual			
	Forecast	Budget	Variance
Revenue			
Total State and Local Revenue	3,427,333	3,541,329	(113,996)
Total Federal Revenue	1,806,885	1,713,983	92,902
Total Revenue	5,421,079	5,255,311	165,767
Expenses			
Total Salaries	2,137,548	2,387,055	249,508
Total Employee Benefits	513,746	481,854	(31,892)
Total Purchased Professional And Technical Services	652,074	779,382	127,308
Total Purchased Property Services	215,977	205,670	(10,307)
Total Other Purchased Services	611,622	819,143	207,521
Total Supplies	223,315	396,250	172,935
Total Debt Service And Miscellaneous	4,733	71,000	66,267
Total Expenses	4,267,151	5,140,353	873,202
Net Income	1,153,927	114,958	1,038,969

Redesign Financial Reports – Dalton



Dalton			
	Annual		
	Forecast	Budget	Variance
Revenue			
Total State and Local Revenue	2,863,428	3,397,956	(534,528)
Total Federal Revenue	1,594,425	1,708,583	(114,157)
Total Revenue	4,538,712	5,106,539	(567,826)
Expenses			
Total Salaries	2,059,667	2,335,255	275,589
Total Employee Benefits	483,937	524,318	40,381
Total Purchased Professional And Technical Services	562,743	776,831	214,088
Total Purchased Property Services	159,388	205,670	46,282
Total Other Purchased Services	546,430	794,398	247,969
Total Supplies	193,781	396,250	202,469
Total Debt Service And Miscellaneous	16	71,000	70,984
Total Expenses	3,923,218	5,103,723	1,180,505
Net Income	615,494	2,816	612,679

	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>	<i>Rem %</i>
Revenue								
State and Local Revenue	6,290,761	6,800,726	(509,965)	6,290,761	6,800,726	(509,965)	-	0%
Federal Revenue	3,401,310	3,582,823	(181,514)	3,401,310	3,582,823	(181,514)	-	0%
Private Grants and Donations	173,040	-	173,040	173,040	-	173,040	-	0%
Earned Fees	-	-	-	-	-	-	-	
Total Revenue	9,865,110	10,383,549	(518,439)	9,865,110	10,383,549	(518,439)	-	
Expenses								
Salaries	4,197,214	4,758,412	561,198	4,197,214	4,758,412	561,198	-	0%
Employee Benefits	868,428	1,036,331	167,902	868,428	1,036,331	167,902	-	0%
Purchased Professional And Technical Services	1,214,817	1,511,713	296,896	1,214,817	1,511,713	296,896	-	0%
Purchased Property Services	333,401	411,279	77,878	333,401	411,279	77,878	-	0%
Other Purchased Services	1,158,052	1,613,541	455,489	1,158,052	1,613,541	455,489	-	0%
Supplies	417,096	792,500	375,404	417,096	792,500	375,404	-	0%
Debt Service And Miscellaneous	24	142,000	141,976	24	142,000	141,976	-	0%
Total Expenses	8,189,032	10,265,776	2,076,744	8,189,032	10,265,776	2,076,744	-	
Net Income	1,676,078	117,774	1,558,305	1,676,078	117,774	1,558,305	-	
Cash Flow Adjustments	1,433,776	(399,156)	1,832,932	1,433,776	(399,156)	1,832,932	-	
Change in Cash	3,109,854	(281,383)	3,391,237	3,109,854	(281,383)	3,391,237	-	

	<i>Previous Year End</i>	<i>Current</i>	<i>Year End</i>
Assets			
Current Assets			
Cash	4,947,742	7,294,156	7,294,156
Accounts Receivable	1,552,047	543,069	543,069
Total Current Assets	6,499,789	7,837,225	7,837,225
Noncurrent Assets			
Operating Fixed Assets, Net	13,226	0	0
Total Noncurrent Assets	13,226	0	0
Total Assets	6,513,015	7,837,225	7,837,225
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	329,578	748,920	748,920
Accounts Payable	427,642	323,854	323,854
Total Current Liabilities	757,220	1,072,774	1,072,774
Total Long-Term Liabilities	0	0	0
Total Liabilities	757,220	1,072,774	1,072,774
Equity			
Unrestricted Net Assets	4,645,215	4,995,030	4,995,030
Net Income	1,110,580	1,769,421	1,769,421
Total Equity	5,755,795	6,764,451	6,764,451
Total Liabilities and Equity	6,513,015	7,837,224	7,837,224

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 2025 - Final.xlsx

Coversheet

Motion to approve Fiscal and Operating Policies

Section:	III. Items Scheduled for Action
Item:	B. Motion to approve Fiscal and Operating Policies
Purpose:	Vote
Submitted by:	
Related Material:	RSL_Fiscal_Policies_Revised_August_2025.pdf

REDESIGN SCHOOLS LOUISIANA

FISCAL AND OPERATING POLICIES

100 INTERNAL CONTROL POLICIES

101 *Introduction*

Internal control policies provide Redesign Schools Louisiana (School) with the foundation to properly safeguard their assets, implement internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as publicly supported entities, Redesign Schools Louisiana schools have additional responsibilities to ensure the public's confidence and the integrity of the Schools' activities.

102 *Compliance with Laws*

Redesign Schools Louisiana will follow all the relevant laws and regulations that govern the Charter Schools. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Redesign Schools Louisiana:

A. Political Contributions

No funds or assets of Redesign Schools Louisiana may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Redesign Schools Louisiana for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Redesign Schools Louisiana also cannot be involved with any committee or other organization that raises funds for political purposes.

The following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the Redesign Schools' assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the Schools' books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, it is required that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Redesign Schools Louisiana.

2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 ORGANIZATIONAL CONFLICTS OF INTEREST

Redesign Schools Louisiana will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to Redesign Schools or members of its leadership, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agencies and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agencies and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Directors, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Schools.

201 *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, Redesign Schools Louisiana is guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

202 *Board Of Directors' Authorities*

The Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with Authorizer pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of the Superintendent (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Schools' certified public accountants and (xi) other activities associated with the operations of the School.

The Board of Directors will meet at least three (3) times per year to ensure that its fiduciary duty is maintained. The Board will review at minimum the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the School, the Superintendent and Director of Policy are the only staff members with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$10,000 will require two signatures prior to check issuance. For cash transactions being disbursed to the Superintendent, an authorization signature is required by the Board Treasurer. If that transaction is greater than 10,000, it will require an authorization signature from the Board Treasurer and an additional Board Member.

204 *Government Access to Records*

The Associate Superintendent or contracted business back office services provider will provide access to the organization's records to the LDOE and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

- A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.
- B. All other financial data, unused checks and unclaimed checks will be secured by the Associate Superintendent or the business back office services provider from unauthorized access.

206 *Security of School Documents*

It is the policy of Redesign Schools Louisiana to utilize passwords to safeguard this information and restrict access to accounting and financial data. Only duly authorized individuals will be assigned passwords that allow access.

Accounting/finance staff are expected to keep passwords secret. Administration of passwords shall be performed by responsible individuals independent of fiscal functions.

Each password enables a user to gain access to only those software and documents necessary for each employee's required duties.

It is Redesign School's policy to maintain back-up copies of electronic data files in a secure fire-protected environment. Access to back-up files shall be limited to individuals authorized by the Superintendent.

207 *Use of School Assets*

- A. No employee may use any of the Schools property, equipment, material or supplies for personal use without the prior approval of Superintendent, Associate Superintendent, and/or Principal.

208 *Use Of School Credit Cards*

- A. Redesign Schools Louisiana credit cards will only be issued with the formal approval of the Superintendent and/or Associate Superintendent and with proper justification. The cost/benefit to Redesign Schools Louisiana should be fully reviewed to ensure that no other method is appropriate. All charges must be supported by invoices or travel reports to be eligible for payment by the School.
- B. Monthly credit card statements are reconciled to invoices and travel reports and are reviewed by the network personnel, treasurer and back office provider monthly for compliance, accuracy, and budget alignment prior to approval by appropriate separate personnel.
- C. Allowable Business Use: Purchases directly related to school operations that are reasonable, necessary, and approved under this policy such as:
 - 1. Official school travel expenses (transportation, lodging, meals within per diem limits)
 - 2. Approved instructional supplies, materials, and equipment
 - 3. Approved professional development and training registrations
 - 4. Vendor purchases when purchase orders are impractical or unavailable
 - 5. Emergency repairs or services necessary to maintain school operations

300 FINANCIAL MANAGEMENT POLICIES

301 *Basis Of Accounting*

Redesign Schools Louisiana will maintain its accounting records and related financial reports on the accrual basis of accounting.

302 *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with the non-profit requirements of the Financial Accounting Standards Board (FASB), FASB is the recognized standard setting body for establishing non-profit accounting and financial reporting principles.

303 *Basis of Presentation*

The accounts of Redesign Schools Louisiana are organized on a basis of the charter school required elements of the Standardized Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The School uses the following fund:

Main Fund - This fund is used to account for all financial resources associated with the operation of the schools. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 *Revenues*

Under the accrual basis of accounting, revenues are recognized when earned.

Redesign may receive revenue from several types of transactions. Revenue from each of these types of transactions is recognized in the financial statements in the following methods:

- A. Grant Income – Monthly accrual, based on incurrence of allowable costs (for cost reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service and other types of awards)
- B. Rental Income – Monthly accrual, based on the terms of each sublease.
- C. Conference training or seminar revenue – Deferred as received, reclassified to income at the close of the month in which the conference, training or seminar is held.
- D. Contributions – Recognized as income when received, unless accompanied by restrictions or conditions.
- E. Immaterial categories of revenue may be recorded on a cash basis of accounting as deemed appropriate by the Superintendent and/or Associate Superintendent.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 *Cash Management*

The primary operating account provides for routine business check disbursements. Cash should be deposited into this account for ordinary transactions unless otherwise restricted by conditions of receipt. Cash transfers are done on an as needed basis to cover cash disbursements. Excess funds may be transferred into short-term investments or interest-bearing cash equivalents upon Board approval to mitigate concentration of risk.

308 *Grants Receivable Aging Criteria*

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. Redesign Schools Louisiana prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget (if needed). These budgets and projections are reviewed and approved by the Board of Directors, prior to June 30th each year and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Superintendent, Associate Superintendent, and Board Treasurer and presented to the Board of Directors at each regularly scheduled board meeting.

311 *Insurance And Bonding*

- A. The Schools maintain minimum levels of coverage, as deemed appropriate by the Superintendent and/or Associate Superintendent, for the following policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Superintendent and/or Associate Superintendent.

312 *Record Retention And Disposal*

- A. Records are maintained for the following indicated minimum periods:

1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

313 *Record Retention And Disposal - continued*

- A. All financial records are maintained in chronological order, organized by fiscal year.

- B. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Associate Superintendent listing the record or the class of records disposed of.

314 *Financial Reporting*

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:

1. Financial statements for audit
2. Annual budget

- B. Monthly:

1. Trial balance
2. Internally generated budget vs. actual financial statements
3. Billing invoices to funding sources
4. Updating the cash flow projection

- C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
2. Other reports upon request

315 *Audit*

The Board of Directors collaborates with the Superintendent and Associate Superintendent annually for qualified certified public accounting firm to conduct an audit of the Redesign Charter Schools' financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, Louisiana Department of Education, and any other required agencies by state law.

316 *Full Board as it relates to Audit and Finances*

The full Board of Directors acts as an audit/finance review committee. Staff will present an analysis of independent auditor proposals to the Board and make a recommendation for selection of an independent auditor. The Board will select the independent auditor and review the scope and results of the audit. The Board also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the School will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The Board of Directors will also review all financial information of Redesign Schools Louisiana.

400 **POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY**

401 *ASSETS*

402 *Bank Accounts*

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Directors of the Redesign Schools at the indicated Federal Deposit Insurance Corporation (FDIC)-insured bank.

403 *Fixed Assets*

Physical assets acquired with a unit cost equal to or greater than \$5,000 are capitalized as fixed assets on the financial statements. Items with unit costs below this threshold shall be expensed in the year purchased.

Fixed assets are depreciated over the estimated useful life using the straight-line method.

Estimated useful lives of capitalized assets shall be determined by the Superintendent and/or Associate Superintendent in conjunction with the department or employee that shall utilize the asset. The following is a list of the estimated useful lives of each category of fixed asset for depreciation purposes:

Buildings	30 years
Building Improvements	20 years

Furniture and Fixtures	up to 10 years
General Office Equipment	7 years
Vehicles	5 years
Computer Hardware or Peripherals	3 – 5 years
Computer Software	2 – 3 years
Leased Assets	life of lease
Leasehold Improvements	remaining of lease term or 5 yrs whichever is greater

For accounting and interim financial reporting purposes, depreciation expense may be recorded on a quarterly basis.

404 LIABILITIES AND FUND EQUITY

405 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving reports or other approved documentation are recorded as accounts payable.

406 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 *Liability For Compensated Absences*

Compensated absences arise from employees' absences from employment due to Personal Leave. When Redesign Schools expect to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

- A. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
- B. The employee's right to receive the compensation for the future absences is accrued.
- C. It is probable that the compensation will be paid.
- D. The amount of compensation is reasonably estimable.

Compensated absences not required to be paid upon employee termination is only recorded when paid.

Leaves that do not “vest” with employees (i.e. leave that is not paid to employees if unused at the time of termination of employment) such as Personal Leave, shall not be accrued as a liability of Redesign.

409 *Debt*

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 **REVENUE**

501 *Revenue Recognition*

Redesign Schools Louisiana records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 **FACILITIES**

601 *Disposal Of Property And Equipment*

No item of property or equipment shall be removed from the premises without prior approval from the Associate Superintendent.

Redesign Schools Louisiana has adopted standard disposition procedures for Redesign School’s staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset’s book value, condition of the asset, and supervisory approval or denial.

When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected as such.

700 PROCUREMENT POLICIES

701 The Redesign Schools adhere to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 2. Make all purchases in the best interests of Redesign Schools and their funding sources.
 3. Obtain quality supplies/services needed for delivery at the time and place required.
 4. Buy from responsible sources of supply.
 5. Obtain maximum value for all expenditures.
 6. Deal fairly and impartially with all vendors.
 7. Maintain dependable sources of supply.
 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Redesign Schools' supplier relationships.
- A. Redesign Schools Louisiana will execute a Purchase Order for all purchases except when it is in the best interest of the company to obtain maximum value for its expenditures. When staff receive a lower price from companies that do not accept purchase orders, the decision will be made to utilize either a check or a credit card to make the purchase. Purchases shall be approved by the Associate Superintendent and authorized by the Superintendent for amounts less than \$100,000 per school and by the Board of Directors if greater than \$100,000 per school.
- B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the Superintendent and/or Associate Superintendent. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 *Employee Mileage Reimbursement*

- A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven,

parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

- C. If employees request to be reimbursed at a monthly flat fee, the payment will be done through payroll and will be subject to all applicable taxes under the IRS regulations.

900 CONSULTANTS AND CONTRACTORS

901 *Consultant Utilization*

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Redesign School's rights to educational curricula and intellectual property developed.

902 *Independent Contractors*

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

903 *Contract Review*

All contracts with a total value exceeding \$50,000 or involving legal risk (e.g., intellectual property, student data, real property, employment terms) must be reviewed by the school's legal counsel prior to execution. Contracts below this threshold may be reviewed at the discretion of the Superintendent or designee. The Superintendent has final say on the contract approval. Administrative Staff will monitor contracts by regularly assessing deliverables, timelines, and quality of goods/services.

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for Redesign Schools.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the appropriate accounting staff before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the back office provider.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the back office provider for presentation to the Superintendent and/or Associate Superintendent.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office services provider to the Superintendent and/or Associate Superintendent.
2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office services provider.
3. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash

Redesign Schools annually prepare and update monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

Redesign Schools have internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. Redesign Schools also use electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

1. Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
2. Listed receipts and credits compared to accounts receivable and bank deposits.
3. General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger.

D. Bank Collateral Policy

To ensure compliance of bonds pledged by depositories and limitations on amounts of deposits. Deposits of funds in excess of the amount insured by an agency of the federal government (for example FDIC insurance) must be separately collateralized to minimize financial risk. Redesign Louisiana Schools will review on a quarterly basis approved depository accounts to ensure all funds are properly collateralized. Collateral requests will be made with our funding institution to cover any at risk amounts.

Procedures

1. Mail is received by the Office Manager who sorts the checks and forwards them to the Associate Superintendent. Checks may also be received and deposited via electronic transfer.
2. All checks are restrictively endorsed immediately by the Associate Superintendent.
3. The Associate Superintendent prepares deposit slips and forwards them to the back office provider for the preparation of journal entries.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back office provider reviews and signs off on journal entries.
6. The back office provider inputs journal entries.
7. The Associate Superintendent makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the back office services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

1. Pre-numbered checks and special check protective paper.
2. Match disbursement records against accounts payable/open invoice files.
3. Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office provider, if applicable.
4. Supporting documentation canceled to prevent resubmission for payment.
5. Detailed comparison of actual vs. budget disbursements on a periodic basis.
6. Separation of duties to the extent possible for an organization the size of the Redesign Schools.

Procedures

1. . An employee who is not involved in accounts payable electronic system, will enter new vendors into electronic system.
2. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Associate Superintendent in the electronic system.
3. All invoices submitted for approvals for payment to authorized signatories, expense account charged, check number and date of payment.
4. The back office provider and Associate Superintendent approve checks, after examining the supporting documentation.
5. After having been approved and authorized, the checks are mailed or electronically transferred to the payee by back office provider.
6. All supporting documents are uploaded into the A/P system by back office provider as backup for each check.
7. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies by back office provider.
8. Bank statements are reconciled soon after receipt by either the back office business services provider and reviewed by the Superintendent.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

Redesign Schools do not use Petty Cash Funds. All local emergency school expenditures are done via credit card transactions.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the Redesign Schools hire only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Principal or Leadership staff and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the Redesign Schools before any employee may start work.

Leave

1. Employees accrue Personal Leave based on personnel policy of the Redesign Schools.
2. Employees are required to provide at least two weeks advanced notice to supervisors for a time off request.

3. Regular part-time employees may not accrue Personal Leave.
4. Employees' accrued Personal Leave time is adjusted monthly to reflect time off earned and taken and reviewed by the Principal or Supervisor.
5. Personal Leave taken is monitored against each employee's available time leave time on an electronic spreadsheet and reviewed by the Principal or Supervisor.
6. Before Personal Leave is paid, a *Request* is to be prepared by the employee, which is reviewed and approved by the Principal or Supervisor.
7. Redesign monitors Personal Leave off using a web-based HR system.
8. A General Journal entry is prepared at year-end to record the accrued time off liability.
9. Unused Personal Leave is based on personnel policy of the Redesign Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper punching in and out utilizing a biometric clock to assure the accuracy of recorded time to cost objectives.

B. Punches

Labor hours are accurately recorded by the use of biometric clocks and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

Reconciliation of hours charged to attendance records.

Procedures

Time and Attendance

1. Hourly and salary employees clock in and out using biometric time clocks daily.

Approval and Collection of Time and Attendance

1. Each employee's punches are reviewed daily by HR and exceptions are reported to the Principal.
2. Authorized time clock punches are processed by the back office provider for payment.

Reconciliation of Payroll to Punches

1. Hours shown on time and attendance system are reconciled to the hours recorded on the Payroll Register by the HR department for each payroll period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

Time records are periodically reconciled with payroll records.

Procedures

1. Employee time sheets are approved by Principals and reviewed by HR. All deviations from pre-programmed parameters are approved by Principal.
2. The total time recorded on the time and attendance system and the number of employees is calculated by the payroll system and reviewed by HR and the back office provider.
3. Recorded hours from the time clock punches are communicated to the Payroll Service electronically.
4. The payroll documents received from payroll software (e.g., calculations, payrolls and payroll summaries) are compared with employee punches, pay rates, payroll deductions, compensated absences etc. by the HR department and the back office provider.
5. The back office provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office provider.
7. The Payroll Register is reviewed and approved by Redesign Schools' appropriate personnel.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The contracted payroll provider calculates payroll withholdings, which are reviewed and verified by the back office provider.

Procedures

1. The web based payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office provider.
3. The back office provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office provider.

1300 DEPRECIATION

Procedures

1. Redesign Schools Louisiana capitalizes all fixed assets when acquired, and records the actual cost of these items in accordance with generally accepted accounting principles. Depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure Redesign Schools pays for only authorized business expenses.

Major Controls

A. Travel Policies

Redesign Schools has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by the Superintendent and/or Associate Superintendent.
- (ii) Documentation for incurred employee expenses.
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
3. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Associate Superintendent.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Superintendent and/or Associate Superintendent work with the back office provider and prepare the annual operating and capital budgets (if needed) and cash flow projection, with input from the Redesign School's community. The budgets and projection are submitted to the Board of Directors for approval.

B. Internal Accounting Controls

Redesign Schools staff and back office provider ensure accuracy and completeness of the budget and projections.

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office provider prepares a preliminary budgets and projection for review by the Superintendent and/or Associate Superintendent in consultation with the Redesign Schools' staff.
2. To support budgets and projection estimates, the back office provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office provider, the Superintendent and/or Associate Superintendent review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Directors approves and adopts the final budgets and projection.
5. The adopted budget(s) totals are entered in the General Ledger by the back office provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the Redesign Schools are audited by a certified public accounting firm.

Procedures

1. The back office provider prepares budget vs. actual financial reports and cash flow projection for the Board of Directors meetings.
2. Redesign Schools submit to an audit of their financial statements by a qualified certified public accounting firm.

3. Redesign Schools shall automatically submit all financial reports required by law.

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. Redesign Schools maintain a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (vi) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office provider for accuracy and completeness.

Coversheet

Motion to approve Pupil Progression Plan 25-26

Section:	III. Items Scheduled for Action
Item:	C. Motion to approve Pupil Progression Plan 25-26
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026-ppp-Dalton.docx 2025-2026-ppp-Lanier.docx

2025-2026 Pupil Progression Plan

Local Education Agency:

Dalton Elementary School, a
Redesign School

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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I. Background and Purpose

Louisiana state law ([RS 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 PPP 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.

[RS 17:24.4](#) 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 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 the PPP is 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.

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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

II. 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 these provisions.

Grade 1

Any child admitted to kindergarten pursuant to 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 30th 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 enrollment in 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.

III. 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 VI. 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 interim assessments, academic grades, ST Math, Exact Path, DIBELS, Panorama Ed, Schoolwide Writing Exams, Grade Level Competencies tracker and state testing data (if applicable to the grade level). 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 the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an Individualized 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 implemented. Third grade students will be promoted if they demonstrate proficiency in the Louisiana Student Standards for their grade level. Student data will be evaluated on the performance of grade-level standards through the following methods: weekly and periodic assessments, academic grades, ST Math, Exact Path, 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, Exact Path, 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.

IV. 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/postsecondary 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 took effect 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.

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 course. 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 a 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.

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.

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

1. 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.
2. 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.

V. 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 a 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 state law.

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

There are no additional considerations for this area.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) 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 the 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.

VII. 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, including high-dosage tutoring, 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.

VIII. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;

- Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. 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 the 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.

X. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.
 - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;

- is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
- graduates or withdraws from high school;
- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XI. Alternative Education Placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to *Bulletin 741 - 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 who has been expelled upon recommendation by the School Principal and approved by the Administrative Hearing Panel will be placed into Homebound Alternative Setting or an Isolated Learning Area, separate from the student body. Special education students may also be placed on Homebound Instruction or in the Isolated Learning Area if the IEP Team Recommend Alternative Placement. Instruction will be delivered by a qualified teacher from the school or through online or in-person academic programming. A student who is expelled shall remain under the Homebound arrangement or in isolation 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 acceptable conduct. Once a student has successfully met the expulsion guidelines and expectations established by the expulsion hearing committee at the beginning of the expulsion period, they may return to school. Conversely, if the student fails to meet these guidelines and expectations within the designated time frame, they will not be permitted to return to the regular school setting and will remain in their alternative placement. The return process shall include a re-entry meeting with the Student, Parent(s), and School Administration.

XII. Due process related to student placement and promotion

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

Regular education students:

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

Students with disabilities:

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, the district must notify 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 a 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.

XIII. Additional LEA policies related to student placement and promotion

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

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

RSL is committed to providing 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 99th 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.

Additional Course Choice program priorities include giving priority to students whose academic needs or career interests align with advanced or specialized coursework opportunities. Priority enrollment will be extended to students who require higher-level courses in Mathematics or English to remain on track for accelerated pathways. Additional consideration will be given to students who demonstrate strong academic readiness, as evidenced by benchmark assessments, teacher recommendations, or successful completion of prior coursework, and who would benefit from advanced coursework not available on campus. To qualify, students must meet minimum eligibility requirements, including a LEAP score of Mastery or Advanced in English Language Arts or Mathematics and a cumulative GPA of 2.5 or higher. Furthermore, students with a defined career interest that directly aligns with the available course offerings shall also be prioritized for participation.

XIV. 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

2025-2026 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

Superintendent

Board President

2025-2026 Pupil Progression Plan

Local Education Agency:

Lanier Elementary School, a Redesign
School

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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I. Background and Purpose

Louisiana state law ([RS 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 PPP 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.

[RS 17:24.4](#) 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 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 the PPP is 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.

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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

II. 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 these provisions.

Grade 1

Any child admitted to kindergarten pursuant to 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 30th 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 enrollment in 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.

III. 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 VI. 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 interim assessments, academic grades, ST Math, Exact Path, DIBELS, Panorama Ed, Schoolwide Writing Exams, Grade Level Competencies tracker and state testing data (if applicable to the grade level). 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 the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an Individualized 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 implemented. Third grade students will be promoted if they demonstrate proficiency in the Louisiana Student Standards for their grade level. Student data will be evaluated on the performance of grade-level standards through the following methods: weekly and periodic assessments, academic grades, ST Math, Exact Path, 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, Exact Path, 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.

IV. 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/postsecondary 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 took effect 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.

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 course. 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 a 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.

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.

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

1. 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.
2. 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.

V. 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 a 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 state law.

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

There are no additional considerations for this area.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) 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 the 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.

VII. 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, including high-dosage tutoring, 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.

VIII. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;

- Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:Xl.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. 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 the 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.

X. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.
 - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;

- is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
- graduates or withdraws from high school;
- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XI. Alternative Education Placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to *Bulletin 741 - 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 who has been expelled upon recommendation by the School Principal and approved by the Administrative Hearing Panel will be placed into Homebound Alternative Setting or an Isolated Learning Area, separate from the student body. Special education students may also be placed on Homebound Instruction or in the Isolated Learning Area if the IEP Team Recommend Alternative Placement. Instruction will be delivered by a qualified teacher from the school or through online or in-person academic programming. A student who is expelled shall remain under the Homebound arrangement or in isolation 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 acceptable conduct. Once a student has successfully met the expulsion guidelines and expectations established by the expulsion hearing committee at the beginning of the expulsion period, they may return to school. Conversely, if the student fails to meet these guidelines and expectations within the designated time frame, they will not be permitted to return to the regular school setting and will remain in their alternative placement. The return process shall include a re-entry meeting with the Student, Parent(s), and School Administration.

XII. Due process related to student placement and promotion

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

Regular education students:

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

Students with disabilities:

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, the district must notify 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 a 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.

XIII. Additional LEA policies related to student placement and promotion

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

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

RSL is committed to providing 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 99th 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.

Additional Course Choice program priorities include giving priority to students whose academic needs or career interests align with advanced or specialized coursework opportunities. Priority enrollment will be extended to students who require higher-level courses in Mathematics or English to remain on track for accelerated pathways. Additional consideration will be given to students who demonstrate strong academic readiness, as evidenced by benchmark assessments, teacher recommendations, or successful completion of prior coursework, and who would benefit from advanced coursework not available on campus. To qualify, students must meet minimum eligibility requirements, including a LEAP score of Mastery or Advanced in English Language Arts or Mathematics and a cumulative GPA of 2.5 or higher. Furthermore, students with a defined career interest that directly aligns with the available course offerings shall also be prioritized for participation.

XIV. 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

2025-2026 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

Superintendent

Board President

Coversheet

Motion to approve Seclusion and Restraint Policy

Section:	III. Items Scheduled for Action
Item:	D. Motion to approve Seclusion and Restraint Policy
Purpose:	Vote
Submitted by:	
Related Material:	Seclusion_Restraint_Policy_and_Procedures_25.26_Final.pdf



Dalton Elementary & Lanier Elementary

Seclusion and Restraint Policy and Procedures

Under
Louisiana Revised Statutes 17:416.21 &
Louisiana Department of Education Bulletin 1706
§§540 543

INTRODUCTION

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint at Redesign Schools Louisiana(RSL) following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDOE).

These procedures specifically address the statutory requirements of La. R.S. 17:416.21 and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document in no way constitutes the totality of interventions and strategies that may be used by Redesign Schools Louisiana and its personnel in addressing the educational needs of students with exceptionalities.

For the purposes of this document, Redesign Schools Louisiana (RSL) may encompass policies adopted by the RSL Board; administrative procedures implemented by school administrators and school employees (as defined herein), and guided forms developed to assist school employees in carrying out their responsibilities under La. R.S. 17:416.21 and applicable sections of Louisiana Bulletin 1706.

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DEFINITIONS

Refer to this glossary for the bolded terms in this document.

CRISIS INTERVENTION- Means the implementation of an action plan for school personnel when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities.

EMERGENCY- A sudden, generally unexpected set of circumstances that requires immediate action.

IMMINENT RISK OF HARM – An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within a matter of moments.

MECHANICAL RESTRAINT - The application of any device or object used to limit a person’s movement. The term does NOT include the following:

- A protective or stabilizing device used in strict accordance with the manufacturer’s instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider.
- Any device used by a duly licensed law enforcement officer in the execution of his official duties.

PHYSICAL ESCORT - Touching or holding a student with or without the use of force for the purpose of directing the student to a new location. Physical escort does not include the unforced holding of a student’s hand or other physical prompts for the purpose of safely guiding the student from one task to another or directing the student in an educational activity.

PHYSICAL RESTRAINT - Bodily force used to limit a person’s movement. The term does NOT include the following:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student’s action if said action is likely to result in harm to the student or any other person.
- Holding of a student by one school employee, for the purpose of calming or comforting the student—provided the student’s freedom of movement or normal access to his/her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT - A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

SECLUSION - A procedure that isolates and confines a student in a separate room or area until he/she is no longer an imminent risk of harm to self or others.

SECLUSION ROOM - A room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and continuously supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

SENSORY ROOM- means a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior.

SCHOOL EMPLOYEE - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

SCHOOL HEALTH DESIGNEE- Means a school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used

SUBSTANTIAL RISK OF INJURY -- Behavior expressed through verbal and/or physical means to cause serious physical harm to self or others, whether or not considered directly and substantially to be a manifestation of the student's disability.

TIME-OUT -- A behavior reduction procedure that involves the absence of positive reinforcement for a limited period of time. Time-out may include: (1) *Inclusionary time-out* where the student remains in sight and sound of others in the classroom; (2) *Exclusionary time-out* where the student leaves the learning environment and goes to another location but is not isolated and prevented from leaving. These forms of time-out are NOT considered by the school board to constitute seclusion but must be monitored and documented at the school level to ensure that repetitive incidents of time-out do not occur and, if occurring, do not result in substantial isolation of the student from instructional activities.

WRITTEN GUIDELINES AND PROCEDURES -- The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to school behavior that may require immediate intervention.

SUPERINTENDENT'S DIRECTIVES

PURSUANT TO SCHOOL BOARD POLICY

RSL has approved the following guidelines and procedures relative to the use of **seclusion** and **restraint** by its employees:

Reporting requirements

- ❖ Notification requirements for school officials and parents/legal guardians

When a student is restrained or placed in **seclusion**, a school nurse or **school health designee** shall visit the student as soon as possible, but no later than the end of the same school day to look for and document any signs of injury or distress. The **school employee** who secluded or physically restrained the student shall notify the school principal and the principal or his designee shall notify electronically the director of special education as soon as is practicable but no later than one hour following the release of the student, or the end of the same school day, whichever occurs first. A school administrator shall notify the student's parent or legal guardian via a phone call as soon as is practicable but no later than the end of the same school day. If an administrator is not available, the administrator's designee must notify the parent(s). All employees who witnessed/assisted with the incident must complete Forms SR 1 and SR 2 by the end of the school day and submit the form to their school administrator. Form SR1 must be mailed to the parent(s) no later than one school day after the incident. The director of special education must receive a copy of the completed form by the end of the school day.

- ❖ Form SR2 must be completed by the person(s) designated to observe/monitor the student every 15 minutes. This form must be submitted to the administrator by the end of the day of the incident.

- ❖ Explanation of methods of physical restraint

Employees with appropriate **crisis intervention** training are trained to focus on prevention and use proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. When practical, these employees are the 'first responders' in situations that may escalate to the point of **physical restraint**. These employees are trained to practice the principles of non-harmful physical intervention, thereby reducing the risk of injury.

- ❖ Training requirements relative to the use of restraint

The principals, in conjunction with Network Office Personnel, will select the employees to be trained. The training will be conducted by a certified team of trainers with refresher/updates provided annually. The Associate Superintendent will maintain documentation of training.

- ❖ Dissemination of guidelines and procedures to all school employees
All school employees will be provided a copy of the RSL Seclusion and Restraint Policy and Procedures. All employees will be afforded the opportunity to receive additional information upon request.
- ❖ Dissemination of guidelines and procedures to every parent of a child with an exceptionality
The RSL Seclusion and Restraint Policy and Procedures will be posted on the RSL website. They will also appear in the Student Handbook. Parents of all students with an Individualized Education Program (IEP), (including gifted and talented) will receive a copy annually.
- ❖ Notification to the Louisiana Department of Education
The Superintendent will be responsible for notifying the LDOE

SECLUSION

Seclusion is a procedure that isolates and confines a student in a separate room or area until they are no longer an **imminent risk of harm** to self or others. **Seclusion** does not include **time-out**, “which is a behavior management technique that is part of an approved program, that involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming”. The term does not include in-school suspension or student requested breaks.

Seclusion is permitted only:

- For behaviors that involve an **imminent risk of harm** meaning an immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within a matter of moments..
- As a LAST resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
- As long as necessary to minimize the **imminent risk of harm** while summoning the assistance of **crisis intervention** personnel, **emergency** medical services personnel, and/or law enforcement officers when a crime has been committed.

Seclusion is prohibited:

- For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors **SHALL** be responded to with less stringent and less restrictive techniques).
- As a form of discipline or punishment.
- As a threat to control, bully, or obtain behavioral compliance.
- For the convenience of school personnel.
- When unreasonable, unsafe, or unwarranted.
- If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

SECLUSION ROOM

Seclusion Room is permitted only under the following conditions:

- As a LAST resort if and when less restrictive measures, such as **positive behavioral supports**, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an **imminent risk of harm**.
- By a school employee who uses accepted methods of escorting a student to a **seclusion room**, placing a student in a **seclusion room**, and supervising a student while he/she is in the **seclusion room**.
- If one student is placed in a seclusion room at any given time and the **school employee** supervising the student is able to see and hear the student the entire time the student is placed in the **seclusion room**.
- The room is free of any object that poses a danger to the student placed in the room.

Seclusion Room is prohibited:

- As a form of discipline or punishment.
- As a threat to control, bully, or obtain behavioral compliance.
- For the convenience of school personnel.
- When unreasonable, unsafe, or unwarranted.
- If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

MECHANICAL RESTRAINT

No student shall be subjected to any form of mechanical restraint by school employees.

PHYSICAL RESTRAINT

Physical Restraint is permitted only under the following conditions:

- When a student's behavior presents a threat of **imminent risk of harm** to self or others and only as a last resort to protect the safety of self and others.
- To the degree necessary to stop dangerous behavior.
- In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others.
- By trained personnel, except in **emergency** situations in which there is not sufficient time to have trained personnel respond. Minimum training requirements shall be specified in rules promulgated by the State Board of Elementary and Secondary Education.

Physical Restraint is prohibited as follows:

- With any form of **mechanical restraint**.
- No student shall be physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
- A student shall be physically restrained only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.
- **Seclusion** and **physical restraint** shall not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- No **school employee** shall subject a student to unreasonable, unsafe, or unwarranted use of **seclusion** or **physical restraint**.
- No **school employee** shall seclude or physically restrain a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

MONITORING & DOCUMENTATION

Seclusion and Restraint require monitoring, documentation, and analysis of data collected:

- Continuous monitoring.
- Documentation every 15 minutes (with adjustments made accordingly).
- Student is released/removed as soon as the reasons for the action have subsided.
- Parent or guardian notified as soon as possible. The school shall document all efforts, including conversations, phone calls, electronic communications, and home visits, to notify the parent of a student who has been placed in **seclusion** or **physically restrained**.
- Parent or guardian notified by the end of the school day of EACH incident of **seclusion/restraint**.
 - Reason for **seclusion/restraint**
 - Description of procedures used
 - Length of time of **seclusion/restraint**
 - Names and titles of school employees involved.
- Superintendent notified any time student is placed in **seclusion/restraint**.
- **School employee** who used **seclusion/restraint** shall complete Form SR1 for each incident of **restraint** and **seclusion**.
- **School employee** shall submit Form SR1 and SR2 to the School Administrator not later than the same school day immediately following the **seclusion/restraint**.
- **School employee** shall submit copy of Form SR1 to student's parent or guardian.

- If a student with an IEP is involved in three incidents in a school year involving the use of **seclusion** or **physical restraint** as a result of posing an **imminent risk of harm** to self or others, the SPED teacher shall send prior written notice of the intention to call an IEP team meeting to the student's parent or legal guardian, and at such a meeting, his IEP team shall review and revise the student's BIP, including any **crisis intervention** plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of **seclusion** or **physical restraint**, the SPED director or supervisor or his designee shall review the student's plans at least once every three weeks.
- Review data/documentation at least once every 3 weeks for students secluded and restrained and whose challenging behavior continues or escalates.
- Each public school governing authority, in accordance with BESE policy, shall report all instances to LDOE where **seclusion** or **physical restraint** is used to address student behavior.

SECLUSION AND RESTRAINT PROCEDURES

I. Dissemination of Policy, Procedures, and LDOE Guidance

Annually each school Principal shall make available to school personnel and the parents/guardians/students of majority age, copies of La. R.S. 17:416.21 regarding the use of reasonable **restraint** and **seclusion** of students with exceptionalities in the educational environment. It shall be considered permissible to publish such regulations, guidance, policies and procedures on the RSL Website. Such restraint and seclusion notification shall also be referenced and/or included in the annual notice of student rights and responsibilities provided to the parents/guardians/students of majority age.

II. Use of Restraint and/or Seclusion By School Personnel

TIME-OUT: School personnel may separate a student from other students for a limited duration as a behavior management technique, as long as the student is monitored at all times and is not substantially isolated from instructional activities.

Time-out is not considered seclusion; however, **time-out** periods must be documented to ensure that repetitive incidents of **time-out** do not occur and to ensure that repetitive behaviors are addressed appropriately.

Monitoring requires close, visual proximity to the student, release as soon as the behaviors cease that led to the isolation/seclusion, the space where the student is secluded has adequate lighting, ventilation, heating and cooling, the space is free of objects or items that may unreasonably expose the student to danger; the space is designated by the school as a safe environment for temporary, safety-required **seclusion**.

SECLUSION: School personnel may use seclusion (isolation and confinement of the student in a separate area) **ONLY** when the student poses an **imminent risk of harm** of danger to self or others as more fully described below:

- The person is in control of a weapon;
- Isolation is needed to break up a fight or maintain order at the school;
- The person poses a viable threat of imminent risk to self or others or substantial destruction of school property;
- Isolation is required/specified by a student's IEP, Section 504 Plan, and/or Behavior Intervention Plan;
- Other such incidents involving imminent risk of significant injury to the student or others.

Seclusion SHALL BE:

As a last resort when de-escalation and other **positive behavioral interventions and support** attempts have failed and the student continues to pose an imminent threat risk of harm to self or others.

Used only as long as necessary to minimize the risk of harm while summoning the assistance of **crisis intervention** personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

Seclusion SHALL NOT be used:

- As the sole means of **behavioral intervention and support** for any student with a disability
- As a form of discipline or punishment
- As a threat to control, bully, or obtain behavioral compliance
- For the convenience of school personnel
- When unreasonable, unsafe, or unwarranted
- After the **substantial risk of injury** no longer exists.

Monitoring:

A student placed in seclusion must be monitored/supervised at all times by an adult. Monitoring requires close, visual proximity to the student, release as soon as the behaviors cease that led to the isolation/seclusion, the space where the student is secluded has adequate lighting, ventilation, heating and cooling, the space is free of objects or items that may unreasonably expose the student to danger; the space is designated by the school as a safe environment for temporary, safety-required seclusion.

Seclusion used for reasons other than imminent risk of harm and contrary to the procedures listed above shall be considered unreasonable and strictly prohibited. Seclusion SHALL NOT be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

SECLUSION ROOM:

School personnel may confine a student with a disability to a **seclusion room** (a room or other confined area from which the student is involuntarily prevented from leaving) on an individual basis and for a limited time to allow the student the opportunity to regain control in a private setting.

When the use of a **seclusion room** is necessary, the student with a disability should be escorted to the seclusion area without the use of physical force. Physical prompts are permissible for the purpose of safely guiding the student from one area to another, but care should be taken to limit the use of physical contact with the student and to avoid the use of physical force. Verbal redirection and other means of positive support should be used before resorting to physical means.

ENVIRONMENTAL AND OTHER CONDITIONS:

When a **seclusion room** is necessary as a last resort (after less restrictive measures have been used such as **positive behavioral supports**, constructive and non-physical de-escalation, and restructuring of the student's environment), the following environmental and other conditions are **REQUIRED**:

- The student must be supervised by a **school employee**;
- The supervising employee must be able to see and hear the student the entire time the student is confined to the **seclusion room**;
- The **seclusion room** must **NOT** be used as a form of discipline or punishment or to threaten or bully the student or to obtain behavioral compliance;
- The **seclusion room** must **NOT** be used for the convenience of school personnel or when reasonable, unsafe, or unwarranted;
- The **seclusion room IS NOT PERMITTED** for use by a student who has a known medical or psychological condition that precludes its use (as certified by a licensed health care provider in a written statement provided to the school).

DOCUMENTATION:

All incidents of seclusion and use of a **seclusion room** must be documented on the Seclusion Incident Report Form (SR1).

A copy of the procedures governing the use of seclusion/seclusion rooms should be provided to the parent(s) and student of majority age at each student's annual IEP review meeting. A statement can be added to the IEP document indicating that the parent was provided a copy of the school district's **restraint/seclusion** procedures.

INCIDENT REPORTING:

Reporting the use of **seclusion** and/or **restraint** MUST be made to **SPECIFIED** individuals within the timelines indicated in these procedures and recorded on the Seclusion Incident Reporting Form (SR1).

Seclusion/Seclusion Room Incident Reporting data must be analyzed at least annually. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

It is recommended that data will be used to track the number of incidents of **seclusion** by student, staff, and type of incidents; description and number of injuries sustained by student and/or staff and the nature of any such injuries; and other factors such as precipitating events and other observable factors.

SR1

SECLUSION/RESTRAINT INCIDENT REPORTING FORM REDESIGN SCHOOLS LOUISIANA

Date of Report: _____ **Date/Method of Parent Notification:** _____

Student Name: : _____ **Grade:** _____ **Age:** _____

Exceptionality: _____ **Person Completing This Form:** _____

Date of Incident: _____ **Time of Incident:** _____ **Location of Incident:** _____

Duration of Seclusion/Restraint (or Beginning + Ending Times):

Start Time: _____ **End Time:** _____ **Total Time:** _____

Teacher/Staff Initiating Seclusion/Restraint:

Teacher(s)/Staff Monitoring/Supervising Seclusion/Restraint:

Description of Events:

Description of any injuries, visible injuries:

SR2

SECLUSION/RESTRAINT INCIDENT LOG

Redesign Schools Louisiana

Date: _____

Student: _____ Location: _____

Person(s) Supervising Student During Seclusion/Restraint Incident:

Describe Dangerous Behavior Warranting Action of Last Resort:

		OBSERVATION									
		Code: ✓ = Student OK; still poses imminent danger									
		C = Calming Begins									
		R = Released from Seclusion/Restraint									
Check Student Every 15 Mins.		Start Time: End Time:								Total	
1	2	3	4	5	6	7	8	9	10	11	12

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2025 Regular Session

HOUSE BILL NO. 684 (Substitute for House Bill No. 237 by Representative Mack)

BY REPRESENTATIVE MACK

Prefiled pursuant to Article III, Section 2(A)(4)(b)(i) of the Constitution of Louisiana.

STUDENTS: Provides relative to the use of seclusion and physical restraint to address the behavior of students with exceptionalities

1 AN ACT

2 To amend and reenact R.S. 17:7(5)(b)(i), 416.1(B)(3)(b), 416.21, 1944.1(A) and
3 (D)(1)(introductory paragraph), 1948(A) and (B), to enact R.S. 17:7.2(A)(10),
4 8.1(A)(8), and 1944.1(D)(1)(d), and to repeal R.S. 17:1948(C)(9) and (G), relative
5 to the behavior of students with exceptionalities; to provide relative to the use of
6 seclusion and seclusion rooms; to provide relative to the use of physical restraint; to
7 provide for reporting and documentation; to require the installation of cameras in
8 special education classrooms; to require teacher preparation programs include
9 instruction on the use of seclusion and physical restraint of students with
10 exceptionalities; and to provide for related matters.

11 Be it enacted by the Legislature of Louisiana:

12 Section 1. R.S. 17:7(5)(b)(i), 416.1(B)(3)(b), 416.21, 1944.1(A) and
13 (D)(1)(introductory paragraph), 1948(A) and (B) and hereby amended and reenacted and
14 R.S. 17:7.2(A)(10), 8.1(A)(8), and 1944.1(D)(1)(d) are hereby enacted to read as follows:

15 §7. Duties, functions, and responsibilities of board

16 In addition to the authorities granted by R.S. 17:6 and any powers, duties, and
17 responsibilities vested by any other applicable laws, the board shall:

18 * * *

19 (5)

20 * * *

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(b)(i) Prepare and adopt rules and guidelines for the appropriate use of seclusion, physical restraint, and mechanical providing safe learning environments through training and monitoring the appropriate use of seclusion and physical restraint of students with exceptionalities as defined in R.S. 17:1942, in accordance with the Administrative Procedure Act.

* * *

7 §7.2. Approved teacher education programs

A. In carrying out its responsibility to prescribe the qualifications and provide for the certification of teachers under authority of R.S. 17:7(6), the State Board of Elementary and Secondary Education, subject to the constitutional power and authority of the Board of Regents, the Board of Supervisors for the University of Louisiana System, the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, and the Board of Supervisors of Southern University and Agricultural and Mechanical College, shall establish qualifications and requirements for the approval of teacher education programs from which graduates may be certified. The qualifications and requirements established by the State Board of Elementary and Secondary Education for an approved teacher education program shall include but not be limited to the following:

* * *

(10) That the program include completion of a crisis intervention training
program, as provided in R.S. 17:416.21, and effective strategies for behavior
management of students with disabilities, which may be incorporated into an existing
course of study.

* * *

25 §8.1. Certification of teachers; parental notification

A. In carrying out its responsibility to prescribe the qualifications and provide for the certification of teachers under authority of R.S. 17:7(6), the qualifications and requirements established by the State Board of Elementary and Secondary Education for certification of any applicant who completes an approved

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1 teacher education program in Louisiana shall include but not be limited to the
2 following:

3 * * *

4 (8) That an applicant complete a crisis intervention training program created
5 or approved by the state Department of Education.

6 * * *

7 §416.1. Discipline of students; additional disciplinary authority

8 * * *

9 B.

10 * * *

11 (3) Corporal punishment does not include:

12 * * *

13 (b) The use of seclusion and physical restraint as provided in R.S. 17:416.21.

14 * * *

15 §416.21. Behavior of students with exceptionalities; use of seclusion and physical
16 restraint

17 A. As used in this Section:

18 (1)(a) "Crisis intervention" means the implementation of an action plan for
19 school personnel to implement when a student exhibits disruptive behaviors that
20 prevent him from participating in classroom or daily activities. Crisis intervention
21 may include the following:

22 (i) The use of positive behavioral supports and sensory rooms or other
23 calming spaces intentionally designed to help comfort and stabilize a student so that
24 he may return to the classroom or daily activities.

25 (ii) In extraordinary circumstances, the use of seclusion and physical
26 restraint as a means to safely de-escalate a situation in which a student poses a risk
27 of imminent risk of harm to self or others.

28 (b) Information about a school's use of crisis intervention, including the
29 proper use of seclusion and physical restraint, shall be included in a school's student

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1 handbook and made available to the parent and legal guardian of each student with
 2 an Individualized Education Program or Behavioral Intervention Plan.

3 ~~(1)~~ (2) "Imminent risk of harm" means an immediate and impending threat
 4 of a person causing substantial physical injury to self or others.

5 ~~(2)(a)~~ (3)(a) "Mechanical restraint" means the application of any device or
 6 object used to limit a person's movement.

7 (b) Mechanical restraint does not include:

8 (i) A protective or stabilizing device used in strict accordance with the
 9 manufacturer's instructions for proper use and which is used in compliance with
 10 orders issued by an appropriately licensed health care provider.

11 (ii) Any device used by a duly licensed law enforcement officer in the
 12 execution of his official duties.

13 ~~(3)(a)~~ (4)(a) "Physical restraint" means ~~bodily force used to limit a person's~~
 14 ~~movement. the use of manual restraint techniques that involve physical force applied~~
 15 to restrict the movement of all or part of a person's body.

16 (b) Physical restraint does not include:

17 (i) Consensual, solicited, or unintentional contact.

18 (ii) Momentary blocking of a student's action if the student's action is likely
 19 to result in harm to the student or any other person.

20 (iii) A school employee holding a student for less than three consecutive
 21 minutes within any given hour for the protection of the student or others.

22 ~~(iii) (iv) Holding of a student, by one school employee, A school employee~~
 23 holding a student for the purpose of calming or comforting the student, provided the
 24 student's freedom of movement or normal access to his or her body is not restricted.

25 ~~(iv)~~ (v) Minimal physical contact for the purpose of safely escorting a
 26 student from one area to another.

27 ~~(v)~~ (vi) Minimal physical contact for the purpose of assisting the student in
 28 completing a task or response.

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1 ~~(4)~~ (5) "Positive ~~behavior~~ behavioral interventions and support" means a
2 systematic approach to embed evidence-based practices and data-driven decision
3 making when addressing student behavior in order to improve school climate and
4 culture.

5 ~~(5)~~ (6) "School employee" means a teacher, paraprofessional, administrator,
6 support staff member, or a provider of related services.

7 (7) "School health designee" means a school employee designated to assess
8 the use of seclusion and physical restraint in the event that a school nurse is not
9 present on a school campus at the time such measure is used.

10 ~~(6)~~ (8) "Seclusion" means a procedure that isolates and confines a student
11 in a designated separate room or area until he ~~or she~~ is no longer an ~~immediate~~
12 ~~danger~~ imminent risk of harm to self or others.

13 ~~(7)~~ (9) "Seclusion room" means a room or other confined area, used on an
14 individual basis, in which a student is removed from the regular classroom setting
15 for a limited time to allow the student the opportunity to regain control in a ~~private~~
16 safe, secure, and supervised setting and from which the student is involuntarily
17 prevented from leaving until he is no longer at risk of imminent harm to self or
18 others. A seclusion room shall:

19 (a) Be free of any object that poses a danger to the student placed in the
20 room.

21 (b) Have an observation window and be of a size that is appropriate for the
22 student's size, behavior, and chronological and developmental age.

23 (c) Have a ceiling height and heating, cooling, ventilation, and lighting
24 systems comparable to operating classrooms in the school.

25 (10) "Sensory room" means a room or space that is used for the monitored
26 separation of a student in an unlocked setting in which school personnel may use
27 positive behavioral interventions and support to help to calm or stabilize a student's
28 disruptive behavior. A sensory room may also be referred to as a "calming room",
29 "calming space", "comfort room", "comfort space", "sensory space", "timeout room",

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1 or "timeout space". The appropriate use of sensory rooms shall not be considered
 2 seclusion, which shall only be used for the limited purpose of responding to a student
 3 posing an imminent risk of harm to self or others.

4 ~~(8)~~ (11) "Written guidelines and procedures" means the written guidelines
 5 and procedures adopted by a ~~school's~~ public school governing authority regarding
 6 appropriate responses to student behavior that may require immediate intervention.

7 B.(1) Seclusion shall be used only:

8 (a) For student behaviors that involve an imminent risk of harm to self or
 9 others.

10 (b) As a last resort when de-escalation and other positive behavioral
 11 interventions and support attempts have failed and the student continues to pose an
 12 imminent ~~threat~~ risk of harm to self or others.

13 (2) Seclusion shall not be used as a routine school safety, discipline, or
 14 intervention measure or to address behaviors such as general noncompliance, self-
 15 stimulation, and academic refusal, and other behaviors that, while disruptive to a
 16 classroom setting or other daily school activities, do not present an imminent risk of
 17 harm to self or others. ~~Such~~ School employees shall respond to such behaviors ~~shall~~
 18 ~~be responded to~~ with less stringent and less restrictive techniques, such as those
 19 included in a school's or student's crisis intervention plan or a student's
 20 Individualized Educational Plan or Behavioral Intervention Plan.

21 (3)(a) A seclusion room shall be used only as a last resort if and when less
 22 restrictive crisis intervention measures, such as positive behavioral supports,
 23 constructive and non-physical de-escalation, and restructuring of a student's
 24 environment, have failed to stop a student's actions that pose an imminent risk of
 25 harm to self or others.

26 (b) A student shall be placed in a seclusion room only by a school employee
 27 who uses accepted methods of escorting a student to a seclusion room, placing a
 28 student in a seclusion room, and supervising a student while he ~~or she~~ is in the
 29 seclusion room.

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(c) Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

~~(4) A seclusion room shall:~~

~~(a) Be free of any object that poses a danger to the student placed in the room.~~

~~(b) Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.~~

~~(c) Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.~~

C.(1) Physical restraint shall be used only:

(a) When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others.

(b) To the degree necessary to stop dangerous behavior.

(c) In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others.

(d) By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond. Minimum training requirements shall be specified in rules promulgated by the State Board of Elementary and Secondary Education.

~~(2) No student shall be subjected to any~~ The following practices are prohibited in any public school:

(a) Any form of mechanical restraint.

~~(3) No student shall be physically restrained~~

(b) Physical restraint in a manner that places excessive pressure on ~~the~~ a student's chest or back or that causes asphyxia.

~~(4) A student shall be physically restrained only~~

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1 (c) Physical restraint in a manner that is ~~directly proportionate~~
2 disproportionate to the circumstances and to ~~the~~ a student's size, age, and severity of
3 behavior.

4 D. Seclusion and physical restraint shall not be used as a form of discipline
5 or punishment, as a threat to control, bully, or obtain behavioral compliance, or for
6 the convenience of school personnel.

7 E. ~~No student shall be subjected to~~ No school employee shall subject a
8 student to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.

9 F. ~~A student shall not be placed in seclusion or physically restrained if he or~~
10 ~~she~~ (1) No school employee shall seclude or physically restrain a student who is
11 known to have any medical or psychological condition that precludes such action,
12 as certified by a licensed ~~health care~~ pediatrician, neurologist, or mental health
13 provider in a written statement provided to the school in which the student is
14 enrolled.

15 (2) Each principal or his designee shall notify each parent or legal guardian
16 of a student enrolled at the school with an Individualized Education Plan of the
17 prohibition of the use of seclusion and physical restraint if the student has a
18 condition as provided in Paragraph (1) of this Subsection. Such notification shall be
19 made annually and be incorporated into the student's Individualized Education Plan
20 meeting.

21 G. A school employee shall continuously monitor a student who ~~has been~~
22 ~~placed in seclusion or has been~~ is secluded or physically restrained ~~shall be~~
23 ~~monitored continuously~~ for the duration of such seclusion or restraint. Such
24 ~~monitoring shall be documented at least every fifteen minutes and adjustments made~~
25 ~~accordingly, based upon observations of the student's behavior.~~

26 H. ~~A student shall be removed from seclusion or released~~ school employee
27 shall release a student from seclusion and physical restraint as soon as the reasons
28 for justifying such action have subsided.

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1 ~~I.(1) The parent or other legal guardian of a student who has been placed in~~
2 ~~seclusion or physically restrained shall be notified as soon as possible. The student's~~
3 ~~parent or other legal guardian shall also be notified in writing, within twenty-four~~
4 ~~hours, of each incident of seclusion or physical restraint. Such notice shall include~~
5 ~~the reason for such seclusion or physical restraint, the procedures used, the length of~~
6 ~~time of the student's seclusion or physical restraint, and the names and titles of any~~
7 ~~school employee involved.~~

8 ~~(2) The director or supervisor of special education shall be notified any time~~
9 ~~a student is placed in seclusion or is physically restrained. Upon a student's release~~
10 ~~from seclusion or physical restraint:~~

11 ~~(1) The school employee who secluded or physically restrained the student~~
12 ~~or a school administrator shall notify the parent or legal guardian of the student via~~
13 ~~a phone call as soon as is practicable.~~

14 ~~(2) A school nurse or school health designee shall visit the student as soon~~
15 ~~as possible, but no later than the end of the same school day, to look for and~~
16 ~~document any signs of injury or distress.~~

17 ~~J. A school employee who has placed a student in seclusion or who has~~
18 ~~physically restrained a student shall document and report each incident in accordance~~
19 ~~with the policies adopted by the school's governing authority. Such report shall be~~
20 ~~submitted to the school principal not later than the school day immediately following~~
21 ~~the day on which the student was placed in seclusion or physically restrained and a~~
22 ~~copy shall be provided to the student's parent or legal guardian. A school employee~~
23 ~~who secluded or physically restrained a student shall document and report the~~
24 ~~incident in accordance with the policies adopted by the public school governing~~
25 ~~authority. The employee shall submit such report to the school principal by the end~~
26 ~~of the school day. The principal or his designee shall submit the report to the parent~~
27 ~~by the end of the following school day. At a minimum, the incident report shall~~
28 ~~include the following:~~

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1 (1) The name, age, grade, gender, race, and disability of the student secluded
2 or restrained.

3 (2) The date, time, location, and duration of the seclusion or physical
4 restraint.

5 (3) The name and title of each school employee involved and who was a
6 witness.

7 (4) A description of the events requiring the use of seclusion or physical
8 restraint, including a description of the procedures and types of restraint used, any
9 actions taken in an attempt to de-escalate the situation, and the student's behavior
10 that suggest the student posed an imminent risk of harm to self or others.

11 (5) A description of any student injuries, visible marks, or medical
12 emergencies that occurred during or after the seclusion or physical restraint.

13 (6) A description of the actions taken immediately following the student's
14 release from seclusion or physical restraint, including actions to notify the student's
15 parent or legal guardian.

16 (7) A description of the student's actions after his release.

17 (8) Any other observations otherwise required or requested in the report.

18 ~~K. If a student is involved in five incidents in a single school year involving~~
19 ~~the use of physical restraint or seclusion, the student's Individualized Education~~
20 ~~Program team shall review and revise the student's behavior intervention plan to~~
21 ~~include any appropriate and necessary behavioral supports. Thereafter, if the~~
22 ~~student's challenging behavior continues or escalates requiring repeated use of~~
23 ~~seclusion or physical restraint practices, the special education director or his~~
24 ~~designee shall review the student's plans at least once every three weeks.~~

25 (1) A school employee shall immediately notify the school principal and the
26 director or supervisor of special education any time a student is secluded or
27 physically restrained.

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(2) A school principal or his designee and the director or supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.

L. If a student is involved in three incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, his Individualized Education Program team shall review and revise the student's Behavior Intervention Plan, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint, the director or supervisor of special education or his designee shall review the student's plans at least once every three weeks.

M.(1) ~~The Each public school governing authority of each public elementary and secondary school~~ shall adopt written guidelines and procedures regarding:

(a) ~~Reporting requirements and follow-up procedures.~~ Proper use of crisis intervention plans, including the use of positive behavioral interventions and support, sensory rooms, seclusion, and physical restraint, and how these strategies differ.

(b) ~~Notification requirements for school officials and a student's parent or other legal guardian.~~ All seclusion and physical restraint safety, reporting, and notification requirements, including any follow-up procedures.

(c) An explanation of the methods of physical restraint and the school employee training requirements relative to the use of restraint.

(d) An explanation of how school employees may utilize and be trained in a crisis intervention training program.

(2)(a) These guidelines and procedures shall be provided to the state Department of Education, all school employees, and every parent or legal guardian of a student with an exceptionality. ~~The guidelines and procedures shall also be posted at each school and on each school system's website.~~

(b) ~~The provisions of Subparagraph (a) of this Paragraph shall not be applicable to the parent of a student who has been deemed to be gifted or talented~~

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1 ~~unless the student has been identified as also having a disability.~~ At the beginning
 2 of each school year, each public school governing authority shall post on its website
 3 the guidelines and procedures adopted in accordance with the provisions of this
 4 Subsection.

5 (3) Each public school governing authority shall annually submit prior to the
 6 beginning of each school year its guidelines and procedures adopted in accordance
 7 with the provisions of this Subsection to its special education advisory council
 8 provided for in R.S. 17:1944.1.

9 (4) The state department shall maintain on its website, and annually
 10 distribute to public school governing authorities, updated guidance for recommended
 11 best practices relative to the use of seclusion and physical restraint for students with
 12 exceptionalities.

13 N.(1) The State Board of Elementary and Secondary Education shall adopt
 14 rules establishing guidelines and procedures for public school systems to follow
 15 regarding the reporting of incidents of seclusion and physical restraint, including
 16 specific data elements to be included in such reporting.

17 (2) ~~The~~ Each public school governing ~~authority of each public elementary~~
 18 ~~and secondary school,~~ authority, in accordance with state board policy, shall report
 19 all instances where seclusion or physical restraint is used to address student behavior
 20 to the state Department of Education.

21 (3)(a) The state Department of Education shall maintain a database of all
 22 reported incidents of seclusion and physical restraint of students with
 23 exceptionalities and shall disaggregate the data for analysis by school; student age,
 24 race, ethnicity, and gender; student disability, where applicable; and any involved
 25 school employees.

26 (b)(i) Based upon the data collected, the state Department of Education shall
 27 annually compile a comprehensive report regarding the use of seclusion and physical
 28 restraint of students with exceptionalities, which shall at a minimum include the
 29 following:

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(aa) The number of incidents of physical restraint disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.

(bb) The number of incidents of seclusion disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.

(cc) A list of the school systems and charter schools that have complied with the reporting requirements pursuant to Paragraph (2) of this Subsection.

(ii) The state Department of Education shall post the annual report on its website and submit a written copy to the Senate and House committees on education and the ~~Advisory Council on Student Behavior and Discipline established pursuant to R.S. 17:253~~ Special Education Advisory Panel.

O.(1) The department may develop a crisis intervention training program that may be used by each public school governing authority. If the department develops such a program, at a minimum, it shall cover the following:

(a) Teach evidence-based techniques that are shown to be effective in the prevention and safe use of seclusion and physical restraint.

(b) Provide evidence-based, competency-based skills training relating to positive support, conflict prevention, de-escalation, and crisis response techniques including but not limited to the following:

(i) Guidelines on understanding when there is an imminent danger of serious physical harm to a student or others and when to intervene in such a scenario.

(ii) An emphasis on safety and respect for the right and dignity of each person involved in an incident that involves the use of seclusion or physical restraint on a student.

(iii) An emphasis on using the least restrictive form of intervention and taking incremental steps in an intervention.

(iv) Alternatives to the use of seclusion and physical restraint.

(v) Strategies for the safe implementation of restrictive interventions.

(vi) The use of emergency safety interventions that include continuous assessment and monitoring of the physical well-being of a student and the safe use

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of seclusion and physical restraint throughout the duration of a restrictive intervention.

- (vii) Prohibited actions relative to seclusion and physical restraint.
- (viii) Debriefing strategies and the importance and purpose of debriefing.
- (ix) Best practices for documentation of instances of the use of seclusion of and physical restraint on a student.
- (x) Measurable learning objectives for participants.
- (xi) An overview of seclusion rooms, sensory rooms, the differences between them, and authorizations and prohibitions relative to the use of such rooms as provided in this Section and in each public school governing authority's relevant guidelines and procedures.

(2) If the department develops a program as provided in Paragraph (1) of this Subsection, certain public school employees as designated by each principal or his designee are required to complete the program. The department shall provide the program at no cost to each public school governing authority.

* * *

§1944.1. Local special education advisory councils; creation; purpose

A. ~~Not later than January 1, 2020, each~~ Each local public school superintendent and the administrative head of each charter school or other public school shall create a special education advisory council to provide advice and feedback regarding special education policies, procedures, and resources. The council shall also engage in outreach activities to the community at large to increase the level of knowledge, support, and collaboration with respect to special education.

* * *

D.(1) Each local public school superintendent and the administrative head of each charter school shall provide ~~for~~ an annual report to ~~be made to~~ its special

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1 education advisory council, which shall contain, ~~at minimum,~~ including but not
2 limited to the following information as it pertains to his respective system or school,
3 information, as applicable:

4 * * *

5 (d) The number of designated seclusion rooms as defined by R.S. 17:416.21.

6 * * *

7 §1948. Cameras in certain classrooms; definitions; required policies;
8 confidentiality; authorization of funding

9 A.(1) ~~The~~ Each public school governing authority shall adopt policies
10 relative to the installation and operation of cameras that record both video and audio
11 in a classroom. ~~The policies shall be adopted not later than December 31, 2022, or~~
12 ~~within sixty days of the receipt of funding for the installation of cameras, whichever~~
13 ~~occurs first.~~ Each public school governing authority shall install a camera in each
14 classroom.

15 (2) ~~Not later than January 15, 2023, each~~ Each governing authority shall
16 submit a copy of the policies adopted pursuant to this Section to the state Department
17 of Education. Within ten days of any revision of the policies, each governing
18 authority shall submit a copy of the policies to the department.

19 B. For purposes of this Section, "classroom" shall mean a self-contained
20 classroom or other special education setting in which a majority of students in
21 regular attendance are provided special education and related services and are
22 assigned to one or more self-contained classrooms or other special education settings
23 for at least fifty percent of the instructional day ~~and for which a parent or legal~~
24 ~~guardian has requested a camera to be installed.~~ "Classroom" shall not mean special
25 education classrooms and other special education settings where the only students
26 with exceptionalities receiving special education and related services are those who
27 have been deemed to be gifted or talented and have not been identified as also having
28 a disability.

29 * * *

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- 1 Section 2. R.S. 17:1948(C)(9) and (G) are hereby repealed in their entirety.
- 2 Section 3. Following the passage of this Act, the state Department of Education shall
- 3 update the Procedural Safeguards Handbook to reflect the provisions of this Act, including
- 4 R.S. 17:416.21(F) as amended by this Act, prior to the beginning of the 2025-2026 school
- 5 year.
- 6 Section 4. Each public school governing authority shall initially submit its guidelines
- 7 and procedures as provided in R.S. 17:416.21(M)(3) as amended by this Act by May 31,
- 8 2026. Thereafter, submission is required prior to the beginning of each subsequent school
- 9 year.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 684 Original 2025 Regular Session Mack

Abstract: Provides relative to the use of physical restraint as a response to the behavior of a student with exceptionalities.

Present law (R.S. 17:416.21) provides relative to the use of seclusion and physical restraint in response to the behavior of students with exceptionalities.

Present law prohibits mechanical restraint on students with exceptionalities. Proposed law retains present law.

Present law defines "physical restraint". Proposed law changes definition from bodily force used to limit a person's movement to the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Proposed law further adds the following relative to physical restraint:

- (1) That physical restraint does not mean a school employee holding a student for less than 3 minutes within an hour for the protection of the student or others.
- (2) Requires physical restraint to only be used by trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

Proposed law requires that a school nurse or school health designee visit a student who was secluded or physically restrained as soon as possible after such restraint has occurred, but no later than the end of the same school day, to look for and document any signs of injury or distress.

Present law, relative to parental notification of the use of seclusion or physical restraint, requires notification as soon as possible. Proposed law instead requires such notification on the same day which the seclusion or physical restraint was used.

Present law requires a student who was secluded or physically restrained to be continuously

CODING: Words in ~~struck through~~ type are deletions from existing law; words underscored are additions.

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monitored and requires documentation of such monitoring every 15 minutes. Proposed law, instead, requires the student to be monitored while seclusion or physical restraint is used and removes the time component.

Present law provides that if a student is involved in a certain number of incidents involving seclusion or physical restraint in a school year, the student's Individualized Education Plan team is required to review and revise the student's intervention plan. Proposed law retains present law but reduces incident number threshold from 5 to 3.

Present law requires each public school governing authority to adopt written guidelines and procedures regarding seclusion and physical restraint.

Present law requires each public school governing authority to provide such guidelines and procedures to the state Dept. of Education (DOE), all school employees, and every parent or legal guardian of a student with an exceptionality. Proposed law retains present law.

Proposed law requires each public school governing authority to annually submit such guidelines and procedures to its special education advisory council as provided for in present law (R.S. 17:1944.1).

Present law requires each public school governing authority to report all instances where seclusion or physical restraint is used to address student behavior to DOE. Proposed law retains present law.

Proposed law authorizes DOE to develop a crisis intervention training program.

Proposed law defines "crisis intervention", "school health designee", and "sensory room".

Present law (R.S. 17:1948) requires each public school governing authority to install cameras in certain classrooms at the request of a parent. Proposed law requires such installation regardless of a parental request.

Present law (R.S. 17:7) provides for duties and responsibilities of BESE. Requires BESE to prepare and adopt rules and guidelines for the appropriate use of seclusion, physical restraint, and mechanical restraint of students with exceptionalities as defined in present law (R.S. 17:1942), in accordance with present law (Administrative Procedure Act (APA)). Proposed law instead requires BESE to prepare and adopt rules and guidelines for providing safe learning environments through training and monitoring of the appropriate use of seclusion and physical restraint students with exceptionalities as defined in present law (R.S. 17:1942), in accordance with the APA.

Proposed law (R.S. 17:7.2) requires teacher preparation programs to include completion of a crisis intervention training program and authorizes such instruction to be incorporated into an existing course of study.

Present law (R.S. 17:8.1) provides for the certification of teachers. Proposed law requires that an applicant complete a crisis intervention training program created or approved by DOE.

(Amends R.S. 17:7(5)(b)(i), 416.1(B)(3)(b), 416.21, 1944.1(A) and (D)(1)(introductory paragraph), 1948(A) and (B); Adds R.S. 17:7.2(A)(10), 8.1(A)(8), and 1944.1(D)(1)(d); Repeals R.S. 17:1948(C)(9) and (G))

Coversheet

Motion to approve FY 25-26 Differentiated Compensation Allocation

Section:	III. Items Scheduled for Action
Item:	E. Motion to approve FY 25-26 Differentiated Compensation Allocation
Purpose:	Vote
Submitted by:	
Related Material:	fy-25-26-differentiated-compensation-guidance-and-allocation.pdf



Differentiated Compensation Allocation Guidance

September 2025

This document provides answers to questions regarding the Differentiated Compensation Allocation and Guidance in FY2025-26. 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 2024 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 2025 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 2025-26 MFP Formula.

How will the Differentiated Compensation funds be allocated?

The number of teachers by entity is multiplied by \$290.07 to generate the total allocation per school system or school.

If the funds were allocated based on \$290.07 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 20.95%, 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, 2025 is located within the February 2025 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 12, 2025.

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 2025-26. 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 2026-27 if they are not utilized in FY 2025-26?

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 code in which these funds should be reported in the AFR is:

Revenue from State Sources, State Restricted Grants-in-Aid, Other Restricted Revenues, Key punch code 6250 - Acct code 3290.

What is the expenditure account code in which these funds must be reported when expended?

The expenditure account code in which these stipends should be reported is object code 150.

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 2026.

FY2025-26 Differentiated Compensation Allocation

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200) Final Fall 2024 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2025- 26 Rate	Total Cost
			\$290.07	20.95%	
	FY2025-26	18	19	20	21
	July 2025	FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
1	Acadia	565.7	\$164,093	\$34,377	\$198,470
2	Allen	326.3	\$94,638	\$19,827	\$114,465
3	Ascension	1,873.2	\$543,359	\$113,834	\$657,193
4	Assumption	184.5	\$53,518	\$11,212	\$64,730
5	Avoyelles	255.0	\$73,969	\$15,497	\$89,466
6	Beauregard	397.6	\$115,326	\$24,161	\$139,487
7	Bienville	197.9	\$57,398	\$12,025	\$69,423
8	Bossier	1,646.0	\$477,455	\$100,027	\$577,482
9	Caddo	2,194.9	\$636,676	\$133,384	\$770,060
10	Calcasieu	2,426.1	\$703,749	\$147,435	\$851,184
11	Caldwell	125.1	\$36,283	\$7,601	\$43,884
12	Cameron	139.3	\$40,402	\$8,464	\$48,867
13	Catahoula	78.8	\$22,855	\$4,788	\$27,644
14	Claiborne	122.8	\$35,627	\$7,464	\$43,091
15	Concordia	250.2	\$72,582	\$15,206	\$87,788
16	DeSoto	373.5	\$108,341	\$22,697	\$131,039
17	East Baton Rouge	3,180.8	\$922,658	\$193,297	\$1,115,955
18	East Carroll	56.2	\$16,306	\$3,416	\$19,722
19	East Feliciana	123.7	\$35,873	\$7,515	\$43,388
20	Evangeline	436.7	\$126,675	\$26,538	\$153,213
21	Franklin	192.5	\$55,847	\$11,700	\$67,547
22	Grant	206.0	\$59,754	\$12,519	\$72,273
23	Iberia	846.4	\$245,504	\$51,433	\$296,937
24	Iberville	418.6	\$121,430	\$25,440	\$146,869
25	Jackson	145.4	\$42,187	\$8,838	\$51,025
26	Jefferson	3,386.6	\$982,351	\$205,803	\$1,188,154
27	Jefferson Davis	340.4	\$98,735	\$20,685	\$119,420
28	Lafayette	2,026.2	\$587,746	\$123,133	\$710,879
29	Lafourche	888.0	\$257,570	\$53,961	\$311,531
30	LaSalle	186.9	\$54,218	\$11,359	\$65,576
31	Lincoln	432.7	\$125,508	\$26,294	\$151,802
32	Livingston	1,816.1	\$526,793	\$110,363	\$637,156
33	Madison	106.2	\$30,813	\$6,455	\$37,268
34	Morehouse	232.9	\$67,553	\$14,152	\$81,706
35	Natchitoches	383.4	\$111,208	\$23,298	\$134,506
36	Orleans	3,270.0	\$ 948,541	\$ 198,719	\$ 1,147,260
37	Ouachita	1,128.4	\$327,302	\$68,570	\$395,872
38	Plaquemines	293.5	\$85,131	\$17,835	\$102,966
39	Pointe Coupee	189.3	\$54,905	\$11,503	\$66,407
40	Rapides	1,671.5	\$484,842	\$101,574	\$586,416
41	Red River	109.3	\$31,690	\$6,639	\$38,329
42	Richland	166.5	\$48,301	\$10,119	\$58,420
43	Sabine	303.3	\$87,970	\$18,430	\$106,399
44	St. Bernard	544.5	\$157,943	\$33,089	\$191,032
45	St. Charles	858.0	\$248,880	\$52,140	\$301,020
46	St. Helena	71.2	\$20,666	\$4,330	\$24,995
47	St. James	256.2	\$74,324	\$15,571	\$89,895
48	St. John the Baptist	369.5	\$107,176	\$22,453	\$129,629
49	St. Landry	923.5	\$267,880	\$56,121	\$324,000
50	St. Martin	482.9	\$140,087	\$29,348	\$169,436
51	St. Mary	562.6	\$163,205	\$34,192	\$197,397
52	St. Tammany	2,782.1	\$806,997	\$169,066	\$976,062
53	Tangipahoa	1,511.6	\$438,482	\$91,862	\$530,344
54	Tensas	28.0	\$8,119	\$1,701	\$9,819
55	Terrebonne	917.2	\$266,051	\$55,738	\$321,789
56	Union	107.4	\$31,167	\$6,529	\$37,696
57	Vermilion	621.0	\$180,130	\$37,737	\$217,868
58	Vernon	528.9	\$153,418	\$32,141	\$185,559
59	Washington	312.7	\$90,692	\$19,000	\$109,692
60	Webster	338.6	\$98,229	\$20,579	\$118,809
61	West Baton Rouge	369.5	\$107,181	\$22,454	\$129,635
62	West Carroll	83.6	\$24,257	\$5,082	\$29,339
63	West Feliciana	203.3	\$58,965	\$12,353	\$71,318
64	Winn	104.6	\$30,352	\$6,359	\$36,710
65	City of Monroe	602.0	\$174,634	\$36,586	\$211,220
66	City of Bogalusa	108.9	\$31,599	\$6,620	\$38,219
67	Zachary Community	383.0	\$111,099	\$23,275	\$134,374
68	City of Baker	59.4	\$17,223	\$3,608	\$20,831
69	Central Community	301.5	\$87,456	\$18,322	\$105,778
	Total City/Parish	47,126.2	\$13,669,894	\$2,863,843	\$16,533,737

FY2025-26 Differentiated Compensation Allocation

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200) Final Fall 2024 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2025- 26 Rate	Total Cost
	FY2025-26	18	19	20	21
	July 2025	FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
318	LSU Lab School	122.0	\$35,389	\$7,414	\$42,802
319	Southern Lab School	35.4	\$10,270	\$2,152	\$12,421
302006	LA School for Math, Science and the Arts	37.2	\$10,791	\$2,261	\$13,052
334001	New Orleans Center for Creative Arts	65.6	\$19,033	\$3,987	\$23,020
3C1001	Thrive	26.0	\$7,542	\$1,580	\$9,122
101001	Special School District	71.4	\$20,702	\$4,337	\$25,039
A02	Office of Juvenile Justice	30.0	\$8,702	\$1,823	\$10,525
	Total Lab & State Approved Schools	387.6	\$112,429	\$23,554	\$135,983
321001	New Vision Learning	14.9	\$4,334	\$908	\$5,242
329001	Glencoe Charter School	35.4	\$10,281	\$2,154	\$12,435
331001	International School of LA	93.3	\$27,067	\$5,671	\$32,738
333001	Avoyelles Public Charter School	40.2	\$11,668	\$2,445	\$14,113
336001	Delhi Charter School	41.8	\$12,126	\$2,540	\$14,667
337001	Belle Chasse Academy	62.5	\$18,129	\$3,798	\$21,927
340001	The MAX Charter School	11.0	\$3,191	\$668	\$3,859
	Total Legacy Type 2 Charter Schools	299.2	\$86,797	\$18,184	\$104,981
341001	D'Arbonne Woods	71.9	\$20,868	\$4,372	\$25,240
343001	Madison Prep	40.9	\$11,862	\$2,485	\$14,348
345001	University View Academy	220.7	\$64,022	\$13,413	\$77,434
346001	Lake Charles Charter Academy	123.8	\$35,911	\$7,523	\$43,435
347001	Lycee Francois de la Nouvelle Orleans	65.0	\$18,855	\$3,950	\$22,805
348001	New Orleans Military/Maritime Acdmy	86.1	\$24,975	\$5,232	\$30,207
3C5001	St Landry Charter School	20.0	\$5,801	\$1,215	\$7,017
W1A001	JCFA - East	14.3	\$4,160	\$872	\$5,031
W1B001	Advantage Charter Academy	37.0	\$10,733	\$2,248	\$12,981
W1D001	JCFA - Lafayette	3.0	\$870	\$182	\$1,053
W2B001	Willow Charter Academy	35.8	\$10,391	\$2,177	\$12,568
W33001	Lincoln Prep School	61.3	\$17,780	\$3,725	\$21,504
W3B001	Iberville Charter Academy	42.9	\$12,441	\$2,606	\$15,047
W4A001	Delta Charter School	40.5	\$11,760	\$2,464	\$14,224
W4B001	Lake Charles College Prep	36.6	\$10,617	\$2,224	\$12,841
W5B001	Northeast Claiborne Charter	8.0	\$2,321	\$486	\$2,807
W6B001	Acadiana Renaissance	216.6	\$62,819	\$13,161	\$75,979
W7A001	Louisiana Key Academy	57.0	\$16,534	\$3,464	\$19,998
W7B001	Lafayette Renaissance	108.6	\$31,501	\$6,599	\$38,100
W8A001	Impact Charter	31.1	\$9,030	\$1,892	\$10,922
WAG001	Louisiana Virtual Charter Academy	98.8	\$28,648	\$6,002	\$34,650
WAL001	J. S. Clark Leadership Academy	31.0	\$8,992	\$1,884	\$10,876
WAU001	GEO Prep Academy	52.0	\$15,084	\$3,160	\$18,244
WBQ001	New Harmony High School	30.0	\$8,702	\$1,823	\$10,525
WBR001	Athlos Academy	60.3	\$17,501	\$3,666	\$21,167
WBX001	GEO Next Generation HS	23.8	\$6,892	\$1,444	\$8,336
WJ5001	Collegiate Academy (EBR)	45.0	\$13,053	\$2,735	\$15,788
WZ8001	GEO Prep Mid-City of Greater B. R.	40.0	\$11,603	\$2,431	\$14,034
WZN001	GEO Prep Baker	6.0	\$1,740	\$365	\$2,105
WZO001	Louisiana Key Academy Northshore	28.0	\$8,122	\$1,702	\$9,824
WZP001	Discovery Ochsner BR	22.0	\$6,382	\$1,337	\$7,718
WZQ001	Kenilworth Middle	53.0	\$15,374	\$3,221	\$18,595
WZT001	LaKey Caddo	14.0	\$4,061	\$851	\$4,912
WZU001	Rebirth Blended Learning Academy	15.0	\$4,351	\$912	\$ 5,263
WZX001	ACE	10.3	\$2,980	\$624	\$ 3,604
WZW001	Vermilion Charter	51.1	\$14,810	\$3,103	\$ 17,912
WZZ001	Northshore	32.0	9,277.31	\$1,944	\$11,221
	Total New Type 2 Charter Schools	1,933.402	\$560,822	\$117,492	\$678,314
WYC001	Linwood Public Charter	61.4	\$17,799	\$3,729	\$21,527
WZV001	Prescott Academy	24.5	\$7,107	\$1,489	\$8,596
WAO001	Redesign Dalton Charter School	22.0	\$6,382	\$1,337	\$7,718
WAP001	Redesign Lanier Charter School	26.0	\$7,542	\$1,580	\$9,122
	Total RSD/Type 5 Charters	133.9	\$38,829	\$8,135	\$46,963
	Total Statewide	49,880.3	\$ 14,468,771	\$ 3,031,207	\$ 17,499,978
	*Allocations to new charter schools are calculated on projected staffing data.				

FY2025-26 Differentiated Compensation Allocation

School Systems and Schools		Differentiated Compensation Allocation			
		Number of Teachers (Obj 112, Functions 1000 - 2200) Final Fall 2024 FTE Staffing Data	Differentiated Compensation Allocation	Retirement Allocation FY2025- 26 Rate	Total Cost
			\$290.07	20.95%	
	FY2025-26	18	19	20	21
	July 2025	FTE Certificated Teacher Count Only	C18 x \$	C19 x %	C19 + C20
36	Orleans Direct Run	141.3	\$40,988	\$8,587	\$49,575
W31001	Dr. Martin Luther King Jr Charter	56.5	\$16,389	\$3,433	\$19,822
W62001	LB Landry-OP Walker	54.0	\$15,664	\$3,282	\$18,945
W66001	Martin Behrman	80.0	\$23,206	\$4,862	\$28,067
W71001	Sophie B. Wright Learning Acdmy	25.0	\$7,252	\$1,519	\$8,771
W81001	KIPP McDonogh 15 Sch. for Creative Arts	84.0	\$24,366	\$5,105	\$29,471
W82001	KIPP Believe College Prep	63.0	\$18,274	\$3,828	\$22,103
W84001	KIPP Renaissance High	48.0	\$13,923	\$2,917	\$16,840
W85001	KIPP N.O. Leadership Acdmy	76.0	\$22,045	\$4,618	\$26,664
W86001	KIPP East	79.0	\$22,916	\$4,801	\$27,716
W87001	KIPP Booker T. Washington High School	44.0	\$12,763	\$2,674	\$15,437
W91001	Samuel J. Green Charter School	51.0	\$14,794	\$3,099	\$17,893
W92001	Arthur Ashe Charter School	59.0	\$17,114	\$3,585	\$20,700
W94001	Phillis Wheatley Community School	59.6	\$17,283	\$3,621	\$20,904
W95001	Langston Hughes Charter Academy	59.6	\$17,283	\$3,621	\$20,904
WAA001	Morris Jeff Community School	105.0	\$30,457	\$6,381	\$36,838
WAE001	Fannie C. Williams Charter School	30.9	\$8,951	\$1,875	\$10,826
WAF001	Harriet Tubman Charter School	84.0	\$24,364	\$5,104	\$29,468
WAH001	The NET Charter School	6.7	\$1,955	\$410	\$2,364
WAM001	Paul Habans Elem	67.2	\$19,499	\$4,085	\$23,584
WAZ001	Audubon Charter School	67.0	\$19,435	\$4,072	\$23,506
WBA001	Einstein Charter @ Village De L'Est	29.0	\$8,412	\$1,762	\$10,174
WBB001	Benjamin Franklin High School	69.0	\$20,015	\$4,193	\$24,208
WBC001	Alice M. Harte Elementary Charter	51.0	\$14,779	\$3,096	\$17,875
WBD001	Edna Karr High School	77.8	\$22,567	\$4,728	\$27,295
WBE001	Lusher Charter School	143.7	\$41,675	\$8,731	\$50,406
WBF001	Eleanor McMain Secondary School	51.6	\$14,967	\$3,136	\$18,102
WBH001	Lake Forest Elementary Charter School	48.0	\$13,923	\$2,917	\$16,840
WBI001	New Orleans Charter Sci. & Math HS	45.0	\$13,059	\$2,736	\$15,795
WBK001	Bricolage Academy	64.0	\$18,564	\$3,889	\$22,454
WBL001	Wilson Charter School	42.9	\$12,444	\$2,607	\$15,051
WBM001	Sarah Towles Reed High	29.0	\$8,412	\$1,762	\$10,174
WBN001	Einstein Middle @ Sarah Towles Reed	18.0	\$5,221	\$1,094	\$6,315
WBQ001	Einstein Charter @ Sherwood Forest	26.0	\$7,542	\$1,580	\$9,122
WBP001	McDonogh 42 Charter School	42.2	\$12,238	\$2,564	\$14,802
WBT001	Audubon Gentilly	41.0	\$11,893	\$2,492	\$14,384
WBU001	Collegiate Rosenwald	40.0	\$11,603	\$2,431	\$14,034
WBV001	Dwight D. Eisenhower	47.9	\$13,906	\$2,913	\$16,819
WBZ001	McDonogh 35 Senior H. S.	65.6	\$19,020	\$3,985	\$23,005
WC2001	Opportunities Academy	11.0	\$3,191	\$668	\$3,859
WJ1001	Sci Academy	52.0	\$15,084	\$3,160	\$18,244
WJ2001	G.W. Carver Collegiate Acdmy	55.0	\$15,954	\$3,342	\$19,296
WJ4001	Livingston Collegiate Academy	47.0	\$13,633	\$2,856	\$16,489
WL1001	KIPP Central City Primary	73.0	\$21,175	\$4,436	\$25,611
WU1001	Success Preparatory Academy	40.2	\$11,672	\$2,445	\$14,118
WZ2001	ReNEW SciTech Acdmy.	53.1	\$15,390	\$3,224	\$18,615
WZ3001	ReNEW Delores T. Aaron Elem	48.1	\$13,965	\$2,926	\$16,891
WZ6001	ReNEW Schaumburg Elem	47.2	\$13,680	\$2,866	\$16,546
WZ9001	The NET 2 Charter School	6.1	\$1,756	\$368	\$2,124
WZA001	Accelerated High, City Park	7.1	\$2,071	\$434	\$2,505
WZB001	Warren Easton Charter High School	65.0	\$18,855	\$3,950	\$22,805
WZC001	Edward Hynes Charter School - Lakeview	51.2	\$14,855	\$3,112	\$17,967
WZD001	Edward Hynes Charter School - UNO	43.0	\$12,478	\$2,614	\$15,092
WZE001	John F. Kennedy High School	54.0	\$15,664	\$3,282	\$18,945
WZG001	Foundation Preparatory Academy	17.0	\$4,931	\$1,033	\$5,964
WZI001	Esperanza Charter School	35.2	\$10,213	\$2,140	\$12,352
WZJ001	Hynes Parkview	33.4	\$9,687	\$2,029	\$11,716
WZK001	Homer Plessy Community School	69.4	\$20,131	\$4,217	\$24,349
WZL001	YACS at Lawrence D. Crocker	30.0	\$8,702	\$1,823	\$10,525
WZM001	Rooted School	11.0	\$3,191	\$668	\$3,859
WZS001	Mildred Osborne Charter School	62.4	\$18,108	\$3,794	\$21,902
369008	Robert Russa Moton Charter School (new)	30.5	\$8,835	\$1,851	\$10,686
036197	Elan Academy	39.7	\$11,519	\$2,413	\$13,933
	Placeholder for closed schools	16.0	\$4,641	\$972	\$5,613
	Total Orleans Parish	3,270.0	\$ 948,541	\$ 198,719	\$ 1,147,260

Coversheet

Motion to approve SPED Camera Policy

Section:	III. Items Scheduled for Action
Item:	F. Motion to approve SPED Camera Policy
Purpose:	Vote
Submitted by:	
Related Material:	SPED Camera Policy 25-26 .pdf

REDESIGN SCHOOLS LOUISIANA (RSL)

VIDEO SURVEILLANCE OF SPECIAL EDUCATION SETTINGS PROCEDURES

DEFINITIONS

“Qualifying Classroom” shall mean a self-contained classroom or other special education setting in which a majority of students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least fifty percent of the instructional day. “Qualifying Classroom” shall not mean special education classrooms and other special education settings where the only students with exceptionalities receiving special education and related services are those who have been deemed to be gifted or talented and have not been identified as also having a disability.

CAMERA PLACEMENT

RSL shall install a camera in any qualifying classroom and verify periodically that the camera remains in operation. Should a camera be out of operation for more than two consecutive school days, the school shall provide notice to parents of students in the affected classroom via normal school communication channels.

NOTICE OF CAMERA PLACEMENT

RSL shall provide written notice of camera placement to all who enter a classroom where a camera is installed, including teachers and other school employees, students in the classroom, the students’ parents and legal guardians, and authorized visitors.

RESTRICTIONS ON VIDEO RECORDING

Video cameras must be capable of covering all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out. Video cameras must also be capable of recording audio from all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out.

RSL shall not place the camera in a location or area designated for students to change or remove clothing, including the interior of a restroom.

TIMES OF OPERATION

Cameras shall be operational at all times during the instructional day when students are in the self-contained classroom or other special education setting.

RSL shall operate and maintain the video camera in the classroom or setting, as long as the classroom or setting continues to satisfy the requirements under this policy, for the remainder of the school year.

If for any reason RSL discontinues operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, RSL shall notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue.

This policy applies to placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.

Child Abuse and Neglect Reporting

If a person views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child, the person must file a report with DCFS or other authority in accordance with Board policy.

If any person who views the recording believes that the recording documents a possible violation of RSL policy, the person may allow access to the recording to appropriate legal and human resources personnel. A recording believed to document a possible violation of RSL policy relating to the neglect or abuse of a student may be used as part of a disciplinary actions against RSL personnel and shall be released at the request of the student's parent in a legal proceeding.

Parental Requests

A parent or legal guardian must request to review video recording and allege an Incident. The individual must file an Incident Complaint and Request to Access Video Recordings. On this Form, the individual must assert an:

- (1) Incident involving alleged:
 - a. Abuse of a student by a RSL employee;
 - b. Neglect of a student by a RSL employee;
 - c. Physical Abuse of a student by another student; or
 - d. Sexual Abuse of a student by another student
- (2) The incident must have allegedly occurred in a Self-Contained Classroom or Other Special Education Setting in which video surveillance is conducted under these Procedures.

CONFIDENTIALITY OF VIDEO RECORDINGS

RSL will take every necessary precaution to protect student privacy and determine to whom and under what circumstances the recordings may be disclosed. The recordings shall not be considered "personally identifiable information" as defined in R.S. 17:3914. Video equipment must be able to redact student faces in accordance with FERPA. If RSL determines that the recording is an "education record," RSL shall release the recording in accordance with FERPA. State law does not limit the access of a student's parent to a record regarding the student under FERPA or other law.

In order to review recordings for potential release, and operation and maintenance of the equipment, the following individuals shall have access to the video equipment: the superintendent,

the associate superintendent, the director of special education, technology staff, and network administrators.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording is not in violation of this policy.

RETENTION OF RECORDINGS

RSL shall retain video recordings from a video camera placed under this policy for at least three months after the date the video was recorded. Recordings are stored and disposed of in accordance with RSL's video and audio recording retention and storage policy.

If a person eligible to receive a copy of the video pursuant to a request under this policy, the RSL shall retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, RSL shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

COMPLIANCE WITH THE NATIONAL FIRE PROTECTION ASSOCIATION'S LIFE SAFETY CODE

Pursuant to the requirements of La. R.S. 17:1948(C)(6), the installation of all cameras and surveillance systems installed pursuant to this policy shall comply with the National Fire Protection Association's Life Safety Code.

TRAINING OF SCHOOL STAFF

Any teacher(s) or school employee who provides services in a classroom where cameras are installed shall be trained on compliance with the provisions of this policy within ten days of the commencement of work in the classroom or the installation of the surveillance equipment.

Form Must Be Submitted to the Principal

SPECIAL EDUCATION VIDEO/AUDIO REVIEW REQUEST FORM

Name of Student: _____ **Student ID #:** _____

Relationship to Student:

☐ **Parent**

☐ **Legal Guardian**

Requester Printed Name: _____

Address: _____

City/State/Zip: _____

Home Phone: _____ **Cell Phone:** _____ **Office Phone:** _____

Email Address: _____

Per RSL Special Education Video/Audio Monitoring Policy, I am requesting to review video/audio surveillance from the date and time listed below:

Date _____ **Time** _____

Purpose of Review:

- Abuse of a student by a school district employee;
- Neglect of a student by a school district employee;
- Physical Abuse of a student by another student; or
- Sexual Abuse of a student by another student

Statement

Requester Signature _____

Date _____

Office Use Only:

[Administrator] Signature & Date Received:

Approved Denied

Reason:

Coversheet

Motion to approve Parental Access to Instructional Materials Policy

Section: III. Items Scheduled for Action
Item: G. Motion to approve Parental Access to Instructional Materials Policy
Purpose: Vote
Submitted by:
Related Material:
RSL POLICY ON PARENTAL ACCESS TO INSTRUCTIONAL MATERIALS (1).pdf



RSL POLICY ON PARENTAL ACCESS TO INSTRUCTIONAL MATERIALS

Purpose

In accordance with R.S. 17:355(C) and (D)(1), this policy establishes procedures for providing parents or legal guardians with access to instructional materials used in the education of their children enrolled in Redesign Schools Louisiana schools. The policy ensures transparency in educational content and aligns with the district's commitment to parental involvement in student learning.

Definitions

Instructional Materials – Content used to convey knowledge or skills through any medium or combination of media, including but not limited to: textbooks, workbooks, supplementary materials, teaching aids, computer software, online material, courseware, surveys and assessments (nonsecure).

Parental Access to Instructional Materials

In-Person Review

- Parents may review their child's instructional materials in person during the following hours:
 - Monday–Friday: 8:30 AM – 2:30 PM (during school days)
- Parents may request appointments outside standard hours, subject to staff availability.
- In-person access will be provided free of charge unless physical copies are requested.

Access to Online Instructional Materials

- Parents may request online access to instructional materials at no cost.
- Access will be granted within five (5) business days of receiving the request.

Requests for Copies

- Paper copies of instructional materials will be provided upon request, if such materials are readily copyable using school equipment.
- A reasonable fee may be charged as follows:
 - Black and white copies: \$0.10 per page
- No fee will be charged if the parent views materials in person without requesting copies.

Parent-Made Copies

- Parents are permitted to use personal mobile or digital devices to photograph or scan instructional materials during in-person reviews.

Access to Assessments and Tests

- Access to nonsecure academic assessments and answer keys is allowed.
- Such materials shall be available only for in-person viewing at the school site.
- Secure assessments are excluded from this provision.

Compliance

- School principals are responsible for implementing and monitoring this policy at their respective schools.
- Schools shall maintain a record of all parent requests and responses provided under this policy.

Questions and Contact

For questions about this policy or to request access, parents should contact the district office at aeason@rsl.org or 225-348-7823.

Coversheet

Motion to approve Revised Incentives for 25-26 school data

Section:	III. Items Scheduled for Action
Item:	H. Motion to approve Revised Incentives for 25-26 school data
Purpose:	Vote
Submitted by:	
Related Material:	Incentive_Payout_25-26 .pdf



Incentive Payout for 25-26 School Data

Definitions:

Achieve Score

The achievement components are included in calculations grades K-12. These components are:

1. The percent of students who demonstrate proficiency in English Language Arts
2. The percent of students who demonstrate proficiency in Mathematics
3. The percent of students who demonstrate proficiency in Science
4. The percentage of students who demonstrate proficiency in Social Studies

These components are measured by student performance on statewide standardized assessments. Students must score Mastery or Advanced to be considered proficient.

Growth Score

The growth components are included in calculations grades K-12. These components are:

1. The percent of students growing in English Language Arts
2. The percent of students growing in Mathematics
3. English Language Arts growth for the lowest 25% of students
4. Math growth for the lowest 25% of students
5. The percent of students growing in English Language Acquisition (ELL)

These components are measured by comparing student performance on statewide standardized assessments from the prior year to the current year.

The overall letter grade combines the *Achieve* and *Growth* score.

Position	Criteria
Principal	<p>The Principal is eligible to receive incentive pay according to the following:</p> <ul style="list-style-type: none"> School attains an Achieve score of “A” - \$20,000, “B” – \$15,000, or “C” - \$10,000 <p>Or</p> <ul style="list-style-type: none"> School attains overall Letter Grade with LDOE of “C” with an “A” Growth score - \$3,000

Curriculum Specialist, Acceleration Coach	<p>The CS and Acceleration Coach are eligible to receive incentive pay according to the following:</p> <ul style="list-style-type: none"> School attains an Achieve score of “A” - \$15,000, “B” – \$10,000, or “C” - \$5,000 <p>Or</p> <ul style="list-style-type: none"> School attains overall Letter Grade with LDOE of “C” with an “A” Growth score - \$1,500
Office Manager	<p>The Office Manager is eligible to receive incentive pay according to the following:</p> <ul style="list-style-type: none"> Goal: Meet 100% of Enrollment targets (20 students minimum per classroom for K-5 and 15 students minimum per classroom for 6-8) on October 1 count and February 1 count Goal: Achieve ADA overall percentage of 90% or above on the last day of school <p>1) If both above goals are met the staff member will receive the following based on ADA of 100% - 10,000, 98% - \$7,500, 95% - \$5,000, & 90% - \$2,500.</p> <p>Or</p> <ul style="list-style-type: none"> School attains overall Letter Grade with LDOE of “C” with an “A” Growth score - \$1,000
K-1 st Grade Teacher	<p>Kindergarten and 1st grade teachers are eligible to receive \$2,500 per goal according to the following:</p> <ul style="list-style-type: none"> Goal: 80% of students achieve Benchmark or Above on DIBELS Goal: 80% of students achieve > 80th percentile(blue) for Reading on MAP assessment Goal: 80% of students achieve > 80th percentile(blue) for Math, on MAP assessment Goal: 80% of students achieve Benchmark or Above on Numeracy Screener (for future release of numeracy screener by LDOE) <p>1) If all of the above (available) goals are achieved, teachers are eligible to receive an additional \$5,000 in incentive pay.</p>

2 nd Grade Teacher	<p>2nd grade teachers are eligible to receive \$2,500 per goal according to the following:</p> <ul style="list-style-type: none"> • Goal: 80% of students in the teacher’s class achieve Benchmark or Above DIBELS • Goal: 80% achieve > 80th percentile(blue) for Reading on MAP • Goal: 80% achieve > 80th percentile(blue) for Science on MAP • Goal: 80% achieve > 80th percentile(blue) for Math on MAP • Goal: 80% of students achieve Benchmark or Above on numeracy screener (for future release of numeracy screener by LDOE) <p>1) If at least four of the above (available) goals are met, teachers are eligible to receive an additional \$5,000 in incentive pay.</p>
3rd- 8 th Grade Teacher	<p>3rd through 8th teachers are eligible to receive \$2,500 per goal according to the following:</p> <ul style="list-style-type: none"> • Goal: 70% of students achieve Advanced or Mastery in Math on the LEAP 2025 assessment • Goal: 70% of students achieve Advanced or Mastery in Science on the LEAP 2025 assessment • Goal: 70% of students achieve Advanced or Mastery in Social Studies on the LEAP 2025 assessment • Goal: 70% of students achieve Advanced or Mastery in ELA on the LEAP 2025 assessment <p>1) If all of the above (available) goals are met, teachers are eligible to receive an additional \$5,000 in incentive pay.</p>
ESS Teacher	<p>ESS teachers are eligible to receive \$2,500 per goal according to the following:</p> <ul style="list-style-type: none"> • Goal: 80% of students in K-2 on the teacher’s caseload achieve Benchmark or Above on DIBELS, as applicable <p>And</p> <p>70% of students in 3-8 on the teacher’s caseload achieve Advanced or Mastery in ELA on the LEAP 2025 assessment, as applicable</p> <ul style="list-style-type: none"> • Goal: 80% of students in K-2 on the teacher’s caseload achieve Benchmark or Above on Numeracy Screener, as applicable

	<p>And</p> <p>70% of students in 3-8 on the teacher's caseload achieve Advanced or Mastery in Math on the LEAP 2025 assessment, as applicable</p>
<p>Pre-K Teacher and Pre-K Para, Custodian, Counselor, I/O Teacher, Literacy Assistant, Secondary Classroom Teacher</p>	<p>Pre-K teachers and Paras, Custodians, Counselors, I/O teachers, Literacy Assistants and Secondary Classroom Teachers are eligible to receive incentive pay according to the following:</p> <ul style="list-style-type: none"> School attains an Achieve score of "A" - \$2,000, "B" – \$1,500, or "C" - \$1,000 <p>Or</p> <ul style="list-style-type: none"> School attains overall Letter Grade with LDOE of "C" with an "A" Growth score - \$500

*Incentives are available based on funding availability.

**Incentives in gray will be eliminated on the Incentive Payout for 26-27 School Data.

***The assessments noted above refer to End-of-Year (EOY) assessment data, where applicable.

Coversheet

Motion to approve Salary Schedule 25-26

Section:	III. Items Scheduled for Action
Item:	I. Motion to approve Salary Schedule 25-26
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 Salaries.pdf



Teacher Salaries

25-26			
Step	Bachelors	Certificated	Masters-Non Cert.
1	52536	54650	53536
2	53136	55250	54136
3	53736	55850	54736
4	54336	56450	55336
5	54936	57050	55936
6	55536	57650	56536
7	56136	58250	57136
8	56736	58850	57736
9	57336	59450	58336
10	57936	60050	58936
11	58536	60650	59536
12	59136	61250	60136
13	59736	61850	60736
14	60336	62450	61336
15	60936	63050	61936
16	61536	63650	62536
17	62136	64250	63136
18	62736	64850	63736
19	63336	65450	64336
20	63936	66050	64936
21	64536	66650	65536
22	65136	67250	66136
23	65736	67850	66736
24	66336	68450	67336
25	66936	69050	67936
26	67536	69650	68536
27	68136	70250	69136
28	68736	70850	69736
29	69336	71450	70336
30	69936	72050	70936
31	70536	72650	71536



Curriculum Specialist

25-26	
Step	Certificated
1	57186
2	57786
3	58386
4	58986
5	59586
6	60186
7	60786
8	61386
9	61986
10	62586
11	63186
12	63786
13	64386
14	64986
15	65586
16	66186
17	66786
18	67386
19	67986
20	68586
21	69186
22	69786
23	70386
24	70986
25	71586



Principals

25-26	
Step	Certificated
1	92,000
2	93,200
3	94,400
4	95,600
5	96,800
6	98,000
7	99,200
8	100,400
9	101,600
10	102,800
11	104,000
12	105,200
13	106,400
14	107,600
15	108,800
16	110,000
17	111,200
18	112,400
19	113,600
20	114,800
21	116,000
22	117,200
23	118,400
24	119,600
25	120,800



Business Managers

25-26	
Step	
1	44150
2	44650
3	45150
4	45650
5	46150
6	46650
7	47150
8	47650
9	48150
10	48650
11	49150
12	49650
13	50150
14	50650
15	51150
16	51650
17	52150
18	52650
19	53150
20	53650
21	54150
22	54650
23	55150
24	55650
25	56150



Office Clerks

25-26	
Step	
1	34,150
2	34,650
3	35,150
4	35,650
5	36,150
6	36,650
7	37,150
8	37,650
9	38,150
10	38,650
11	39,150
12	39,650
13	40,150
14	40,650
15	41,150
16	41,650
17	42,150
18	42,650
19	43,150
20	43,650
21	44,150
22	44,650
23	45,150
24	45,650
25	46,150



Custodians

25-26		
Step		
1	40,000	
2	40,200	
3	40,400	
4	40,600	
5	40,800	
6	41,000	
7	41,200	
8	41,400	
9	41,600	
10	41,800	
11	42,000	
12	42,200	
13	42,400	
14	42,600	
15	42,800	
16	43,000	
17	43,200	
18	43,400	
19	43,600	
20	43,800	
21	44,000	
22	44,200	
23	44,400	
24	44,600	
25	44,800	
add \$2000 for Lead Custodian		



Literacy Assistants

25-26	
Step	
1	37,500
2	37,700
3	37,900
4	38,100
5	38,300
6	38,500
7	38,700
8	38,900
9	39,100
10	39,300
11	39,500
12	39,700
13	39,900
14	40,100
15	40,300
16	40,500
17	40,700
18	40,900
19	41,100
20	41,300
21	41,500
22	41,700
23	41,900
24	42,100
25	42,300
26	42,500
27	42,700
28	42,900
29	43,100
30	43,300
31	43,500
32	43,700
33	43,900
Add \$1000 for Bachelors	Add \$2000 for Masters



Superintendent and Associate Superintendent

Superintendent	*RSL Board Sets salary
Associate Superintendent	*Superintendent's discretion *Commensurate based on experience and qualifications
Advisor	\$80,000 and up
Chief of Staff	\$80,000 and up
Part time Advisor	\$60.00 and up



Network

	Policy & Procedure	Pupil	Data &	ESS	
	Director &	Service	Logistics	Curriculum	Community
25- 26	HR Director	Director	Coordinator	Specialist	Liaison
Step	Salary	Salary	Salary	Salary	Salary
1	72,000	72,000	62,000	62,000	52,000
2	73,000	73,000	63,000	63,000	53,000
3	74,000	74,000	64,000	64,000	54,000
4	75,000	75,000	65,000	65,000	55,000
5	76,000	76,000	66,000	66,000	56,000
6	77,000	77,000	67,000	67,000	57,000
7	78,000	78,000	68,000	68,000	58,000
8	79,000	79,000	69,000	69,000	59,000
9	80,000	80,000	70,000	70,000	60,000
10	81,000	81,000	71,000	71,000	61,000
11	82,000	82,000	72,000	72,000	62,000
12	83,000	83,000	73,000	73,000	63,000
13	84,000	84,000	74,000	74,000	64,000
14	85,000	85,000	75,000	75,000	65,000
15	86,000	86,000	76,000	76,000	66,000
16	87,000	87,000	77,000	77,000	67,000
17	88,000	88,000	78,000	78,000	68,000
18	89,000	89,000	79,000	79,000	69,000
19	90,000	90,000	80,000	80,000	70,000
20	91,000	91,000	81,000	81,000	71,000
21	92,000	92,000	82,000	82,000	72,000
22	93,000	93,000	83,000	83,000	73,000
23	94,000	94,000	84,000	84,000	74,000
24	95,000	95,000	85,000	85,000	75,000