

**City of Baker School Board**  
**Board Meeting Agenda**  
**Tuesday, August 1, 2023, 6:00 P.M.**  
**School Board Office**

**Joyce Burges, President – Presiding**

"Anytime anybody sees a child that looks forlorn, lost, not taken care of — spread your arms, scoop them up, ask questions later, but love them first."— Unknown

**A. Meeting Commencement**

1. Call to Order
2. Roll Call
3. Silent Meditation
4. Pledge of Allegiance

**B. Welcome of Visitors**

**C. Recognitions**

1. David Grisby

**D. Approval of Agenda (Action)**

**E. Action Items-**The public may comment on Action Items. Public Comment is limited to 2 minutes per individual.

1. Consideration and Approval of Minutes from the School Board Meeting of July 11, 2023.
2. Consideration and Acceptance of Monthly Financial Report including Budget to Actual Comparisons for the Period Ending June 30, 2023
3. Consideration and Approval of Property Insurance Extension for August 1, 2023 through August 31, 2023
4. Consideration and Approval of Superintendent Search Firm
5. Consideration and Approval of the following Policies:
  - a. E-1.1g - SCHOOL AND STUDENT SAFETY
  - b. E-3.1b- CARPOOL AND BUS LINE SAFETY (New policy)
  - c. G-3.10- CONTINUOUS LEARNING (New Policy)
  - d. H-2.1- ATTENDANCE
  - e. H-2.1a- STUDENT ABSENCES AND EXCUSES
  - f. H-3.6c- ADMINISTRATION OF MEDICATION
  - g. B-11.7- TELECONFERENCE/REMOTE PARTICIPATION IN CITY OF BAKER SCHOOL BOARD MEETINGS
  - h. B-12.8- PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS
6. Consideration and Approval of Change Orders for the Baker High School Construction Project.
7. Consideration and Approval of the 2023-2024 Pupil Progression Plan.

**F. Information Items**

1. Superintendent's Report on Personnel

**G. Announcements**

1. Date of Next Meeting – September 5, 2023

**H. Superintendent's Report**

1. Attendance
2. Louisiana Workforce Commission MOU

**I. Adjournment (Action)**

**City of Baker School System**  
**School Board Meeting**  
Tuesday, August 1, 2023

Type of Item: Action

Agenda Item: Consideration and Approval of Minutes

Background Information:

The Board needs to accept the approve the minutes from the July Board Meeting

Attached Items: July 11, 2023 Minutes

Possible Motion: Move to approve the minutes from the School Board Meeting of July 11, 2023.



## City of Baker School Board Meeting July 11, 2023

### MINUTES

The City of Baker School Board held a public meeting beginning at 6:00 p.m. on Tuesday, July 11, 2023.

President Burges called the meeting to order and explained to visitors the process for speaking on action agenda items is to request a comment card from Mrs. Debbie Dedeaux. Write your name on the card as well as the number of the agenda item you wish to speak on and return the card to Mrs. Dedeaux. She will bring the card up to the Board President at the appropriate time. Visitors will be allowed two (2) minutes to speak.

Roll call was taken by President Burges:

Perkins:	Present
Profit:	Present
Joseph:	Present
Butler:	Present
Burges:	Present

President Burges announced there was a quorum and the meeting would proceed.

Silent Meditation was led by Mrs. Burges followed by the Pledge of Allegiance led by Mrs. Joseph.

President Burges welcomed all visitors to the meeting.

#### **Recognitions:**

1. President Burges presented Mr. David Grisby, Human Resources Supervisor with a framed certificate of appreciation for his ten+ years of service to the City of Baker School System and his total 33 years of service to education.

On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the meeting agenda as presented. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

#### **Action Items:**

1. On motion of Ms. Profit seconded by Ms. Butler, the Board voted to approve the minutes from the School Board Meeting of June 6, 2023. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.
2. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to accept the monthly financial report including budget to actual comparisons for the period ending May 31, 2023, as presented by Mrs. Sidney Stewart, Business Manager. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

Mrs. Joseph and Mrs. Perkins requested a meeting be scheduled with the contractor for the Baker High School Project and all others involved, so that all board members could be on the same page.

3. On motion of Ms. Butler seconded by Mrs. Joseph, the Board voted to approve the following Memorandums of Understanding (Mou's):

- MOU with Southern University School of Nursing Program
- MOU with Southern University for Residency Teacher Education Program
- MOU with iTeachLouisiana, LLC
- MOU with Restore Outreach Center (ROC), LLC for School Behavioral Health Services

Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

4. On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to update the Compensation Policy to match the Single Lane Salary Schedule approved at the June 6, 2023 Board Meeting. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

5. On motion of Ms. Butler seconded by Mrs. Perkins, the Board voted to approve the solicitation of bids for lawn care. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

6. On motion of Ms. Butler seconded by Mrs. Perkins, the Board voted to approve the Human Resources Supervisor job description. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

7. On motion of Ms. Butler seconded by Mrs. Perkins, the Board voted to approve bids for the following products for the period July1, 2023 – June 30, 2024:

- Borden Dairy for milk and milk products
- Pon Food Corporation for frozen foods and processed foods
- Economical Janitorial and Paper Supplies and Interboro Packaging for Supplies

Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

8. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the Employee Health Care and Supplemental Insurance packages for 2023-2024. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

9. On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to renew the policy updating service with Forethought Consulting, Inc. for July 2023 to June 2024. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

10. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the Property insurance, liability insurance, and workers compensation packages for the 2023-2024 plan year. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.
11. On motion of Ms. Butler, seconded by Mrs. Perkins, the Board voted to elect uninsured/Underinsured motorist bodily coverage with a \$250,000 limit to the automobile policy, And further moved to authorize Mr. James T. Stroder, Interim Superintendent, to sign On behalf of the City of Baker School Board to elect uninsured/underinsured motorist Bodily coverage to the automobile policy. Voting yes: Perkins, Profit, Joseph, Butler, And Burges. Voting no: None.
12. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to designate *The Advocate* as the official journal of the City of Baker School Board for the period Beginning July 1, 2023 and ending June 30, 2024. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.
13. On motion of Mrs. Joseph seconded by Mrs. Perkins, the Board voted to table this item: Consideration and Approval to Hire a Superintendent Search Firm, and set a date for A work session to hear from the four (4) firms expressing interest. The work session Was scheduled for Thursday, July 27, 2023, at 5:00 p.m. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

**Information Items:**

1. The Superintendent's Report on Personnel was provided to the Board.

**Announcements:**

1. Date of Next Meeting -- August 1, 2023

**Superintendent's Report:**

Mrs. Candace Bailey provided a report on the District's STEAMsational Summer Program. A total of 303 students participated in the summer program this year. In grades K-3, there were 145 students. In grades 4-8, there were 158 students. Thirty-five high school students participated in the program. Our pre-K program was from June 21-29, and we had 10 students. The STEAMsational Summer Program afforded all students the opportunity to participate in many fun and educational experiences.

**Adjournment:**

There being no further business, on motion of Mrs. Perkins seconded by Ms. Butler, the Board voted to adjourn at 7:56 p.m. Voting yes: Perkins, Profit, Joseph, Butler, and Burges. Voting no: None.

**City of Baker School System**  
**School Board Meeting**  
Tuesday, August 1, 2023

Type of Item: Action

Agenda Item: Monthly Financial Report

Background Information:

Mrs. Stewart will present the Monthly Financial Report including Budget to Actual Comparisons for the Period Ending June30, 2023.

Attached Items: June 30, 2023 Monthly Financial Report

Possible Motion: Move to approve the financial report for the period ending June 30, 2023

# City of Baker School Board



## Financial Report Summaries Including Budget to Actual Comparisons for Period Ending June 30, 2023

City of Baker School Board

General Fund Financial Report Summaries (Including Budget to Actual) Comparisons for Period Ending June 30, 2023

GENERAL FUND			
Description	2022-2023	2022-2023	Percentage Uncollected/ Unexpended
	APPROVED Revenues/ Expenditures	ACTUAL Revenues/ Expenditures	
<b>REVENUES</b>			
<b>Local Sources</b>			
Ad Valorem	2,436,025	2,539,457.65	4.2%
Sales and Use	4,891,478	4,845,414.00	-0.9%
1% Collections by Sheriff and Pension Fund	62,350	0.00	-100.0%
Interest Earnings	13,500	17,360.31	19.7%
Donations	5,100	5,100.00	100.0%
Dr. Carpenter Scholarship Fund	2,000	2,000.00	100.0%
Other Local	150,500	189,598.93	26.0%
<b>State Sources</b>			
Minimum Foundation Program	7,267,193	7,364,814.00	1.3%
Professional Improvement Program	9,760	9,968.00	6.5%
Revenue Sharing	44,500	44,033.82	-1.0%
Supplemental Choice Allocation Funds (SCAF)	37,870	19,039.00	-49.7%
Career Development Funds (CDF)	31,631	35,713.25	6.6%
<b>Federal</b>			
GRATE	12,000	0.00	-100.0%
Indirect Costs	171,112	178,038.00	4.0%
<b>TOTAL REVENUES</b>	<b>15,135,619</b>	<b>15,248,536.96</b>	<b>0.7%</b>
<b>EXPENDITURES</b>			
<b>Instruction:</b>			
Regular Programs	3,614,332	3,426,486.45	-8.0%
Special Education Programs	987,559	899,516.38	-8.9%
Vocational Programs	185,586	163,109.15	-12.1%
Other Instructional Programs	471,877	439,177.11	-6.9%
Special Programs	105,708	91,210.48	-13.7%
<b>Total Instruction</b>	<b>5,365,062</b>	<b>4,919,519.57</b>	<b>-8.3%</b>
<b>Support Services:</b>			
Pupil Support Services	587,680	525,210.30	-10.6%
Instructional Staff Support	522,620	505,243.98	-3.3%
General Administration	897,085	822,287.30	-8.3%
School Administration	1,061,274	1,026,279.41	-3.3%
Business Services	304,906	302,747.88	-0.7%
Plant Services	1,007,726	1,074,582.90	4.2%
Student Transportation Services	832,424	693,473.37	-16.7%
Central Services	168,425	156,376.08	-7.3%
<b>Total Support Services</b>	<b>5,982,140</b>	<b>5,706,166.22</b>	<b>0.7%</b>
<b>CAPITAL OUTLAY/DEBT SERVICES</b>			
Building Improvements (Plant Services)	74,900	48,882.09	-34.7%
Architectural/Project Management Services	250,000	250,000.00	0.0%
Debt Service	527,571	529,091.94	0.4%
<b>TOTAL CAPITAL OUTLAY/DEBT SERVICES</b>	<b>852,471</b>	<b>827,974.03</b>	
<b>TOTAL EXPENDITURES</b>	<b>12,199,680</b>	<b>11,453,659.82</b>	<b>7.3%</b>
<b>EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES</b>	<b>2,935,939</b>	<b>3,794,877.14</b>	
<b>TRANSFERS OUT</b>			
USDA SIS Match Transfer	10,972	10,972.00	0.0%
Local Revenue Charter School Transfers	2,912,905	2,912,905.00	0.0%
<b>TOTAL OPERATING TRANSFERS OUT</b>	<b>2,923,877.00</b>	<b>2,923,877.00</b>	
<b>CHANGE IN FUND BALANCE</b>	<b>12,062</b>	<b>871,000.14</b>	



**CITY OF BAKER SCHOOL BOARD**

Bakery, Louisiana

General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending June 30, 2023

<b>CAPITAL PROJECTS</b>			
Description	2022-2023 AMENDED Revenues/ Expenditures	2022-2023 YTD Revenues/ Expenditures	Percentage Uncollected/ Unexpended
<b>Disaster Recovery Baker High School Restoration Project</b>			
<b>REVENUE SOURCES</b>			
FEMA REVENUE	6,266,855.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	696,317.00	0.00	-100.0%
ESSER FUNDS	1,215,000.00	0.00	-100.0%
BOND REVENUE - LOAN	3,200,000.00	5,847,457.77	-28.7%
Reserve Funds Transferred In From General Funds	3,901,176.00	3,901,176.00	
<b>TOTAL REVENUE FOR CONSTRUCTION</b>	<b>20,309,348.00</b>	<b>9,748,633.77</b>	<b>-52.0%</b>
<b>CONTENTS (FURNITURE AND FIXTURES)</b>			
FEMA REVENUE - CONTENTS	1,190,584.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	132,288.00	0.00	-100.0%
<b>TOTAL REVENUE FOR CONTENTS</b>	<b>1,322,872.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>Revenues</b>	<b>21,632,220.00</b>	<b>9,748,633.77</b>	<b>-51.9%</b>
<b>EXPENDITURES</b>			
Architectural and Professional Services	165,569.00	165,569.00	0.0%
Construction & Restoration	20,143,779.00	7,160,071.91	-64.4%
Furniture and Fixtures	1,322,872.00	0.00	-100.0%
<b>TOTAL EXPENDITURES</b>	<b>21,632,220.00</b>	<b>7,334,640.91</b>	<b>-66.1%</b>
<b>Excess of Revenues Over Expenditures</b>	<b>0.00</b>	<b>2,413,992.86</b>	

City of Baker School Board

Special Revenue Funds Financial Report Summaries Including Budget to Actual Comparisons for Period Ending June 30, 2023

SPECIAL REVENUE FUNDS						
FEDERAL AND STATE GRANTS in Account Title	2022-2023 APPROVED BUDGET	2022-2023 YTD Revenue	2022-2023 YTD Exp	2022-2023 Excess/ Deficiency	RECEIVABLES AS OF 07/27/2023	ADJ Excess/ Deficiency
CARL PERKINS	19,428.00	893.00	4,631.01	(3,738.01)	3,221.00	(517.01)
FOOD SERVICE	834,409.00	733,887.72	778,407.00	(44,519.28)	66,939.00	28,419.72
SUMMER SCHOOL FOOD SERVICE	8,790.00	21,368.56	3,856.84	17,511.72	2,624.00	20,135.72
SFS EQUIPMENT GRANT	3,752.00	3,752.00	3,752.00	0.00	0.00	0.00
SCA/SFS SUPPLY CHAIN ASSISTANCE	26,997.16	26,997.16	26,997.16	0.00	0.00	0.00
FRESH FRUIT AND VEGETABLE GRANT	8,071.00	8,071.00	8,071.00	0.00	0.00	0.00
IDEA PART B	277,824.00	216,779.00	507,661.71	(90,882.71)	87,142.00	(3,440.71)
HIGH COST SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
SPECIAL ED - PRE-SCHOOL	15,782.00	0.00	5,361.00	(5,361.00)	5,361.00	0.00
SPECIAL ED - SPED CAMERAS	19,039.00	0.00	17,970.00	(17,970.00)	17,970.00	0.00
8g STUDENT ENHANCEMENT/PRE-K	50,339.00	31,694.05	50,339.00	(18,644.95)	38,664.95	20.00
TITLE I	1,589,586.00	900,660.00	1,374,368.00	(473,708.00)	473,708.00	0.00
TITLE II	98,303.00	59,013.00	91,014.31	(32,001.31)	31,339.00	(662.31)
TITLE IV	228,606.00	61,047.00	117,974.15	(56,927.15)	56,927.00	(0.15)
DIRECT STUDENT SERVICES	57,563.00	27,623.00	27,685.00	(62.00)	0.00	(62.00)
SCHOOL REDESIGN	155,587.00	53,041.00	53,041.96	(0.36)	0.00	(0.36)
IA - 4 Cecil Picard	223,200.00	137,346.00	132,053.14	25,292.86	0.00	25,292.86
ED EXCELLENCE ENHANCEMENT	17,522.00	30,242.00	30,242.00	0.00	0.00	0.00
STRONG START 2020	201,020.00	201,020.00	201,020.00	0.00	0.00	0.00
ESSER II - FORMULA ACHIEVE	5,223,997.00	503,890.00	929,417.88	(425,527.88)	425,527.88	0.00
ESSER II INCENTIVE	47,379.00	0.00	47,379.00	(47,379.00)	47,379.00	0.00
ESSER III - FORMULA ACHIEVE	6,159,828.00	1,022,247.00	1,812,283.76	(790,038.76)	790,038.76	0.00
ESSER III (EB) - ACHIEVE - INTERVENTIONS	1,227,544.00	202,492.00	541,293.67	(338,801.67)	338,801.67	0.00
ESSER III INCENTIVE	140,009.00	0.00	0.00	0.00	0.00	0.00
HOMELESS ARP	37,965.00	5,798.00	7,819.29	(2,021.29)	2,021.29	0.00
IDEA 611 ARP ACTIV	63,108.00	0.00	4,483.85	(4,483.85)	4,484.00	0.15
IDEA 619 ARP ACHV	5,186.00	0.00	3,313.41	(3,313.41)	3,313.00	(0.41)
IDEA 611 Set Aside	35,933.00	0.00	0.00	0.00	0.00	0.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD B-5	75,500.00	55,668.00	67,117.87	(11,449.87)	11,450.00	0.13
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD K-3	18,870.00	0.00	0.00	0.00	0.00	0.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 6-8	18,870.00	0.00	3,300.00	(3,300.00)	3,300.00	0.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 9-12	181,760.00	0.00	39,379.07	(39,379.07)	39,379.00	(0.07)
<b>TOTAL - SPECIAL REVENUE FUNDS</b>	<b>13,073,767.16</b>	<b>4,323,529.42</b>	<b>6,690,134.51</b>	<b>(2,366,705.02)</b>	<b>2,429,890.55</b>	<b>63,183.53</b>

**City of Baker School System**  
**School Board Meeting**  
Tuesday, August 1, 2023

Type of Item: Action

Agenda Item: Property Insurance

Background Information:

The board needs to approve our Property Insurance extension through August 31st.

Attached Items:

**City of Baker School System**  
**School Board Meeting**  
Tuesday, August 1, 2023

Type of Item: Action

Agenda Item: Superintendent Search Firms

Background Information:

The board needs to approve a contract with a superintendent search firm

Attached Items: Search Firm Contracts

STATE OF LOUISIANA

PARISH OF EAST BATON ROUGE

**CONTRACT FOR PROFESSIONAL SERVICES**

BE IT KNOWN THAT this agreement is entered into in the above identified Parish by and between The City of Baker School System, located at 14750 Plank Road, Baker, Louisiana 70714, (hereinafter sometimes simply referred to as "COBSS"), and **Mr. Michael W. Faulk**, and whose mailing address **2713 Indian Mound Boulevard, Monroe, Louisiana 71201**, (hereinafter sometimes simply referred to as "Contractor").

1.

Contractor hereby agrees to furnish the following:

- **Leading the superintendent search process on behalf of the City of Baker School Board with integrity, confidentiality, and transparency utilizing your professional opinion and reference frame on the qualifications and fitness of qualified candidates**
- **Preparing at least one, but not limited to, one vacancy announcement and/or position announcement**
- **Preparing ads to run in the official Board journal, the *Baton Rouge Morning Advocate*, in accordance with law and policy**
- **Preparing ads to the State's major newspapers (Shreveport, Monroe, Alexandria, New Orleans, Houma/Thibodaux, Lafayette, and Lake Charles), at least one time**
- **Preparing and placing notice(s) to be sent to national, state, and local professional and educational organizations, including, but not limited to the, Louisiana School Superintendent's Association, Louisiana School Board's Association, Louisiana School Executive's Association, Louisiana School Personnel Administrators' Association, Teach Louisiana, Indeed, and City of Baker School System website**
- **Adhering to all actions needed to meet the City of Baker School System timeline for completion, by the established date for such, including, but not limited to the dates for: public advertising, one public forum, application deadline, soliciting, identifying, & vetting qualified Superintendent candidates according to law and BESE policy in *Bulletin 746*, voting on the interview process, setting first round interviews, selecting a voting date, and establishing a contract start date**
- **Performing any other function needed to carry out the intent of the Superintendent search**

These services are to be provided under the immediate supervision of **the duly elected President of the**

**City of Baker School Board.**

2.

In consideration of the services described hereinabove, COBSS hereby agrees to pay Contractor **\$50.00 (fifty dollars) per hour, not to exceed 100 (one-hundred) hours**. (If travel expenses are included, please estimate costs. Reimbursement will be based on actual costs under The City of Baker School System guidelines.)

3.

**(Only use if applicable)** The contractor will provide an invoice to **Mrs. Sidney W. Stewart, Business Manager, P.O. Box 680, Baker, LA 70704-0680**, each month equal to the number of hours that were worked during the month at a rate of **\$50.00 per hour**. Time sheets verifying hours/days worked must be attached to each invoice. Invoices

should be received no later than the last day of the month following the period during which the hours were accrued. The East Baton Rouge Parish School Board will issue a check to the contractor no later than 20 days after invoice is received.

4.

This contract for professional services is with Mr. Michael W. Faulk, and it is expected that the work will be performed personally by Mr. Michael W. Faulk.

5.

Contractor hereby agrees that the responsibility for payment of taxes from the funds thus received under this contract shall be said Contractor's obligation and identified under a Federal tax identification number.

6.

The Legislative Auditor the State of Louisiana and/or Office of the Governor may audit all financial and suit records of Contractor which relate to this contract.

7.

This contract is in effect for the period commencing from \_\_\_\_\_ **to** \_\_\_\_\_ . The termination date of this contract may be extended only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. Requests for extensions may be initiated by either party by the mailing of such request to the other party, via Certified Mail, return receipt requested, not less than thirty (30) days before the termination date provided for herein or any extension thereof. If either party informs the other that any extension of this contract is deemed necessary, an amendment may be prepared by the COBSS and forwarded to Contractor for appropriate action by Contractor, and said amendment is to be returned to the COBSS with appropriate information and signatures not less than fifteen (15) days prior to termination date. The amendment when received will be forwarded to the necessary authorities for their approval.

8.

The commencement of this contract is subject to and conditioned upon the availability and appropriation of the necessary funds, **and the COBSS will have no liability or obligation to pay contractor until this contract has been approved.**

Furthermore, the continuation of this contract is contingent upon the appropriation of funds by the City of Baker School Board. If the City of Baker School Board fails to appropriate sufficient monies to provide for the continuation of this contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated, with the sole liability of the COBSS being the amounts due and owing on the date of cancellation due to the non-appropriation of funds.

**9.**

Contractor shall not assign any interest in this contract and shall not transfer any interest in the same (whether by assignment or novation), without the prior written consent of the COBSS provided however, the claims for moneys due or to become due to Contractor from the COBSS under this contract may be assigned to a bank, trust company, or other financial institution without such prior written consent.

**10.**

Either party shall have the right to cancel this contract, with or without cause, by giving the other party thirty (30) days written notice forwarded to their respective address by certified mail. The COBSS has the right to cancel this contract upon less than thirty (30) days due to budgetary reductions, a change in funding priorities by the COBSS or cause. In the event the COBSS terminates this contract for cause/breach, the COBSS will pursue all remedies available to it under law.

Notice shall be sent Certified Mail, return receipt requested, to the following addresses:

If to **CoBSS**:                   City of Baker School System  
  .ATTENTION: Superintendent Search  
  14750 Plank Road  
  Baker, LA 70714

If to **Contractor**:       **Mr. Michael W. Faulk**  
  **2713 Indian Mound Boulevard**  
  **Monroe, Louisiana 71201**

All records, reports, documents and other material delivered or transmitted to Contractor by the COBSS shall remain the property of the COBSS, and shall be returned by Contractor to the COBSS at Contractor's expense, at termination or expiration of this contract. All records, reports, documents, or other materials related to this contract and/or obtained or prepared by Contractor in connection with the performance of the services contracted for herein shall become the property of the COBSS, and shall, upon request, be returned to the COBSS at Contractor's expense, at termination or expiration of this contract.

**11.**

The COBSS and Contractor acknowledge and agree that the COBSS has the right to review all records, reports, worksheets or any other materials related to this contract. The COBSS and Contractor further agrees to furnish the COBSS, upon request, copies of any and all records, reports, worksheets, bills, statements or any other material of Contractor or the COBSS related to this contract. Consequently, Contractor agrees that all records regarding this contract shall be maintained for a period of not less than three (3) years.

**12.**

Any claim or controversy arising out of this contract shall be resolved according to Louisiana law.

**13.**

Contractor agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1972, and Contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

Contractor agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, religion, sex, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for immediate termination of this contract without notice.

**14.**

The contractor shall maintain the confidentiality of any and all confidential student and/or employee information.

**15.**

For those contracts issued by the COBSS representing services to be provided using federal funding, signing this contract certifies that the contractor and the names of officers, directors, and any and all employees of the contractor's company do not appear on the EPLS. EPLS is the electronic version of the Lists of Parties Excluded from Federal Procurement and Non-procurement Programs (Lists), which identifies those parties excluded throughout the U.S. Government (unless otherwise noted) from receiving Federal contracts or certain subcontracts and from certain types of Federal financial and non-financial assistance and benefits. Contractors may view the current list at <http://epls.arnet.gov/>.

**16.**

Contractor receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

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**Mr. Michael W. Faulk, Contractor (Vendor)**  
**2713 Indian Mound Boulevard, Monroe, LA 71201**  
**Tax ID #/SSN**

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, President  
City of Baker School Board

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Acting Superintendent  
City of Baker School System



**Rena Mitchell, M.Ed./MBA**

**CITY of BAKER SCHOOL SYSTEM SUPERINTENDENT SEARCH**

**Rena@Skipstone.com  
(512)940-8904**

## **Renae Mitchell, M.Ed./MBA - BIO**

**Given my knowledge as a current board member for 8 years and President for the past 2 years coupled with my experience in education, school systems, and superintendent/executive searches/human resources, I would love the opportunity to work with the City of Baker School System to hire a well-qualified Superintendent who will be an asset to the district; successfully care for all students; and positively promote the district.**

I received an M.Ed./MBA from the University of Texas @Austin from the McCombs School of Business with a concentration in Education, Human Resources, and Organizational Development Leadership. Undergraduate from Southeastern Louisiana University in Hammond, Louisiana. My three siblings and I all attended Baker Jr. High and graduated from Baker Sr. High School. My husband also attended Baker Elementary, Baker Jr., and Sr High schools. We all grow up in the Baker area with other family members and friends as well.

**I have 25 years of experience leading and directing school districts and companies in areas including but not limited to superintendent/executive search/recruitment, hiring and executive coaching, strategic planning, program implementation, process improvements, and achieving legislated priorities.** My executive search/recruitment experience includes positions such as School Superintendents, Independent School District cabinet/executive staff, CEO, CFO, lawyers, City Managers, Directors, etc.; and working for the City of Austin, Hi-Tech companies, and startups, etc. In my current position as President and past positions as Vice President for the Pflugerville Independent (PfISD) School Board and Vice President for the Central Texas School Board Association (CTSBA), I work with Texas school boards and Superintendents in a collaborative effort to operate more effectively and efficiently so that our students are equipped with tools to reach their full potential. CTSBA covers 60 school districts that serve over 420,000 public school students.

In my position on the board for 8 years, I oversee the management of the district which includes collaborating to adopt policies and procedures and to achieve consistent and reliable leadership/administrators. Given my Human Resources professional expertise and education experience, I work closely with the Superintendent in developing the district's strategic plan, recruitment strategies and re-engineering/reorganizing the school district. I also serve as chair of the school board's policies, legislative, and Superintendent Evaluation committees. I have been an advocate for the Public School system for over 26 years.

Just a little more about me and my accomplishments which include working with school districts and businesses to deal with growing concerns of “work-life balance” and most recently due to COVID-19 and the pandemic “student-parent-life balance;” helping all to feel valued and in knowing that they are important and how to consistently achieve high standards; motivating/coaching Superintendents, Administrators, Boards, Executives, etc. Professionally, I have dealt with the economy’s downturn and how “to do more with less.”

Conducting Superintendent and Executive searches and working with school districts and organizations to be successful in establishing and achieving their goals is a love, joy, and pleasure for me; and it is something that I am deeply passionate about.

### **Professional Boards, Commissions and Affiliation Served**

- Leadership Texas School Board Association graduate earning the title “Master School Board Trustee”
- Past Chamber of Commerce Board Member
- Past Education Foundation Board Member
- Past Planning and Zoning Commissioner
- Past PTO President for Elementary and Middle Schools
- Past President of Athletic Booster Clubs
- Career and Technical Association of Texas 2019 Champion of the Year
- 2019 Chamber of Commerce Contributor of the Year

## Superintendent Search Process

### Representative: Renae Mitchell

### Scope of Work

Renae will customize the Superintendency search for the City of Baker School System (CBSS) to seek candidates and finalists who will best meet the needs of CBSS and successfully care for and positively promote the district. We will guide the board through the process beginning with defining, specifying, and identifying the desired educational and administrator skills and characteristics for your next superintendent. We will work together with you to best understand your district's needs. All the information collected will assist us in identifying superintendent candidates for you to interview that meet your requirements and in addition who will be excited about working with you for your students' success. Our process will allow you, the board, to concentrate on what is most important, the interview and selection of the best Superintendent that exhibits exceptional leadership skills. You will have personal and direct contact information for Renae Mitchell.

### Superintendency Search to include the following...

- Planning discussions with the board to establish the activities for the search
- The creation of a profile (qualifications and characteristics) for the new superintendent
- Board building sessions (this includes Renae meeting with the board, collectively)
- Community Input sessions with stakeholders...
  - City Leaders including Mayor, Council Members, and/or the City Manager
  - Baker Chamber of Commerce President, Leaders, business members
  - Business Members who may not be a part of the Chamber
  - CBSS PTO and Parent groups
  - City of Baker Church Leaders
  - Any other groups the board deems necessary
- Develop job description/qualifications for advertising (board to review and approve prior to posting)
- Position Advertised and search/recruitment – including recruiting desired candidates
- Screening Applications
- Present the top 10 who meets desired qualifications (all who applied and meets qualification will be available for the board's review if desired)
- Board to select their top 5 to interview
- Assist with developing interview questions and structure
- Board to Interview Candidates
- Provide personal references checks on final candidates
- Negotiation salary and compensation plan with final candidate as identified by the board
- Name and recommend a candidate in accordance with local and state requirements
- Transition planning for the new Superintendent

### Timeline

We will map out a detailed proposed timeline that meets the CBSS specification and needs.

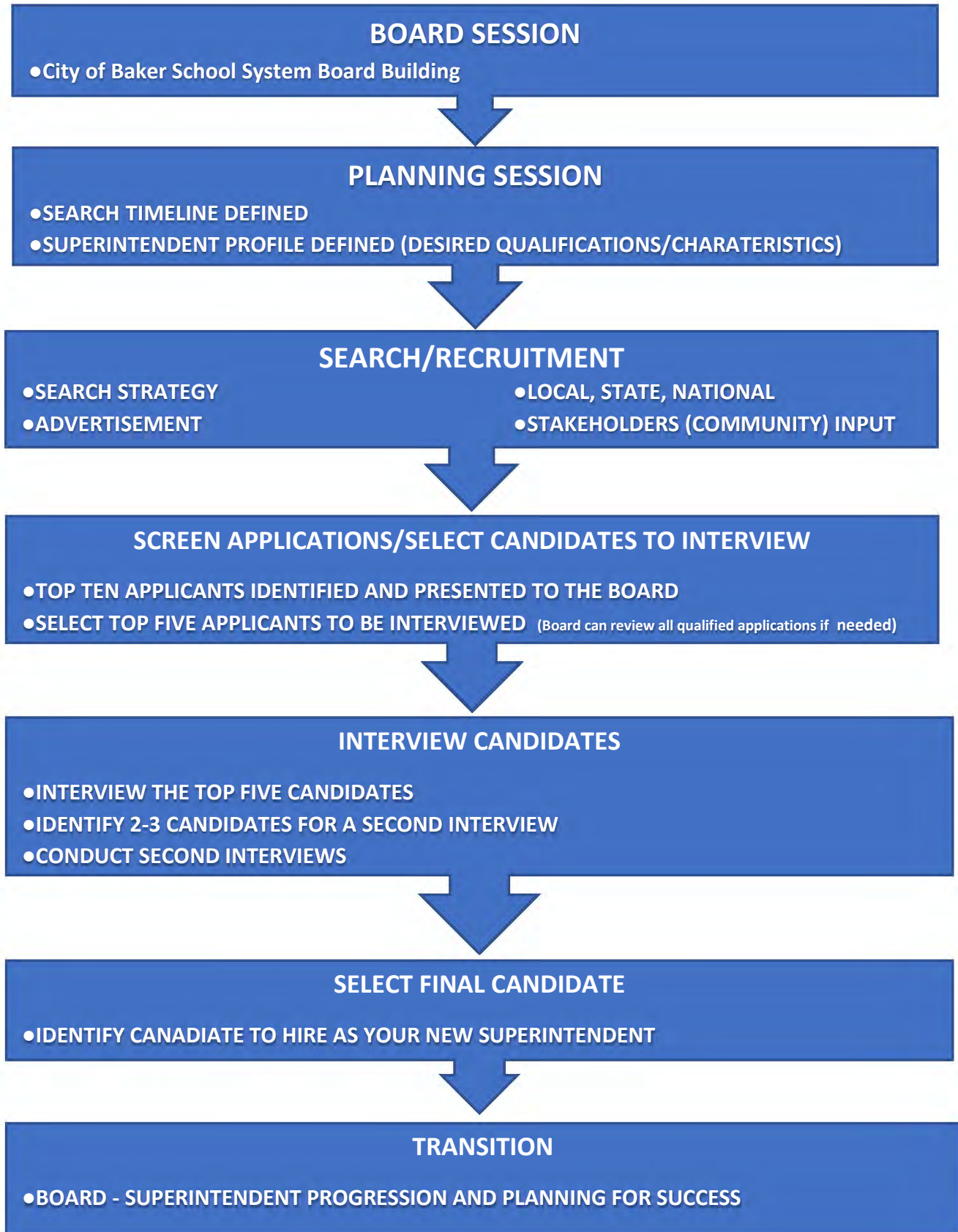
### Rate

The rate includes board planning sessions, and providing board guidance throughout the entire process including the start of engagement and the onboarding for the CBSS new superintendent. I will ensure that you are set up for success with the new CBSS superintendent.

**Rena Mitchell**

**CITY of BAKER SCHOOL SYSTEM SUPERINTENDENT SEARCH PROCESS**

The information below explains MP's search process and all the work MP will do with the board's input.



## Renae Superintendent Search Rates

Description of Service	Rate
Superintendent Search including initial board building session thru the onboarding of the new Superintendent Superintendent - board building session	\$6,000 Plus expenses

### **Renae Mitchell Additional Services**

Superintendent Contract

Superintendent Performance Evaluation Plan

Superintendent Progression Planning for Success

Executive Coaching

Organization Structure Review and Design

Strategic Planning

Human Resources Solutions



# City of Baker School System Superintendent Search Proposal

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June 2022

**SSA**  
Consultants

9331 Bluebonnet Boulevard, Baton Rouge, Louisiana  
[www.consultssa.com](http://www.consultssa.com)

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## INTRODUCTION

Since 1970, SSA Consultants (SSA) has provided consulting, executive recruitment, and development services for a wide variety of private and publicly traded companies and federal, state, and local governmental agencies. Today, SSA is a Hudson-certified, woman-owned small business offering consulting services through a team of professionals with diverse academic credentials and complementary, real-world management experience. The expertise of this team enables SSA to provide the quality of comprehensive consulting services that help organizations improve their performance.

The City of Baker School District (CBSD) seeks to engage a firm to assist them to conduct a national search for a highly qualified Superintendent. SSA has conducted numerous successful searches for school boards and other governmental agencies in Louisiana, and we are pleased to provide this proposal to assist the CBSD to define the requirements and recruit and select a highly qualified individual for this important role.

## METHODOLOGY

SSA's executive search methodology includes three basic components:

1. Define/clarify client needs and create an ideal executive profile;
2. Advertise for, network, and recruit qualified applicants; and
3. Screen applicants and develop final recommendations.

### **Step 1: Define/Clarify Client Needs and Create an Ideal Executive Profile**

The first step in the executive search methodology is focused on understanding the organization's culture and gaining consensus regarding the organization's needs and priorities. This initial step includes work to define the ideal candidate, as well as an outline of the steps and timeline for the search process.

SSA will work closely with the CBSD to gather input and information to create a candidate profile describing the optimal candidate. The profile will be used throughout the search process – to guide SSA's advertising, networking, recruiting, and screening efforts.

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An additional component in Step 1 has to do with providing opportunities for public input. SSA will work with key CBSD Board leaders to identify key stakeholders who could be included in a focus group, online surveys, and/or public meetings.

### **Step 2: Advertise, Network, and Recruit Qualified Applicants**

This second step is focused on casting an appropriately wide net to produce a variety of qualified applicants. Utilizing the candidate profile, SSA will design and place job advertisements on relevant online sites such as education bulletin boards, Superintendent Associations, Indeed, LinkedIn, and in newspapers across the state.

Because most top candidates are not looking at advertisements for available positions, SSA will create a customized job flyer for more targeted distribution to potential applicants through available professional associations, bulletin boards, and networks. SSA employs a unique process to source highly qualified candidates who many not be currently seeking a new job but may be an excellent fit for our clients.

### **Step 3: Screen Applicants and Develop Final Recommendations**

SSA takes an objective, team-based approach to reviewing resumes and conducting the initial screening of applicants. Through a series of screening interviews and client engagement, we identify top (best fit) candidates. SSA compares relevant personal and professional characteristics of each high-potential candidate. Utilizing a version of the Hogan Leadership Assessment, SSA then performs an overall job fit analysis on each of the final candidates utilizing client descriptions of organizational culture and expectations compared to candidate characteristics. We also conduct in-depth reference checks and provide basic due diligence designed to verify candidate legitimacy.

Finally, SSA presents the results of this analysis to our client to help guide them through their assessment of each short-listed candidate and the final selection process. Working closely with the CBSD, SSA will provide the final recommended candidate or candidates to the client for consideration.



## TIMELINE

The graphic below illustrates the proposed major phases of the search process. SSA will work closely with the CBSD Board and key stakeholders to ensure that all relevant activities that are identified and will develop a realistic timeline and project plan to ensure a successful placement.



## INVESTMENT

The financial investment required for this executive search is \$43,725.00. This fee includes profile development, materials for the search, mailings, job posting costs, Hogan BASIS assessments, all networking calls, reference checks, etc. Travel for candidates and extensive background checks will be handled by the CBSD, or if requested, SSA will handle these activities and invoice the CBSD for the actual cost of the items with supporting documentation.

Breakdown of Hours and Cost Per Step		
Activity	Hours	Cost
Step 1	53	\$14,575.00
Step 2	53	\$14,575.00
Step 3	53	\$14,575.00
<b>Total</b>	<b>159</b>	<b>\$43,725.00</b>

SSA will invoice CBSD for work completed at the end of each step as outlined in the table above.

SSA's search services are guaranteed for one year from the date of hire. If the selected candidate leaves or is terminated, SSA will conduct a new search at no additional charge (other than travel and extraordinary hard costs).

## ABOUT SSA CONSULTANTS

SSA Consultants is an organizational development and management consulting firm based in Baton Rouge, Louisiana. Our consulting services are designed and delivered to meet clearly defined client needs and our clients span both the public and private sectors and range from nonprofits to Fortune 500 companies to government entities (state and local). We utilize a

### OUR MISSION

We are in the business of helping our clients improve their performance.

collaborative methodology – combining our insights and expertise with those of our clients – to create straightforward consulting services and simple organizational tools with the power to create new understanding and positive change.

SSA's services include: strategic planning, executive search services, organizational design and development, operational design and planning, work process redesign, performance management and improvement, systems integration and design, cultural transformation, training and leadership development, customer service improvement, stakeholder outreach, project management, best practice research and analysis (including public policy), grant writing, facilitation/negotiation/problem-solving, compensation and benefit studies, and communications development and management.

SSA and its clients have received numerous awards as a result of their projects. Some of the more notable awards are the Better Business Bureau for South Central Louisiana's 2008 Douglas Manship Jr. Torch Award for Ethics in Business; the Press Ganey Compass Award for the most improvement in Customer Satisfaction scores in large hospitals awarded to Covenant Medical System in Texas; the Journal of Emergency Medical Services (JEMS) award for the nationally-recognized "Carpe Diem" program designed for Acadian Ambulance; and the Louisiana Quality Award for process improvement work with Rapides Regional Medical Center.

SSA Consultants has provided executive search services for numerous clients. Below is a sample of relevant Superintendent/executive level searches conducted by SSA.

- Special School District, State of Louisiana – Superintendent
- BREC – Superintendent
- East Baton Rouge Parish Department of Public Works – six positions including Directors of Environmental Services; Transportation and Drainage; Maintenance; Buildings and Grounds; Fleet Management; and Development
- Louisiana Housing Corporation – Executive Director

- Coastal Protection and Restoration Authority – Executive Director
- Louisiana Emergency Response Network (LERN) – Executive Director
- Louisiana Board of Medical Examiners – Director of Operations
- French Market Corporation – Executive Director
- Louisiana Cancer Research Center – Chief Administrative Officer
- Louisiana Department of Health, Office of Public Health – COVID Coordinator and Director of the Bureau of Community Preparedness
- Baton Rouge Area Chamber (BRAC) – President and CEO
- The Water Institute of the Gulf – President and CEO
- Audubon Nature Institute – Human Resources Director
- Audubon Nature Institute – Assistant to the CEO
- Aunt Sally’s Pralines – Chief Executive Officer
- MidSouth Bank – Chief Operating Officer
- Louisiana Physical Therapy Board – Executive Director
- Louisiana Community and Technical Colleges System – Executive Assistant to CEO

***“Audubon has used the services of SSA for executive searches, strategic planning, economic impact reports, and organizational structure studies to name a few. My Senior Vice President for Customer Service and Human Resources was found by SSA from 354 candidates. SSA’s work is professional, timely, reasonable in price, and effective.”***

***William H. Kurtz***

***Retired Senior Executive Vice President and Chief of Staff, Audubon Nature Institute***



### **Christel Slaughter, PhD** | Chief Executive Officer and Partner

Dr. Christel Slaughter is a partner at SSA Consultants, and for over 30 years, she has led executive searches and organizational change efforts for hundreds of clients across the United States with a concentration of this work focused in the public sector.

Some of her work includes leading the cultural organization transformation of a publicly traded community bank; designing and implementing an award-winning customer service program for a large health care institution; leading an ongoing organizational development, design, and build-out of the Louisiana Emergency Response Network; and designing integration strategies for the State of Louisiana's multibillion-dollar coastal protection and restoration efforts. Christel also worked to establish and implement Blueprint Louisiana, a statewide grassroots reform effort. She was the Project Director of the East Baton Rouge City-Parish Green Light Plan, serving as the direct link between government officials, program management team members, and the communities and stakeholders they both support.

In addition to client engagements, she is also a nationally recognized public speaker, presenting at notable conferences such as the National Association of Bar Executives, the Louisiana Association of Nonprofit Organizations, and the Diocesan Fiscal Management Conference.

Prior to embarking on her consulting career, Christel served as a faculty member at Louisiana State University for seven years as a Distinguished Alumni Professor. She holds a Bachelor of Science in Marketing and a doctorate degree in Systems Management and Organizational Design from LSU, and while preparing for her doctorate, the Academy of Management Doctoral Consortium selected Christel as one of the top 35 doctoral students in the nation.

#### **Areas of Expertise**

- Executive Searches
- Compensation and Benefit Studies
- Change Management
- Performance Improvement
- Strategic Planning
- Outreach and Education
- Training and Development
- Facilitation
- Leadership Selection and Development
- Organizational Design and Development

#### **Representative Clients**

- Special School District
- CPRA
- Louisiana Emergency Response Network
- Louisiana Department of Hospitals
- Louisiana Housing Corporation
- East Baton Rouge Parish Government
- St. Charles Parish Government

#### **Education & Certifications**

- PhD Systems Management and Organizational Design, LSU
- B.S. Marketing, LSU
- Certified Hogan Assessment Systems Leadership Consultant



### Sarah Bowden | Consultant

Sarah Bowden has developed a breadth of experience and in specialized research and complex analysis for projects in both private, non-profit, and public organizations. Her experience includes developing operational designs for organizational assessment and evaluation, analyzing current practice standards, and implementing best practice research from a variety of industries and regions.

Sarah's experience includes working with the Baton Rouge Police Department to create a Compensation and Benefits Study for all sworn officers in the organization, which included the formulation of recommendations to maximize the organization's efficiencies and employee satisfaction. She has been involved in several other compensation and benefit plan studies for public entities, playing a key role in data analysis and comparable market research.

She has also worked with the Parish of Ascension in developing up-to-date job descriptions and implementing a performance-management system, to enact cultural change within the Parish. In addition, she has also assisted the Baton Rouge Area Chamber in their operational analysis of the Intern BR Program.

She has worked with the Louisiana Department of Health conducting several executive searches in order to fill multiple high-level roles within the organization, which includes conducting personality assessments to assess cultural and job fit.

She has worked with the Diocese of Baton Rouge in the reorganization of the IT, CLTV, and other internal departments, which included developing a funding plan for organizational changes.

### Education & Certifications

- B.A., Economics, LSU
- Minors: Psychology, Global Diplomacy, Sociology

### Areas of Expertise

- Compensation and Benefit Analysis
- Performance Management
- Executive Searches
- Employee Engagement
- Environmental Assessment

### Representative Clients

- Special School District
- Ascension Parish Government
- Baton Rouge Police Department
- Capital Region Planning Commission
- Leadership Academy
- BREC
- BASF
- BRAC
- City of Baton Rouge, Parish of East Baton Rouge
- City of New Orleans
- CRPC
- East Baton Rouge Sheriff's Office
- Rapides Parish
- Baton Rouge North Economic Development District



# Recruitment Services

for School Districts

# Introduction

## **Your Recruitment and Staffing Partner**

**Chief of Minds Staffing, LLC** is a recruitment management company with over 36 years of experience in life-cycle recruitment and talent management solutions.

### **Our Mission**

To provide high quality, cost effective recruitment solutions that increase productivity, profitability, performance, and organizational growth for our clients.

### **Objective**

Decuir, Clark & Adams, L.L.P. seeks to partner with a high-performing recruitment and staffing firm to recruit, screen, and assist with selecting a Superintendent for the Baker School District.

The information contained within this correspondence is CONFIDENTIAL and intended only for the use of the individual or entity named herein and is privileged and confidential and exempt from disclosure under applicable law. Any dissemination, distribution or copy of this communication other than to the person or entity named is strictly prohibited. If you have received this document in error, please notify us by telephone and destroy the original (and any copies). 225.754.9506

# Our Team

## Our team offers:

- A strong knowledgeable and experienced management and consulting team with the capability to deliver professional, high quality services that are fundamental to the execution of successful recruitment and HR solutions.
- 36+ years of combined human resources and recruitment experience working with nonprofit, public, and private clients.
- An approach that delivers services based on integrity, honesty, and quality execution. Our services ensure compliance with federal, state, and local laws, emerging changes, innovative technology, trends and major changes in the industry.
- Over 18 years life-cycle recruitment experience (sourcing, screening, interviewing, rubric creation, offer negotiation, and monitoring).





# Services

## RECRUITING TALENT

### **Recruitment**

Unique differentiator: We are recruitment consultants, we don't take and fill job orders.

Employees are your number one asset. That is why we take time to learn more about your organization, the position you want to hire, organizational capacity, and vision for growth. Sure, we can send three candidates the next day, however, that won't solve the problem if we don't understand your culture, expectations, and best candidate profile.

The stress of managing recruitment internally....

- Posting to numerous job boards waiting for candidates to apply
- Browsing 100s of resumes (decline in productivity)
- Scheduling and completing phone interviews with unqualified candidates
- Lack of time
- Candidates declining the job offer

We manage the recruitment process for you...

- COM Staffing attracts candidates for your vacancy
  - COM Staffing creates the candidate avatar
  - COM Staffing creates and manages job posting(s)  
COM Staffing advertises the job posting(s) on select job boards
  - COM Staffing recruits candidates within our database and network

**Retained Search Placement:** The Client interviews candidates and extends an offer of employment. Once the terms are negotiated and accepted, the candidate will go directly onto the client's payroll.

Typical **Retained Search** Recruitment Process:

- Advertisement of vacancy
- COM Staffing conducts phone interviews with select candidates

- COM Staffing forwards qualified candidates for client interviews
- Client interviews qualified candidates
  
- COM Staffing performs background and historical checks for vetted candidate(s):
  - a. Letters of Interest
  - b. Resumes
  - c. Background Checks
  - d. Letters of Recommendation
  - e. Social Media Screening
  
- COM Staffing extends an offer on behalf of the client

This process may vary dependent upon the client's recruitment process.

**Temporary Staff:** Temporary staff arrangements are provided for a certain period of time based on the needs of the client. Temporary employees are not allowed to operate vehicles, handle cash, lift over 40lbs., or handle hazardous or dangerous (sharp, rusty, dirty, etc.) materials on any assignment.

**Temp-to-Hire Placement:** Temp-to-hire placements are placed on temporary assignments with the possibility of the position becoming full-time. Should the client decide that the person they have selected for a temp-to-hire arrangement is not a good fit, the client should inform COM Staffing that a replacement is needed. If this decision is made during the first three weeks of the temp-to-hire period, the new person will pick up the number of hours that their predecessor accumulated. If this decision is made after the first three weeks, the temp-to-hire's accumulation must start over. Only one replacement is allowed per temp-to-hire. COM Staffing assumes all risk and liability as the employer of record. Most clients choose 520 assignments, however, COM Staffing will adjust the time frame based on client's needs. Note that shorter assignments require higher bill rates. If the client and temp-to-hire employee determine that they would like to work together on a full time basis before the predetermined hours have been worked, a liquidation fee can be calculated and billed in lieu of the remaining temporary hours.

**MINIMUM ASSIGNMENT (Temporary and Temp-to Hire):** Daily assignments will be no less than four (4) hours in length. The Client will be billed a minimum of four (4) hours for each employee assigned, regardless of the actual hours worked. Should weather conditions prohibit an employee from commencing or continuing an assignment involving work out of doors, the Client will be billed a minimum of one (1) hour for each employee who

reports to work, and no less than four (4) hours per employee once the work has commenced.

### **Payroll (Temporary and Temp-to-Hire Positions only)**

COM Staffing runs payroll on a bi-weekly basis for all services listed above. Each temporary employee is responsible for submitting their time sheet prior to the deadline (Monday at 10:00 a.m.). They must also confirm that their fax or email has been received. Should a temporary employee miss the submission deadline or fail to call to confirm that we received it, they must wait until the next bi-weekly payroll is run.

As recruitment consultants, we find innovative strategies for improving hiring quality, decreasing turnover, and increasing employee engagement.

Let's work together to identify quality, high-performing educational staff that have the right qualifications, but also fit the culture at NSBR's charter partner schools.

# Your Investment

## COMPENSATION

### **Recruitment (Direct Hire)**

See services section for full description.

Retained Search Service Fee for executive level positions:

28% of gross salary (first year's compensation)

Retainer Fee: one-third (1/3) of the estimated total service fee upon execution, one third (1/3) upon presentation of short list of candidates and remaining balance due thirty (30) days after candidate presentation.

# Exhibit A

## EXHIBIT A

EXHIBIT A  
("Services")

Consultant/Independent Contractor: Chief of Minds, LLC  
Address: 4626 Sherwood Common Blvd. Suite 104 Baton Rouge, LA 70816  
Telephone: 225-754-9506  
Email: [Irobichaux@chiefofminds.com](mailto:Irobichaux@chiefofminds.com)

Client: Decuir, Clark & Adams, L.L.P.  
Address: Listed in Signature section  
Primary Contact Telephone: Listed in Signature section  
Primary Contact: Monica Moton

Consultant shall provide the following services ("Services") to Client pursuant to this Agreement:

As listed in the "Services" section

Any work beyond the Services listed above will require further approval along with an addendum to this Agreement or additional contract.

Services Date: Upon execution of the agreement

Compensation: Client agrees to pay Consultant as listed in the "Your Investment" section.

# Exhibit B

## Exhibit B

Payables: Consultant will invoice Client the following fees upon execution of this agreement:

### Initial Retainer Fee

Consultant will begin work after receiving payment or approval of bank draft.

Invoices will be sent and executed as outlined in the Agreement section. All payments are due as outlined in the Agreement section. Any unpaid balance owed to COM by Client will also be subject to a periodic charge of one and one-half (1 1/2) percent per calendar month (or such lesser maximum interest rate if set by applicable law at a lower rate) until paid in full. There is a \$150 charge for all NSF transactions.

# SIGNATURE

## Let's Partner

This proposal was developed based on the scope of services detailed above. Any work beyond the scope of this agreement will require revision and further approval.

I accept the proposal above and I have read and understood the Terms and Conditions of services provided by Chief of Minds.

IN WITNESS WHEREOF, the parties have caused this Proposal to be duly executed as of the date written and/or signed below.

**City of Baker School System**  
**School Board Meeting**  
Tuesday, August 1, 2023

Type of Item:           Action

Agenda Item:                   Policies

Background Information:

Forethought Consulting is recommending changes and new policies based on the current legislative session. The board will need to adopt these policies to be in agreement with the state code.

Attached Items: **Policies E-1-B-12.8**



# POLICYALERT



July, 2023

Forethought Consulting, Inc.

## SPECIAL POLICY ALERT: JULY 2023

### ACT 393: REMOTE PARTICIPATION IN SCHOOL BOARD MEETINGS BY INDIVIDUALS WITH DISABILITIES

This special installment of our Legislative Update series addresses Act 393 of the 2023 Louisiana Legislature, which revised two statutes applicable to School Boards, and instructs School Boards to accommodate persons with disabilities recognized by the *Americans with Disabilities Act*, in order that they may participate in School Board meetings by electronic means.

In revising La. Rev. Stat. Ann. §42:17.14, the legislature requires each public body with such capability, to allow a member of the public with a disability recognized by the *Americans with Disabilities Act* or his/her designated caretaker to participate in meetings via teleconference or video conference. The public body, in this case, the School Board, shall adopt “rules, regulations, and procedures” to facilitate such participation via teleconference or video conference for any such person who requests such prior to a meeting. Any public body without such capability shall adopt rules, regulations and procedures for a viable alternative method of participation. We are unaware of any School Board without those capabilities, however. The *Public Participation in School Board Meetings* policy has been revised to include basic information stating that a person who requests such participation must certify that they meet the definition of a person with a disability recognized under the *Americans with Disabilities Act* when they submit, prior to public meetings, their requests to participate. If a School Board does not have the capabilities for participation via electronic means, the policy can be revised accordingly.

The *Teleconference/Remote Participation in School Board Meetings* policy has been revised to reflect statutory language included in La. Rev. Stat. Ann. §42:17.2.1, which states that a member of a public body with a disability recognized by the *Americans with Disabilities Act* shall be allowed to participate and vote in a meeting via electronic means, as defined in La. Rev. Stat. §42:17:2. As included in the policy: “*Meeting via electronic means* shall mean a meeting occurring via teleconference or video conference.”

Although the effective date of Act 393 is August 1, 2023, there is nothing in the Act which requires a policy be adopted prior to that date. However, as of August 1<sup>st</sup>, School Boards will need to be prepared to accommodate a person with a disability recognized by the *Americans with Disabilities Act* should such accommodation be requested, and shall develop rules, regulations, and procedures as required by Act 393 accordingly. Some of the guidelines found in the *Teleconference/Remote Participation in School Board Meetings* policy might be used as a starting point.

### Policies In This Issue:

- *Public Participation in School Board Meetings*
- *Teleconference/Remote Participation in School Board Meetings*

## SCHOOL AND STUDENT SAFETY

The City of Baker School Board is committed to providing a safe environment for the students and employees of its schools. The School Board shall take immediate action to address any potential threats of violence or terrorism to students and employees as required by the *Louisiana School and Student Safety Act* (La. Rev. Stat. Ann. 17:409.1-17:410.)

The School Board shall develop, in consultation with local law enforcement agencies, age appropriate information regarding internet and cell phone safety and online content that is a potential threat to school safety. The information shall include how to recognize and report potential threats to school safety posted on the internet, including but not limited to social media posts. This information shall be distributed or explained to school personnel and students at the beginning of each school year, and posted on an easily accessible page of each school's website, as well as the website of the School Board. Such information shall include instruction on how to detect potential threats to school safety, visual examples of possible threats, and the process for reporting such threats.

### DEFINITIONS

*Risk is imminent* means that the available facts, when viewed in light of surrounding circumstances, would cause a reasonable person to believe that the event stated in the threat is about to happen.

*School* is as defined by La. Rev. Stat. Ann. §17:236 as an institution for the teaching of children, consisting of an adequate physical plant, whether owned or leased, instructional staff members, and students, and which operates a minimum session of not less than one hundred eighty (180) days.

*Student* means any person registered or enrolled at a school.

*Threat is credible and imminent* means that the available facts, when viewed in light of surrounding circumstances, would cause a reasonable person to believe that the person communicating the threat actually intends to carry out the threat ~~in the near future or has the apparent ability to carry out the threat in the near future.~~

*Threat of terrorism* means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, teacher, principal, or school employee to be in sustained fear for his safety, cause the evacuation of a building, or cause other serious disruption to the operation of a school.

*Threat of violence* means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or

posts on any social networking website, of any intent to kill, maim, or cause great bodily harm to a student, teacher, principal, or school employee on school property or at any school function.

### MANDATORY REPORTING

Any administrator, teacher, counselor, bus operator, or other school employee, whether full-time or part-time, who learns of a threat of violence or threat of terrorism, whether through oral communication, written communication, or electronic communication, shall:

1. ~~immediately report the threat to a local law enforcement agency if the threat is credible and imminent and, if the employee is not the school administrator, to the school administrator.~~
2. ~~immediately report the threat to school administrators for further investigation, in compliance with this policy, if the threat is not credible and imminent.~~

Upon being informed of the threat, the school administrator shall make reasonable efforts to attempt to inform all persons who are targets of the threat and shall take all necessary measures to protect their lives and safety.

The school administrator next shall make reasonable efforts to attempt to notify the appropriate personnel within the School District administration.

The school administrator and the School District administrator then shall determine if risk is imminent for any other persons because of the threat, and if so, notify them and make reasonable efforts to attempt to take measures to protect their lives and safety.

The school administrator and the School District administrator then shall determine whether to notify parents of the students at the school.

No person shall have a cause of action against any person for any action taken or statement made in adherence with the requirement for reporting as provided herein. However, the immunity from liability provided in this policy shall not apply to any action or statement if the action or statement was maliciously, willfully, and deliberately intended to cause harm to, harass, or otherwise deceive law enforcement or school officials.

### Reporting Procedures

The Superintendent shall develop and maintain administrative procedures for reporting potential threats to school safety. The reporting procedures, at a minimum, shall include:

1. A standardized form to be used by students and school personnel to report potential threats which requests, at a minimum, the following information:

- A. Name of school, person, or group being threatened.
  - B. Name of student, individual, or group threatening violence.
  - C. Date and time the threat was made.
  - D. Method by which the threat was made, including the social media outlet or website where the threat was posted, a screenshot or recording of the threat, if available, and any printed evidence of the threat.
2. A process for allowing school personnel to assist students in completing the standardized form.
  3. A process for allowing reporting by an automated voice system.
  4. A process for allowing anonymous reporting and for safeguarding the identity of a person who reports a threat.
  5. For every threat reported, a school administrator shall record, on the form provided, the action taken by the school.

If information reported to a school is deemed a threat the school shall present the form and evidence to local law enforcement agencies.

If the information poses an immediate threat, school administrators shall follow procedures provided in the school's *Crisis Management and Response Plan*.

### THREAT ASSESSMENT

When any threat of violence or terrorism has been reported to a school administrator, an investigation shall be made according to administrative procedures which shall include, at a minimum:

1. Conducting an interview with the person reporting a threat, the person allegedly making a threat, and all witnesses, and;
2. Securing any evidence, including but not limited to statements, writings, recordings, electronic messages, and photographs.

If the investigation results in evidence or information that raises a concern that a threat is credible, ~~and imminent, the threat shall be immediately reported to a local law enforcement agency for further investigation~~ the school and School District shall implement measures to provide for ongoing protection of the safety and lives of all students and staff at the school.

## MANDATORY EVALUATION EXAMINATION

If a law enforcement agency, based on its investigation as required by La. Rev. Stat. Ann. §17:409.4, determines that a student's threat is credible and imminent, it shall report it to the district attorney, who may file a petition no later than seven (7) days after receiving such report with the appropriate judicial district court for medical, psychological, and psychiatric examination. Where the district attorney, in his/her discretion, decides not to file the petition or does not file such petition during the requisite period, the student who is the subject of a complaint and investigation shall be permitted to return to school unless the student is charged with assault on a teacher as provided in La. Rev. Stat. Ann. §14:38.2 or battery on a teacher as provided in La. Rev. Stat. Ann. §14:34.3. The school shall permit a student who is the subject of a complaint and investigation to return to school if at any point prior to a hearing the threat is determined not to be credible after an investigation by the school administration, a law enforcement agency, or the district attorney or by order of the court after a hearing unless the student is charged with assault on a teacher as provided in La. Rev. Stat. Ann. §14:38.2 or battery on a teacher as provided in La. Rev. Stat. Ann. §14:34.3. The school administrator shall notify any person who was a target of the threat at least two (2) school days prior to the student's return. The school administrator or his/her designee may conduct a search of the student or his property for weapons upon the student's return.

If the person who is reported to a local law enforcement agency is not a student, he or she shall not be permitted to be within five hundred feet (500') of any school until he or she has undergone a formal medical or mental health evaluation and has been deemed by a healthcare professional not to be dangerous to himself/herself or others. After such a determination, the person shall not be permitted in a school unless he has notified the school administrator of his intent to visit the school and he is notified that the administrator has provided at least two (2) school days' notice regarding the visit to anyone in the school who was directly threatened by the person. The school administrator may deny such person the right to visit the school.

## LIABILITY

No person shall have a cause of action against any person for an action taken or statement made in adherence with this policy unless based on conduct that is maliciously, willfully, and deliberately intended to cause harm or harass.

New policy: March 3, 2020  
Revised: July, 2023

Ref: La. Rev. Stat. Ann. §§17:236, 17:409.1, 17:409.2, 17:409.3, 17:409.4, 17:409.5, 17:410; Board minutes, 3-3-20.

**CARPOOL AND BUS LINE SAFETY**

The City of Baker Parish School Board shall require safety rules for carpool and bus lines at any school that includes any of the grades kindergarten through five. The safety rules shall require, but not be limited to, the following:

1. Students shall remain a safe distance from the pick-up area behind something material or immaterial intended to block passage, as deemed appropriate for the particular school building.
2. Students shall wait in the pick-up area and wait for vehicles to come to a complete stop.
3. A student being dropped off shall remain in the appropriate passenger restraint until the vehicle in which he/she is a passenger comes to a complete stop.
4. A student in grades kindergarten through three shall be accompanied by a school employee while he/she is walking to and from a pick-up area.

New policy: July, 2023

Ref: La. Rev. Stat. Ann. §17:81.

**CONTINUOUS LEARNING**

In an effort to provide required instruction to students in times of extended school closures, the City of Baker School Board shall implement the *Continuous Learning Plan*, which allows modified operations for continuous learning on a short-, medium-, or long-term basis. The *Continuous Learning Plan* shall be posted on the School Board's website. It shall be updated annually by June 30<sup>th</sup>, and reviewed by stakeholders.

*Short-term modified operations:* A significant portion of the students/staff are not able to be on campus for 1-2 days for face-to face, direct instruction. Continuous learning expectations may be limited or smaller in scope depending on resource availability (e.g. community is without electricity for two (2) days).

*Medium-term modified operations:* A significant portion of the students/staff are not able to be on campus for 3-10 days for face-to face, direct instruction.

*Long-Term Modified Operations:* A significant portion of the students/staff are not able to be on campus for more than ten (10) days for face-to face, direct instruction. Operations should have more consistency and expectations of routines and instruction.

The plan shall include, but not be limited to:

1. Technology and connectivity;
2. Student and staff responsibilities;
3. Attendance;
4. Family strategic communication, engagement, and support; and,
5. Instructional quality.

*Remote instruction* is an educational model in which the student and educator are not physically present in a traditional classroom environment where instruction may be facilitated by the use of computers, technology, and the internet. *Hybrid instruction* is instruction provided via a combination of face-to-face and remote models.

New policy: July, 2023

Ref: La. Rev. Stat. Ann. §§17:81, 17:232; *Louisiana Handbook for School Administrators*, Bulletin 741, Louisiana Department of Education.

## ATTENDANCE

In accordance with state law, it is the responsibility of every parent, tutor, or legal guardian of a child between the ages of seven (7) and eighteen (18) to enforce the attendance of his or her child at the school to which the student is assigned. Once a pupil arrives at school, he/she is expected to remain and attend each class throughout the day.

A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, participating in school-authorized field trips or other school-approved activities, or taking a state-approved virtual course.

- *Half-day attendance* - A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 25% but not more than half (26%-50%) of the student's instructional day.
- *Whole-day attendance* - A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 50% (51%-100%) of the student's instructional day.

Compulsory attendance laws and Louisiana Board of Elementary and Secondary Education (BESE) regulations require high school students to be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days), per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis in order to be eligible to receive credit for courses taken.

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year in order to be eligible to receive credit for courses taken.

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make up sessions must be completed before the end of the current semester and all other applicable policies must be met.

### [ATTENDANCE FOR REMOTE OR HYBRID INSTRUCTION](#)

[During remote or hybrid instruction, students are considered to be in attendance when attendance is checked and recorded on each school day at the beginning of each class period in accordance with La. Rev. Stat. Ann. §17:232, and Bulletin 741, Louisiana](#)



[Handbook for School Administrators](#), and one of the following requirements is met:

- [The student logs into synchronous online instruction at the designated time for the course in which the student is enrolled.](#)
- [Evidence exists that the student accessed a planned asynchronous instructional activity.](#)

[Remote instruction is an educational model in which the student and educator are not physically present in a traditional classroom environment where instruction may be facilitated by the use of computers, technology, and the internet.](#)

[Hybrid instruction is instruction provided via a combination of face-to-face and remote models.](#)

## JURISDICTION

All students shall be under the jurisdiction of the school during normal school hours, from the time the student arrives at school each day until he or she leaves the school campus in the afternoon. In case a student rides a bus, he or she shall be under the jurisdiction of the school from the time he or she boards the bus until the student exits the bus in the afternoon. Students shall be under the jurisdiction of the school while attending any school sponsored activity either at school or away from school. This shall apply to all students, including athletic teams, pep clubs, band and other student organizations. In disciplinary matters, the School Board's authority may extend beyond the limits set forth above, in accordance with state law.

Revised: May 20, 2008

Revised: September, 2008

Revised: October 5, 2010

Revised: May 3, 2016

Revised: July, 2023

Ref: La. Rev. Stat. Ann. §§17:221, 17:226, 17:227, [17:232](#), 17:233; [Louisiana Handbook for School Administrators](#), Bulletin 741, Louisiana Department of Education; Board minutes, 5-20-08, 10-5-10, 5-3-16.

## STUDENT ABSENCES AND EXCUSES

The City of Baker School Board recognizes that the fundamental right to attend the public schools places upon students the accompanying responsibility to be faithful in attendance. Regular attendance can be assumed to be essential for a student's successful progress in the instructional program.

The parent or legal guardian shall enforce the attendance of the student at the school to which the student is assigned.

The principal of a school, or his/her designee, shall notify the parent or legal guardian in writing on or before a student's *third* unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

Each school shall attempt to provide verbal notification to a child's parent, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide written notification to a child's parent, tutor, or legal guardian when that child has been absent from school for five (5) school days in schools operating on a semester basis, and for ten (10) days in schools not operating on a semester basis. The accumulation of days absent need not be consecutive.

No public elementary or secondary school student shall be permitted for any reason to absent himself/herself from school attendance during the school day upon his/her own authority, unless legally emancipated. The principal or designee shall make all reasonable efforts to verbally notify the parent or other person responsible for the student's school attendance of any such prohibited absence by a student.

### TYPES OF ABSENCES

The *days absent* for elementary and secondary school students shall include *non-exempted excused absences*, *exempted excused absences*, *unexcused absences*, and *suspensions*.

1. *Non-exempted excused absences* are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.

2. *Exempted excused absences* are absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
3. *Unexcused absences* are any absences not meeting the requirements set forth in the excused absences and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in the student's own home or for their own parents or tutors) unless it is a part of an approved instructional program. Students shall be given failing grades for those days missed and shall not be given an opportunity to make up work.
4. *Suspensions* are non-exempted absences for which a student is allowed to make up his/her work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence shall be considered when determining whether or not a student may or may not be promoted, but shall not be considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

#### EXTENUATING CIRCUMSTANCES

Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.
2. Extended hospital stay in which a student is absent as verified by a physician or dentist.
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state.
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.
5. Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly, disease, as ordered by state or local health officials.
6. Observance of special and recognized holidays of the student's own faith.
7. Visitation with a parent who is a member of the United States Armed Forces or the

National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.

8. Absences as verified by the principal or his/her designee as stated below:
  - A. Prior school system-approved travel for education;
  - B. Death in the immediate family (not to exceed one week); or,
  - C. Natural catastrophe and/or disaster.
  
9. Expectant and parenting high school students shall be granted excused absences as delineated in policy *H-11.2, Expectant and Parenting Students*.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the school system.

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course.

#### MENTAL OR BEHAVIORAL HEALTH ABSENCES

A student may be absent for up to three (3) days in any school year related to the student's mental or behavioral health, and such absences shall be excused if certification is provided in writing in accordance with the student handbook. The student shall be given the opportunity to make up any school work missed during such absences. Following the second day of absence in any school year, the student shall be referred to the appropriate school support personnel for help addressing the underlying issue, which may include referral to medical services outside of the school setting.

#### SCHOOL-APPROVED ACTIVITIES

Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

#### CHILD PERFORMERS

Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions.

## WRITTEN EXCUSES

For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor's, dentist's, or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical verification of extended personal illness, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused and the student not allowed to make up work missed.

## REPORTING ABSENCES

The attendance of all school students shall be checked each school day and at the beginning of each class period and shall be verified by the teacher keeping such record, which shall be open to inspection by the Supervisor of Child Welfare and Attendance or duly authorized representative at all reasonable times. All schools shall immediately report to the Supervisor of Child Welfare and Attendance any unexplained, unexcused, or illegal absence, or habitual tardiness.

The Supervisor of Child Welfare and Attendance shall, after written notice to the parent or legal guardian of a child, or a personal visit of notification, report any such child who is habitually absent or who is habitually tardy to the family or juvenile court of the parish as a truant child, there to be dealt with in such manner as the court may determine.

## APPEAL OF ABSENCES

When a student exceeds the maximum number of absences allowed the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a decision shall be made and communicated to the parents or legal guardian by letter.

High school students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met.

## TARDINESS

A student shall be considered tardy to class if the student is not in the classroom when

the bell to begin class ceases. A student shall be considered tardy to school if the student is not in his/her homeroom/first period class when the bell to begin homeroom/class ceases. Tardy shall also mean leaving or checking out of school unexcused prior to the regularly scheduled dismissal. Habitual tardiness on the part of students shall not be tolerated.

Students who exhibit habitual tardiness shall be subject to disciplinary action, appropriate under the circumstances. Parents of students who continue to be tardy shall be notified for a conference with the principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.

Revised: May 20, 2008  
Revised: September, 2008  
Revised: October, 2010  
Revised: May, 2011  
Revised: September, 2015  
Revised: July 13, 2022  
Revised: July, 2023

Ref: La. Rev. Stat. Ann. §§17:221, 17:221.8, 17:226, 17:226.1, 17:230, 17:232, 17:233;  
Louisiana Handbook for School Administrators, Bulletin 741, Louisiana  
Department of Education; Board minutes, 5-20-08, 1-20-09, 10-5-10, 7-13-22.

## ADMINISTRATION OF MEDICATION

It is the policy of the City of Baker School Board that the administration of medication to students at school shall meet the following conditions and limitations. As used in this policy, the term *medication* shall include all prescription and non-prescription drugs.

### 1. WRITTEN ORDERS, APPROPRIATE CONTAINERS, LABELS, AND INFORMATION

A. Medication shall not be administered to any student without a completed *Medication Order* from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state, or any other authorized prescriber authorized in the state of Louisiana to prescribe medication or devices, **and** a letter of request and authorization from the student's parent or guardian. The following information shall be included:

- 1) the student's name
- 2) the name and signature of the physician/dentist/other authorized prescriber
- 3) physician's/dentist's/other authorized prescriber's business address, office phone number, and emergency phone numbers
- 4) relevant diagnosis
- 5) name, amount of each school dose, time of school administration, route of medication, and reason for use of medication
- 6) a written statement of the desired effects and the child specific potential adverse effects

B. Medication shall be provided to the school by the parent/legal guardian in the container that meets acceptable pharmaceutical standards and shall include the following information:

- 1) name of pharmacy
- 2) address and telephone number of pharmacy
- 3) prescription number
- 4) date dispensed
- 5) name of student
- 6) clear directions for use, including the route, frequency, and other as indicated
- 7) drug name and strength
- 8) last name and initial of pharmacist
- 9) cautionary auxiliary labels, if applicable
- 10) physician's/dentist's/other authorized prescriber's name

Labels of prepackaged medications, when dispensed, shall contain the

following information in addition to the regular pharmacy label:

- 1) drug name
- 2) dosage form
- 3) strength
- 4) quantity
- 5) name of manufacturer and/or distributor
- 6) manufacturer's lot or batch number

2. ADMINISTRATION OF MEDICATION: GENERAL PROVISIONS

- A. Once trained, the school employee who administers medication may not decline to perform such service at the time indicated, unless exempted in writing by the MD or RN.
- B. During the period when the medication is administered the person administering medication must be relieved of all other duties. This requirement does not include the observation period required in 2.-F below.
- C. Except in the case of a trained unlicensed diabetes care assistant administering diabetes medications (if applicable) or in life-threatening situations, trained unlicensed school personnel may not administer injectable medications.
- D. All medications must be stored in a secured locked area or locked drawer with limited access except by authorized trained school personnel.
- E. Only oral, inhalant, topical ointment for diaper rash, and emergency medications may be administered at school by unlicensed, but trained, school personnel. Under special circumstances, other medications not mentioned above may be administered as necessary, as approved by the school nurse.
- F. Each student must be observed by a school employee for a period of 45 minutes following the administration of medication. This observation may occur during instruction time.
- G. School medication orders shall be limited to medication which cannot be administered before or after school hours.

3. PRINCIPAL

The principal shall designate at least two (2) employees to receive training and administer medications in each school.



## 4. TEACHER

The classroom teacher who is not otherwise previously contractually required shall not be assigned to administer medications to students. A teacher may request in writing to volunteer to administer medications to his/her own students. The administration of medications shall not be a condition of employment of teachers employed subsequent to July 1, 1994. A regular education teacher who is assigned an exceptional child shall not be required to administer medications.

## 5. SCHOOL NURSE

- A. The school nurse, in collaboration with the principal, shall supervise the implementation of the school policies for the administration of medications in schools to ensure the safety, health and welfare of the students.
- B. The school nurse shall be responsible for the training of non-medical personnel who have been designated by each principal to administer medications in each school. The training must be at least six (6) hours and include but not be limited to the following provisions:
- 1) Proper procedures for administration of medications including controlled substances
  - 2) Storage and disposal of medications
  - 3) Appropriate and correct record keeping
  - 4) Appropriate actions when unusual circumstances or medication reactions occur
  - 5) Appropriate use of resources

## 6. PARENT/LEGAL GUARDIAN

- A. The parent/legal guardian who wishes medication administered to his/her child shall provide the following:
- 1) A letter of request and authorization that contains the following information:
    - a. the student's name;
    - b. clear instructions for school administration;
    - c. prescription number, if any;
    - d. current date;
    - e. relevant diagnosis;
    - f. name, amount of each school dose, time of school administration, route of medication, and reason for use of medication;
    - g. physician's/dentist's/other authorized prescriber's name;

- h. the parent's/legal guardian's printed name and signature;
    - i. parent's/legal guardian's emergency phone number;
    - j. statement granting or withholding release of medical information;
  - 2) A written order for each medication to be given at school, including annual renewals at the beginning of the school year. The new orders dated before July of that school year shall not be accepted. No corrections shall be accepted on the physician's *Medication Order* form. Alteration of this form in any way or falsification of the signature is grounds for prosecution. Orders for multiple medications on the same form, an incomplete form, or a form with a physician's/dentist's/other authorized prescriber's stamp shall not be accepted. Faxed orders may be accepted; original orders must be received within five (5) business days.
  - 3) A prescription for all medications to be administered at school, including medications that might ordinarily be available over-the-counter. **Only** the physician/dentist/other authorized prescriber or his/her staff may write on the *Medication Order* form. This form must be signed by the physician/dentist/other authorized prescriber.
  - 4) A list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/legal guardian or student.
  - 5) A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent/legal guardian and licensed physician/dentist/other authorized prescriber.
  - 6) Arrangements for the safe delivery of the medication to and from school in the properly labeled container as dispensed by the pharmacist; the medication must be delivered by a responsible adult. The parent/ legal guardian will need to get two (2) containers for each prescription from the pharmacist in order that the parent/legal guardian, as well as the school, will have a properly labeled container. If the medication is not properly labeled and does not match the physician's order exactly, it will not be given.
- B. All aerosol medications shall be delivered to the school in pre-measured dosage.
- C. Provide no more than a thirty-five (35) school day supply of medication in a properly labeled container to be kept at school.

- D. The initial dose of a medication shall be administered by the student's parent/legal guardian outside the school jurisdiction with sufficient time for observation for adverse reactions.
- E. The parent/legal guardian shall work with those personnel designated to administer medication as follows:
  - 1) Cooperate in counting the medication with the designated school personnel who receives it and sign the *Drug Receipt* form.
  - 2) Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions for liquids or foods to be given with the medication.
  - 3) Assist in the development of the emergency plan for each student.
  - 4) Comply with written and verbal communication regarding school policies.
  - 5) Grant permission for school nurse/physician/ dentist/other authorized prescriber consultation.
  - 6) Remove or give permission to destroy unused, contaminated, discontinued, or out-of-date medications according to the school guidelines.

## 7. STUDENT SELF-MEDICATION

Only those medical conditions which require immediate access to medications to prevent a life threatening or potentially debilitating situation shall be considered for self-administration of medication. Compliance with the school policy for a drug-free zone shall also be met if possible.

### Asthma, Diabetes, or the Use of Auto-Injectable Epinephrine

Self-administration of medications by a student with asthma or diabetes or the use of auto-injectable epinephrine by a student at risk of anaphylaxis shall be permitted by the School Board, provided the student's parent or other legal guardian provides the school in which the student is enrolled with the following documentation:

- A. Written authorization for the student to carry and self-administer such prescribed medications.
- B. Written certification from a licensed medical physician or other authorized prescriber that the student:

- 1) has asthma, diabetes, or is at risk of having anaphylaxis
  - 2) has received instruction in the proper method of self-administration of the student's prescribed medications to treat asthma, diabetes, or anaphylaxis
- C. A written treatment plan from the student's licensed physician or authorized prescriber for managing asthma, diabetes, or anaphylactic episodes. The treatment plan shall be signed by the student, the student's parent or other legal guardian, and the student's physician or other authorized prescriber. The treatment plan shall contain the following information:
- 1) The name, purpose, and prescribed dosage of the medications to be self-administered.
  - 2) The time or times the medications are to be regularly administered and under what additional special circumstances the medications are to be administered.
  - 3) The length of time for which the medications are prescribed.
- D. Any other documentation required by the School Board.

The required documentation shall be maintained in the office of the school nurse or other designated school official.

The School Board shall inform the parent or other legal guardian of the student in writing that the school and its employees shall incur no liability as a result of any injury sustained by the student from the self-administration of medications used to treat asthma, diabetes, or anaphylaxis. The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against any claims that may arise relating to the self-administration of medications used to treat asthma, diabetes, or anaphylaxis.

A student who has been granted permission to self-administer medication by the School Board shall be allowed to carry and store with the school nurse or other designated school official an inhaler, auto-injectable epinephrine, or insulin, at all times.

Permission for the self-administration of asthma or diabetes medications or use of auto-injectable epinephrine by a student shall be effective only for the school year in which permission is granted. Permission for self-administration of asthma or diabetes medications or the use of auto-injectable epinephrine by a student shall be granted by the School Board each subsequent school year, provided all of the

requirements of this part of the policy are fulfilled.

Upon obtaining permission to self-administer asthma or diabetes medication or to use auto-injectable epinephrine, a student shall be permitted to possess and self-administer such prescribed medication at any time while on school property or while attending a school sponsored activity. A student who uses any medication permitted by this policy in a manner other than as prescribed shall be subject to disciplinary action; however, such disciplinary action shall not limit or restrict such student's immediate access to such prescribed medication.

*Auto-injectable epinephrine* means a medical device for the immediate self-administration of epinephrine by a person at risk for anaphylaxis.

*Glucagon* means a hormone that raises the level of glucose in the blood. Glucagon, given by injection is used to treat severe hypoglycemia.

*Inhaler* means a medical device that delivers a metered dose of medication to alleviate the symptoms of asthma.

*Insulin Pen* means a pen-like device used to put insulin into the body.

*Insulin Pump* means a computerized device that is programmed to deliver small, steady, doses of insulin.

#### Other Permitted Medications

Self-administration of other medications by a student may be permitted by the School Board, provided that:

- A. *Medication Order* from the physician or authorized prescriber and from the student's parent or guardian shall be on file and communication with the prescriber has been established.
- B. The school nurse has evaluated the situation and deemed it to be safe and appropriate, and has developed a medical administration plan for general supervision. The administration plan may include observation of the procedure, student health counseling and health instruction regarding the principles of self-care.
- C. The principal and appropriate staff are informed that the student is self-administering the prescribed medication.
- D. The medication is handled in a safe, appropriate manner.
- E. The school principal and the school employed registered nurse determine

a safe place for storing the medication.

The medication must be accessible if the student's health needs require it; this information is included in the medication administration plan.

- F. Some medication should have a backup supply readily available.
- G. The student records the medication administration and reports unusual circumstances (as a general rule the student must record all dates and times he/she is self-medicating during school hours. The medication log shall be kept in the main office where the student shall record this information unless otherwise noted on the student's *Individual Administration Plan*).
- H. The school employed registered nurse, and/or the designated employee monitors the student.

## 8. ACCEPTABLE SCHOOL MEDICATIONS

*School medication orders* shall be limited to medication which cannot be administered before or after school hours. Parents may come to school and administer medication to their children at any time during the school day.

Medications which may be considered as acceptable under this policy:

- A. Medication to modify behavior (e.g., Ritalin, when the sustained action form of this medication is not effective.)
- B. Severe allergic reactions - must have specific written instructions from a physician.
- C. Anticonvulsive medication.
- D. Medication for asthma or diabetes.
- E. Medication given in extenuating circumstances.
- F. Non-prescription (over-the-counter) drugs will only be given if medical certification of extenuating circumstances and prescription is obtained.
- G. Antibiotics and other short-term medications will not be given at school, unless so ordered by a physician, dentist, or authorized prescriber.
- H. The school nurse or trained school employee shall have the authority to administer auto-injectable epinephrine, as defined elsewhere in this policy,

to a student who the school nurse or trained school employee believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine. At least one employee at each school shall receive training from a registered nurse or licensed medical physician in the administration of epinephrine.

I. Other specific illnesses that require medication.

J. The school nurse shall have the authority to maintain a supply of naloxone or other opioid antagonists, and per La. Rev. Stat. Ann. §17:436.1(M), may administer it to any student or other person on school grounds in the event of an actual or perceived opioid emergency.

A school employee who has received at least six (6) hours of general training for medication administration from a registered nurse or a licensed medical physician that includes the emergency administration of naloxone, shall also be authorized to administer naloxone to any student or other person on school grounds in the event of an actual or perceived opioid emergency.

## 9. DIABETES

Each student with diabetes who seeks care for his/her diabetes while at school or while participating in a school-related activity shall submit a diabetes management and treatment plan on an annual basis. Such plan shall be developed by a physician licensed in Louisiana or adjacent state, or other authorized health care prescriber licensed in Louisiana who is selected by the parent or legal guardian to be responsible for such student's diabetes treatment. *School-related activities* include, but are not limited to, extracurricular activities and sports.

A student's diabetes management and treatment plan shall be kept on file in the school in which the student is enrolled and shall contain:

- A. A detailed evaluation of the student's level of understanding of his/her condition and his/her ability to manage his/her diabetes.
- B. The diabetes-related healthcare services the student may receive or self-administer at school or during a school-related activity.
- C. A timetable, including dosage instructions, of any diabetes medications to be administered to the student or self-administered by the student.
- D. The signature of the student (if age appropriate), the student's parent or legal guardian, and the physician or other authorized health care prescriber responsible for the student's diabetes treatment.

The parent or legal guardian of a student with diabetes shall annually submit a copy of the student's diabetes management and treatment plan to the principal or appropriately designated school personnel of the school where the student is enrolled. The plan shall be reviewed by appropriate school personnel either prior to or within five (5) days after the beginning of each school year, or upon enrollment if the student enrolls after the beginning of the school year or as soon as practicable following the student being diagnosed with diabetes, or as warranted by changes in the student's medical condition.

Upon receipt of the student's diabetes management and treatment plan, the school nurse shall conduct a nursing assessment of the student's condition and develop an *Individualized Healthcare Plan* (IHP). The school nurse shall be given not less than five (5) school days to develop the IHP and shall implement the IHP within ten (10) school days of receipt of the diabetes treatment plan. The school nurse must assess the stability of the student's diabetes both at home and in the school setting prior to the development of the IHP for care in the school setting.

The parent or legal guardian shall be responsible for all care related to the student's diabetes management and treatment plan until the IHP is developed, the parents or legal guardian have agreed to and signed the IHP, and the diabetes management and treatment plan is put into place by the school nurse.

The School Board may utilize an unlicensed diabetes care assistant to provide appropriate care to a diabetic student, or assist a student with self-care of his/her diabetes, in accordance with the student's diabetes management and treatment plan, the student's IHP, and regulations contained in *Health and Safety*, Bulletin 135. An *unlicensed diabetes care assistant* is defined as a school employee who is not a healthcare professional, who is willing to complete training requirements established by BESE, and is determined competent by the school nurse to provide care and treatment to students with diabetes. An *unlicensed diabetes care assistant* also means an employee of an entity that contracts with the school or school system to provide school nurses who are responsible for providing health care services required by law or the Department of Education.

In accordance with the student's diabetes management and treatment plan, the student shall be permitted to self-manage his/her diabetes care as outlined in the student's management and treatment plan.

With written permission of a student's parent or legal guardian, a school may provide a school employee with responsibility for providing transportation for a student with diabetes, or supervising a student with diabetes with an off-campus activity. An information sheet with pertinent information about the student's condition and contact information in cases of emergency shall be provided the employee.



10. CLASSROOM STORAGE AND ADMINISTRATION OF AUTO-INJECTABLE EPINEPHRINE BY TEACHERS

The School Board shall allow a supply of auto-injectable epinephrine, as defined above, to be maintained in a secure location in each classroom assigned to a student who is deemed by his/her physician to be at high risk for anaphylactic reaction and incapable of self-administration of auto-injectable epinephrine.

The student's parent or other legal guardian shall annually provide the school in which the student is enrolled with all of the following:

- A. The supply of auto-injectable epinephrine to be kept in each classroom.
- B. Written authorization for the student to be administered the medication.
- C. Written certification from the student's licensed medical physician or other authorized prescriber that the student is at high risk of having anaphylaxis and is not capable of self-administration of auto-injectable epinephrine.
- D. A written treatment plan, as defined above from the student's licensed medical physician or other authorized prescriber for managing anaphylactic episodes.

The required documentation required shall be kept on file in the office of the school nurse or other designated school official.

The teacher in each classroom where auto-injectable epinephrine is stored shall be provided information regarding accessing and administering auto-injectable epinephrine, the signs and symptoms of anaphylactic reactions and specific information regarding condition, care, and treatment of the student assigned to the classroom who is at high risk of anaphylactic reaction.

The School Board shall inform the parent or other legal guardian of the student in writing that the school and its employees shall incur no liability as a result of any injury sustained by the student from the good faith administration of auto-injectable epinephrine. The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against any claims that may arise relating to the good faith administration of auto-injectable epinephrine.

This information shall be included in the student handbook of each school and posted on each school's website. Such policy shall also be disclosed to any parent or other legal guardian who notifies the school in which the student is enrolled, in writing, that the student has a condition which puts him at risk of anaphylaxis.

11. ADMINISTRATION OF MEDICATION ON FIELD TRIPS AND OTHER EXTRA-CURRICULAR ACTIVITIES

If a student with an identified medical need is to attend a field trip or other school-sponsored activity, the parents shall be notified to ascertain if any medication must be administered on the field trip or school-sponsored activity away from school. If so, the parent/legal guardian shall accompany the student to the activity to administer any medication.

If the parent/legal guardian cannot attend the field trip/activity with his/her child, the parent/legal guardian shall request in writing that the medication be administered on a pending field trip/activity by a non-School Board employee designated by the parent, or another trained person designated by the School Board. Such request shall include supporting documentation as outlined in this policy. The request shall state that the parent/legal guardian gives permission for the designee or another trained person to administer the medication. If the parent does not designate a non-School Board employee to attend the field trip/activity, once the proper documentation has been submitted, the School Board shall assign a trained School Board employee to accompany the student on the field trip or other school-sponsored activity.

12. EXTENDED DAY CARE

In the event that a student attends extended day care and requires medication outside school hours (before or after school), medication orders that include the dosage(s), time(s), and medication(s), shall be obtained from the physician/dentist/other authorized prescriber before any administration of medication may be administered by properly trained personnel.

13. SUNSCREEN

In accordance with statutory provisions, *sunscreen* means a compound topically applied to prevent sunburn, and for the purpose of this policy shall not be considered medication. A student may possess and self-apply sunscreen at school, on a school bus, or at a school-sponsored function or activity without parental consent or the authorization of a physician.

If a student is unable to self-apply sunscreen, a school employee may volunteer to apply the sunscreen to the student. However, a school employee may apply sunscreen to a student *only* if his/her parent or legal guardian has provided *written consent* for this application. Neither the School Board nor the school employee shall be held liable for any adverse reaction relating to the employee's application of the sunscreen or his/her cessation of such application.

14. STUDENT CONFIDENTIALITY

All student information shall be kept confidential. The parent/legal guardian shall be required to sign the *Authorization for Release of Confidential Information* form, so that health information can be shared between the School Board and health care providers, such as hospitals, physician, service agency, school nurse, and/or other health provider.

Revised: October, 2001  
Revised: June, 2008  
Revised: November 3, 2009  
Revised: December, 2012  
Revised: May 3, 2016

Revised: December, 2016  
Revised: July 25, 2018  
Revised: December 6, 2022  
Revised: July, 2023

Ref: La. Rev. Stat. Ann. §§17:81, 17:436.1, 17:436.3; Health and Safety, Bulletin 135, Louisiana Department of Education; Board minutes, 11-3-09, 5-3-16, 7-25-18, 12-6-22.

## TELECONFERENCE/REMOTE PARTICIPATION IN CITY OF BAKER SCHOOL BOARD MEETINGS

The City of Baker School Board shall allow teleconference/remote participation in School Board meetings via electronic means as provided by Louisiana statutes.

### REMOTE PARTICIPATION BY A SCHOOL BOARD MEMBER WITH A DISABILITY

A School Board member who has a disability recognized by the *Americans with Disabilities Act* shall be allowed to participate and vote in a meeting via electronic means, as defined below.

### EMERGENCIES OR DISASTERS

The City of Baker School Board may conduct and its members may attend and participate in a meeting via electronic means provided that all of the following conditions are met:

1. The Governor has declared a state of emergency or disaster involving a geographic area within the jurisdiction of the City of Baker School Board and the nature of the emergency or disaster would cause a meeting of the City of Baker School Board conducted pursuant to the other provisions of this policy to be detrimental to the health, safety, or welfare of the public.
2. The President of the City of Baker School Board certifies on the notice of the meeting that the agenda of the meeting is limited to one or more of the following:
  - A. Matters that are directly related to the City of Baker School Board's response to the disaster or emergency and are critical to the health, safety, or welfare of the public.
  - B. Matters that if they are delayed will cause curtailment of vital public services or severe economic dislocation and hardship.
  - C. Matters that are critical to continuation of the business of the City of Baker School Board and that are not able to be postponed to a meeting held in accordance with the other provisions of this policy due to a legal requirement or other deadline that cannot be postponed or delayed by the City of Baker School Board.
  - D. Other matters that are critical or time-sensitive and that in the determination of the presiding officer should not be delayed; however, such matters shall not be considered at the meeting unless the members of the School Board present at the meeting approve

the consideration of the matters by a two-thirds vote.

3. The City of Baker School Board and its President comply with all of the requirements of this policy.

No later than twenty-four (24) hours prior to a meeting conducted pursuant to the provisions of this policy, the City of Baker School Board shall provide for all of the following:

1. The notice and agenda for the meeting, which shall be posted on the City of Baker School Board's website, emailed to any member of the public or the news media who requests notice of meetings of the City of Baker School Board, and widely distributed to every known news media outlet that broadcasts or publishes news within the geographic area within the jurisdiction of the City of Baker School Board.
2. Detailed information regarding how members of the public may participate in the meeting and submit comments regarding matters on the agenda, which information shall be posted on the City of Baker School Board's website, emailed to any member of the public or the news media who requests notice of meetings of the City of Baker School Board, and widely distributed to every known news media outlet that broadcasts or publishes news within the geographic area within the jurisdiction of the City of Baker School Board.

For each meeting conducted with remote participation:

1. The City of Baker School Board shall provide a mechanism to receive public comment electronically both prior to and during the meeting.
2. The City of Baker School Board shall properly identify and acknowledge all public comments during the meeting and shall maintain those comments in its record of the meeting.
3. The President of the City of Baker School Board shall ensure that each person participating in the meeting is properly identified.
4. The President shall ensure that all parts of the meeting, excluding any matter discussed in executive session, are clear and audible to all participants in the meeting including the public.

## DEFINITIONS

For the purposes of this policy, the following words and phrases shall have the following meanings:

1. *Meeting via electronic means* shall mean a meeting occurring via teleconference or video conference.
2. *Teleconference* shall mean a method of communication which enables persons in different locations to participate in a meeting and to hear and otherwise communicate with each other.
3. *Video conference* shall mean a method of communication which enables persons in different locations to participate in a meeting and to see, hear, and otherwise communicate with each other.

New policy: November 4, 2020

Revised: May 4, 2021

Revised: July, 2023

Ref: La. Rev. Stat. Ann. §§17:1, 17:81, 42:12, 42:13, 42:14, 42:15, 42:16, 42:17, [42:17.2.1](#), 42:19, 42:20, 42:24, 42:25; Board minutes, 11-4-20, 5-4-21.

## PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS

The City of Baker School Board desires the citizens of the District to attend its meetings so that they may become better acquainted with the schools and so that the Board may have opportunity to hear the wishes and/or ideas of the public.

It is the policy of the School Board to conduct all meetings in full view of and with welcomed participation by the public. However, the School Board reserves the right to recess into or call executive sessions for discussing matters as provided by state law. At no time shall actions be taken or resolutions made during executive sessions.

### REQUEST FOR ITEM TO BE PLACED ON AGENDA

All delegations or individuals who wish to appear before the School Board shall submit their written requests to the Superintendent at least five (5) working days prior to the meeting date, stating what matters they wish to take up with the School Board and the approximate time such matters should consume at the meeting. Such items will normally be included on the agenda of the meeting at which the delegation or individual wishes to appear before the School Board. If not submitted on time to be placed on the agenda, the item will be held over for the next scheduled meeting of the School Board. Each delegation appearing before the Board shall select in advance one (1) person as its spokesperson and statements shall be presented in a concise manner.

### PUBLIC COMMENT ON AGENDA ITEMS

A public comment period shall be held before any vote is taken on an agenda item. Comments from the public shall occur after introduction of the item to be voted on and before any discussion by School Board members. However, a person is not entitled to take up business before the School Board unless the item in which he/she is interested has been placed on the agenda of that meeting.

Generally, each person wishing to address the School Board shall be requested to fill out a speaker's form prior to the meeting indicating on which agenda item he or she would like to speak, and be recognized by the President. The person shall be afforded the floor, not to exceed five (5) minutes. Each individual shall be recognized to speak only once per agenda item. If an individual wishes to speak on more than one agenda item, he or she shall fill out a separate speaker's form for each agenda item. No dialogue between School Board members and the public shall be permitted at School Board meetings, except to clarify the nature of questions and/or comments.

In the event that the School Board should add an item [for which a vote shall be taken](#) to its agenda after the School Board meeting begins, the School Board President shall orally request of the audience whether anyone in attendance would like to speak on the added agenda item. Each person indicating a desire to do so shall be given an opportunity to

address the Board on each agenda item added. The School Board shall delay deliberations on that agenda item until such time as all interested members of the public have had an opportunity to speak.

When an individual has been recognized to speak on an agenda item, that individual shall limit his/her comments to matters that are strictly relevant to that item. The President reserves the right to stop any comments when deemed necessary.

#### REMOTE PARTICIPATION BY MEMBERS OF THE PUBLIC WITH DISABILITIES

The School Board shall allow any member of the public with a disability recognized by the *Americans with Disabilities Act*, or a designated caregiver of such a person, to participate in its meetings via teleconference or video conference, and shall facilitate participation by any such person who requests that accommodation prior to the meeting. Members of the public who desire to participate in this fashion shall certify that they meet the definition of a person with a disability recognized under the *Americans with Disabilities Act* when they submit, prior to public meetings, their requests to comment on agenda items and shall comply with the same rules and regulations on speaking applicable to those participating in person at such meetings.

Revised: September, 2008  
Approved: February 3, 2009  
Revised: July, 2023

Ref: La. Rev. Stat. Ann. "17:81, 42:14, 42:15, 42:16; Board minutes 11-16-99, 2-3-09.



**City of Baker School System**  
**School Board Meeting**  
Tuesday, August 1, 2023

Type of Item: Action

Agenda Item: Change Order

Background Information:

The Construction Team is presenting Change Order requests for the HS Construction Project

Attached Items: Change Order Request

# DRAFT AIA® Document G701™ - 2017

## Change Order

<b>PROJECT:</b> <i>(Name and address)</i> 17045 Baker High School 3200 GROOM ROAD BAKER, LOUISIANA 70714	<b>CONTRACT INFORMATION:</b> Contract For: General Construction Date: 8/18/2022; NTP - 8/29/22	<b>CHANGE ORDER INFORMATION:</b> Change Order Number: 004 Date: 07/26/2023
<b>OWNER:</b> <i>(Name and address)</i> City of Baker School System 14740 Plank Rd. Baker, LA 70714	<b>ARCHITECT:</b> <i>(Name and address)</i> Manning, APC 650 Poydras St., Suite 1250 New Orleans, LA 70130	<b>CONTRACTOR:</b> <i>(Name and address)</i> Stuart & Co. General Contractors 6126 Crestmount Dr. Baton Rouge, LA 70809

**THE CONTRACT IS CHANGED AS FOLLOWS:**

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*

The following Requests for Change (RFC) provided by Stuart & Company have been reviewed for pricing and necessity for the Baker High School Project and are to be included in this Change Order:

- RFC 024: Install Intercom/ Security System for Campus - \$187,535.00 & 5 Days
- RFC 025: Visitor Concession Drywall and Painting - \$37,132.00 & 0 Days
- RFC 026: Temporary Fence Required for Football Games - \$7,212.00 & 0 Days
- RFC 028: Increased Chilled Water Insulation - \$13,542.00 & 5 Days
- RFC 029: Metal Strapping and Under Roof Deck Waterproofing - \$6,335.00 & 0 Days
- RFC 030: Pumpout and Infill of Existing Septic Tank at New Sewer Line - \$1,757.00 & 0 Days
- RFC 031: Building A Roof Replacement - \$1,203,138.00 & 10 days
- RFC 033: Auditorium Roof Replacement - \$350,000.00 & 0 Days
- RFC 034: Mechanical Yard Fencing - \$11,110.00 & 0 Days
- RFC 035: Retention Pond Fencing - \$22,344.00 & 0 Days
- RFC 036: Framing and Exterior Door at Fire Riser Room - \$5,500.00 & 0 Days
- RFC 037: Breaker Panel Rough In - \$11,535.00 & 3 Days
- RFC 038: Sewer Manhole Remediation - \$12,373.00 & 0 Days

Backup for all included RFC's are included with this Change Order.

The original Contract Sum was  
 The net change by previously authorized Change Orders  
 The Contract Sum prior to this Change Order was  
 The Contract Sum will be increased by this Change Order in the amount of  
 The new Contract Sum including this Change Order will be  
 The Contract Time will be increased by Eighteen (18) days.  
 The new date of Substantial Completion will be 5/31/2024



\$	21,270,000.00
\$	-1,052,502.00
\$	20,217,498.00
\$	1,869,513.00
\$	22,087,011.00

**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**

Manning, APC  
ARCHITECT (Firm name)

CONTRACTOR (Firm name)

OWNER (Firm name)

SIGNATURE

SIGNATURE

SIGNATURE

Dominic Willard | Principal  
PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

07/27/23  
DATE

DATE

DATE



# 2023-2024 PUPIL PROGRESSION PLAN



Local Education Agency:

CITY OF BAKER SCHOOL SYSTEM

AUGUST 2023

## Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). The plan shall address student placement and promotion and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test –in mathematics, English language arts, science, and social studies –needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#).

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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## **I PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1**

### **KINDERGARTEN**

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

### **GRADE 1**

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the City of Baker School System prior to the time of enrollment for the first grade.

*In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.*

## **KINDERGARTEN**

In compliance with ACT 372, any child who meets the age requirement for enrollment in kindergarten will be tested using a nationally recognized screening for readiness. Teaching Strategies Gold will be the screening instrument used to screen students entering kindergarten. The assessment will be administered to all kindergarten students during the first 30 days of school. The results of the screenings will be used by teachers to determine individual instructional needs.

If a student's results on the Teaching Strategies Gold assessment do not indicate kindergarten readiness, the School Building Level Committee (SBLC) will review the initial screening results to determine the most appropriate setting for the student.

Early entry into Kindergarten for students that have been evaluated and identified as gifted in accordance with the Louisiana Department of Education regulations shall be recommended by the Supervisor of Exceptional Student Services to the Superintendent or designee with concurrence of the School Building Level Committee (SBLC), inclusive of the principal, kindergarten teacher(s), parent(s), school counselor, and a member of the Pupil Appraisal staff.

## **GRADE 1**

For those students required to pass an academic readiness screening administered by the City of Baker School System (CoBSS), a district-approved benchmark assessment will be administered during the first 30-days of school. Students must show evidence of academic and developmental readiness to confirm placement in first grade. The results of the screening will be used by teachers to determine individual instructional needs.

## **II. PROMOTION FOR STUDENTS IN KINDERGARTEN AND GRADES 1, 2, 5, 6, AND 7**

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.

### **KINDERGARTEN**

To be promoted to first grade, evidence of academic readiness should be indicated on the kindergarten report card, and the student must meet state attendance requirements.

Evidence of academic readiness to determine promotion is outlined below:

- Master 67% of skills in English Language Arts
- Master 67% of skills in Mathematics
- Read on level as determined by end-of-year assessments
- Meet attendance requirements



Each Kindergarten content/skill area as indicated on the report card will be marked with the symbol O, S, N, and U. Only O, S, and N (67% or higher) will be considered a passing score.

Achievement/Grade Indicator	Equivalent Percentage	Achievement Results
O	93%-100%	Outstanding
S	75%- 92%	Satisfactory
N	67%- 74%	Needs Improvement
U	0%- 66%	Unsatisfactory

- **Outstanding** - Student's academic performance significantly and consistently demonstrates knowledge, application, and mastery of skills and concepts taught to date.
- **Satisfactory** - Student's academic performance meets the expectations of skills and concepts taught to date.
- **Needs Improvement**- Student's academic performance indicates areas of needed improvement in meeting grade level skills and concepts taught to date.
- **Unsatisfactory** - Student's academic performance is below grade level expectations of skills and concepts taught to date. Progress indicates student may not meet grade level standards by the end of the year.

The City of Baker School System does not recommend retention for kindergarten students. However, retention in kindergarten may be made by the recommendation of the School Building Level Committee (SBLC) and/or parental consent on a case-by-case basis. Potential retentions recommended by the School Building Level Committee (SBLC) must be discussed with parents by the end of the **third nine weeks**.

In addition, the Louisiana Department of Education's approved universal literacy screener (Dibels 8), will be administered to all Kindergarten through Grade 3 students during the first 30 days of school as well as at mid and end of-year periods.

### **GRADES 1<sup>ST</sup> AND 2<sup>ND</sup>**

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirement as reflected by passing grades in English/language arts and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/language arts and mathematics) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an "F" is earned in both 3<sup>rd</sup> and 4<sup>th</sup> nine weeks in the same subject (English/language arts and mathematics). Potential retentions recommended by the School Building Level Committee (SBLC) must be discussed with parents by the end of the **third nine weeks**.

The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students' academic portfolio and;
- Significant academic improvement is evident (as shown by the student's summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student's data and academic portfolio.

In addition, the Louisiana Department of Education's approved universal literacy screener (Dibels 8), will be administered to all Kindergarten through Grade 3 students during the first 30 days of school as well as at mid and end of-year periods.

### **GRADE 5<sup>th</sup>**

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of English/language arts, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/language arts, mathematics, science, and social studies) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an "F" is earned in both 3<sup>rd</sup> and 4<sup>th</sup> nine weeks in the same subject (English/language arts, mathematics, science, and social studies).

With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed; or by School Building Level Committee if he/she attends a district-provided summer program (if available) and demonstrate proficiency in subject(s) failed.

A student who will be twelve (12) on or before September 30 may be considered for promotion to the next grade by the School Building Level Committee and/or principal. In order for this promotion to take place, the principal of the middle school of which the student will attend must agree to this placement.

If there is not an agreement between the elementary and middle school principals, then the Supervisor of Exceptional Student Services and Supervisor of Accountability, Assessments, and Evaluations will make the final decision on promotion.

## GRADES 6<sup>th</sup> AND 7<sup>th</sup>

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of English/Language Arts (ELA), mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/Language Arts (ELA), mathematics, science, and social studies) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3<sup>rd</sup> and 4<sup>th</sup> nine weeks in the same subject (English/Language Arts (ELA), mathematics, science, and social studies).

With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed or by SBLC if he/she attends a district-provided summer program (if available) and demonstrates proficiency in the subject(s) failed.

With prior approval of the principal, a student who fails three (3) promotional subjects may be considered for promotion by attending a state approved summer school or by SBLC if he/she attends a district provided summer program (if available) for two (2) of the failed subjects. If (2) two of the (3) three failed subjects are math or English/Language Arts, the student must take math and English/Language Arts. If the student passes the two courses in the state approved summer school or shows proficiency in the two courses in the district provided summer school (if available), the student will be assigned to the higher grade level and may be scheduled into an additional academic subject (English/Language Arts (ELA), mathematics, science, and social studies) in lieu of physical education to complete the course requirements for the subject failed (Ex., Mathematics 7, Science 7, Social Studies 7, and Mathematics 6).

If a student fails sixth and/or seventh grade twice or two or more years behind in grade level placement, the student will be referred to the School Building Level Committee for appropriate remediation. Students failing during the school year should be discussed during School Building Level Committee meetings. All retained students are referred to the SBLC the following year prior to September 30<sup>th</sup> for review and/or revisions. During the SBLC meeting, the student will be provided an **individual academic improvement plan**.

## ADDITIONAL CONSIDERATIONS FOR STUDENTS IN KINDERGARTEN AND GRADES 1, 2, 5, 6, AND 7

**Attendance Requirement:** All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

If a student is retained, the following guidance must be reviewed for promotion considerations.

**Note:** The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students' academic portfolio and;
- Significant academic improvement is evident (as shown by the student's summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student's data and academic portfolio.

If an individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or the School Building Level Committee, a request for review of a school-based decision should be submitted in writing to the Supervisor of Accountability, Assessments, and Evaluations and approved by the Superintendent or designee.

### III. PROMOTION OF STUDENTS IN GRADE 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
  - The student shall be provided with focused literacy interventions and supports based on the **science of reading** designed to improve foundational literacy.
  - The student shall be identified as requiring an **academic improvement plan** in the state Student Information System (SIS).
  - The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
  - Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
  - The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.

- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual plan.

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

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirement as reflected by passing grades in English/language arts and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/language arts and mathematics) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3<sup>rd</sup> and 4<sup>th</sup> nine weeks in the same subject (English/Language Arts (ELA) and mathematics). Potential retentions recommended by the School Building Level Committee (SBLC) must be discussed with parents by the end of the **third nine weeks**.

**Attendance Requirement:** All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

If a student is retained, the following guidance must be reviewed for promotion considerations.

**Note:** The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students’ academic portfolio and;
- Significant academic improvement is evident (as shown by the student’s summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student’s data and academic portfolio.

In addition, the Louisiana Department of Education’s approved universal literacy screener (Dibels 8), will be administered to all Kindergarten through Grade 3 students during the first 30 days of school as well as at mid and end of-year periods.

#### **IV. PROMOTION OF STUDENTS IN GRADE 4**

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate

an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring **an academic improvement plan** in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department **shall audit** a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

To be promoted to the fifth grade, a student must have (4) four quality points in all four (4) academic subjects of English/language arts, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/Language Arts (ELA), mathematics, science, and social studies) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3<sup>rd</sup> and 4<sup>th</sup> nine weeks in the same subject (English/Language Arts (ELA), mathematics, science, and social studies).

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends an approved summer school and passes the subjects failed or by School Building Level Committee if he/she attends a district provided summer program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who fails three (3) or more promotional subjects is ineligible for promotion, unless the student attends summer school and passes two (2) out of three (3) subjects. If (2) two of the (3) three failed subjects are math or English/Language Arts, the student must take math and English/Language Arts.
- Criteria above must be met for promotion. In determining placement, the SBLC shall review the student's academic performance. The SBLC must convene and develop an Individual

Academic Improvement Plan (IAIP) for all students who have not met an acceptable level of performance and/or scored below Basic on the state test in at least two core academic subject areas. The plan shall continue until the student scores Basic or above in the content area for which the plan is written.

#### **ADDITIONAL CONSIDERATIONS:**

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or School Building Level Committee. A request for review of a school-based decision should be submitted in writing to the Supervisor of Accountability, Assessments, and Evaluations and approved by the Superintendent or designee.

If a student scores below Basic in two or more core subjects, an **Individual Academic Improvement Plan** is **required** for each of those subjects.

#### **The City of Baker School System’s Individual Academic Improvement Plan (IAIP):**

- An IAIP with a focus on literacy proficiency will be written for all 3<sup>rd</sup> grade students who are performing below grade level as indicated on the literacy benchmark assessments and for all Grade 4 students who have scored below the “Basic” achievement level in at least two core academic subjects on LEAP 2025 state assessments.
- The following types of instructional supports are considered for plan development:
  - **High-quality curriculum:** Students are taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
  - **Highly-effective teacher:** Students are placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on a value-added model or has proven success with teaching students who struggle academically in the past.
  - **Additional in-school support:** Students are provided with additional learning minutes. These minutes should come from available time during the school day using daily targeted small-group intervention and/or before and after school literacy intervention provided by a teacher or tutor with specialized literacy training.
  - **Summer program:** Students are enrolled in a summer program. In that summer program, the student is taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
  - **At-home literacy programs:** Parent and/or legal custodian of students are included in literacy workshops for the student and/or web-based and parent-guided home literacy activities.

**Action Step #1: Identify Students:**

Identify students using all available information about student learning and the results/roster provided by the LDOE.

**Action Step #2: Engage Family and Create a Plan:**

Engage family at school level to discuss intervention options for the student. Create an individual academic improvement plan in partnership with teacher and family. Parent/legal guardian signs individual academic improvement plan parent/legal guardian agreement form.

**Action Step #3: Determine Status:**

Continue individual academic improvement plan until the student meets expectations, and per school system policy, determine final retention or promotion status.

**Attendance Requirement:** All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

If a student is retained, the following guidance must be reviewed for promotion considerations.

**Note:** The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students’ academic portfolio and;
- Significant academic improvement is evident (as shown by the student’s summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student’s data and academic portfolio.

## **V. PROMOTION AND SUPPORT OF STUDENTS IN GRADE 8 AND HIGH SCHOOL CONSIDERATIONS**

### **REGULAR GRADE 8 PROMOTION**

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

### **GRADE 8 PROMOTION WAIVERS**

The City of Baker School System, 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 City of Baker School System at least ten school days prior to summer remediation.

### **Transitional 9<sup>th</sup> Grade**

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

The City of Baker School System 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 the City of Baker School System eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of the City of Baker School System (LEA) 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 City of Baker School System (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 City of Baker School System after summer remediation has taken place, the City of Baker School System (LEA) shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

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

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

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

### **PROMOTION OF STUDENTS AT THE END OF EIGHTH GRADE**

To be promoted at the end of eighth grade, a student must have a passing final average in all four (4) academic subjects of English/Language Arts (ELA), mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/Language Arts (ELA), mathematics, science, and social studies) must be earned to pass.

However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3<sup>rd</sup> and 4<sup>th</sup> nine weeks in the same subject (English/Language Arts (ELA), mathematics, science, and social studies).

With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the T9 program or ninth grade (contingent on state test results) if he/she attends a state-approved summer school and passes the subject(s) failed or by the School Building Level Committee if he/she attends a district provided summer program and demonstrates proficiency in subject(s) failed.

**Attendance Requirement:** All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

### **Additional Considerations**

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or the School Building Level Committee. A request for review of a school based decision should be submitted in writing to the Supervisor of Accountability, Assessments, and Evaluations and approved by the Superintendent or designee.

### **Transitional Ninth Grade**

During the summer between the end of the eighth-grade year and the beginning of the student's Transitional Ninth Grade year, sending and receiving schools will collaborate with each other and the district to plan to support the needs of each student being placed in Transitional Ninth Grade. There are many forms of support that may be beneficial to meeting the individual needs of Transitional Ninth Grade students. One possible example for accomplishing this is the creation of a support team.

Similar to planning for student supports, sending and receiving schools will collaborate with each other and the district to plan the student's academic pathway during the summer between the end of the eighth-grade year and the beginning of the student's Transitional Ninth Grade year. Decisions concerning a student's pathway must be made on an individual basis taking into account the previous guidance to determine the most beneficial pathway for each student.

## HIGH SCHOOL PROMOTION AND TRANSITION CONSIDERATIONS

**Instructional Minutes:** When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

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

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

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

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

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

## CREDIT RECOVERY COURSES AND UNITS

1. Beginning in 2020-2021, the the City of Baker School System (LEA) credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
  - a. receiving more than two credit recovery credits annually; and/or
  - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute

requirements found in §333.A of this Part.

6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

## NCAA UPDATE

### Nontraditional Courses

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

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

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

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

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

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

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to

begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit [on.ncaa.com/COVID19\\_Spring2023](https://www.ncaa.com/COVID19_Spring2023).

### Credit Recovery Programs

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

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

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

### Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

In order to be promoted from one grade classification to another in any type of schedule (4X4, AB Block, six-period day, seven-period day, etc.) a student must have earned Carnegie units of credit, as follows:

PROMOTION	
Grade Classifications (From - To)	Total Earned Carnegie Units of Credit
9 to 10	5 units
10 to 11	11 units
11 to 12	17 or more units

In order to be classified as a 12<sup>th</sup> grader, a student must be able to meet all state and diploma requirements for graduation in the spring of the academic year. Proficiency is required in all course work attempted. Currently this proficiency is measured by a quality point system equating to letter grades.

In order to pass a course, students must earn a minimum of a 1.0 average. Averages of less than 1.0 may not be rounded up to attain a 1.0 average.

For courses lasting one marking period, the letter grade the student earns for the marking period will become the student's final average for the courses. (e.g., 4X4 Block Schedule - half credit courses)

Carnegie unit courses offered in the City of Baker School System are either half credit or full credit

courses. If a student is unsuccessful in a half credit or full credit course(s), he/she may be rescheduled in that course if the school's master schedule allows. In order to receive credit for any Carnegie unit course, students must meet both the grading and attendance requirements.

Students who fail either half of a full credit Carnegie unit course must validate the half failed in order to receive the full credit; this can be accomplished during summer school or through a computer-based state approved credit recovery program during the school year, if scheduling permits.

In addition to completing the required Carnegie units, students must pass the required assessments to earn a standard high school diploma.

## LEAP 2025 HIGH SCHOOL GRADING REQUIREMENTS

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (Bulletin 741, Section 2318). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School test scores into the final course grade.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93, 85, 75, 67, 0), and the corresponding letter grade. The City of Baker School System will apply fifteen (15%) percent of the student's High School LEAP 2025 test score toward the student's final grade for the course.

### LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
US History	Advanced	774-850	93-100	A
	Mastery	750-773	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	711-724	67-74	D
	Unsatisfactory	650-710	0-66	F
Biology	Advanced	772-850	93-100	A
	Mastery	750-771	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	707-724	67-74	D
	Unsatisfactory	650-706	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the Mastery achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is  $87*0.20 + 89*0.80 = 88.6$ , which is a B.

## VI. PLACEMENT OF TRANSFER STUDENTS

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

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

### Transferring students

Transferring students must present an official withdrawal form and any disciplinary records from the school from which they are leaving in order to register at the new school.

Transferring students must show proof of residency within the City of Baker School System in order to register at the new school.

The parent/legal guardian of the transferring student should sign a release form indicating legal permission to release student records from the school last attended.

When a student transfers, the student must provide verification of residence and proof of guardianship (i.e., birth certificate, court custody assignments, and state assigned guardianship).

A properly certified transcript will be required with the student's record of attendance, levels of achievement, history of immunization, and units of credits earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by Pupil Appraisal and the Supervisor of Exceptional Student Services.

The school's designated registrar will provide the parent/guardian with information on registration policies, procedures, student placement, and testing policy.

#### **Transfers from a State-Approved School (public/nonpublic)**

A transferring student entering grades 4, 6, 7, or 8 is not required to take a placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the previous system.

If the transferring student has not taken the state test, he/she will have to take and pass the English Language Arts and Mathematics portions of the state placement test before he/she can enroll in 5<sup>th</sup> or 9<sup>th</sup> grade.

The following rules apply for transfer students entering grades 10, 11, or 12:

- Is not required to take the LEAP 2025 High School assessment for courses he or she has already successfully completed for Carnegie credit.
- Shall be required to take the LEAP 2025 High School assessment for courses he or she previously took but did not pass.
- May choose to take a LEAP 2025 High School assessment for a course he or she already successfully completed if he/she scored Unsatisfactory on an LEAP 2025 High School assessment in another course and the student must pass the LEAP 2025 High School assessment for one of the LEAP 2025 High School assessment pairs to meet the Louisiana Department of Education's graduation requirements.

Students, who are receiving special education in one school system in Louisiana and transfer to the City of Baker School System, will be placed in an appropriate class setting within (5) five days after



enrollment and/or (5) five days after receiving jurisdiction of the student's IEP in SER (Special Education Reporting) system.

#### **Approved Out-of-State School (public/nonpublic)**

Students entering grades 4, 6, 7, or 8 from an approved out of state public/nonpublic or out of country school may not be required to take the placement test before enrolling in these grade levels. Students will be placed according to the grade level attended from the out of state/country system as identified on an official academic transcript. The transferring student will be allowed credit for work completed in the previous school.

If the transferring student has not taken the state test, he/she will have to take and pass the English Language Arts and Mathematics portions of the state placement test before he/she can enroll in 5<sup>th</sup> or 9<sup>th</sup> grade.

#### **Home Study and Unapproved School (public/nonpublic) Grades 4-9**

Students entering grades 4, 6, 7 or 8 from an unapproved school must take and pass a placement test before enrolling in these grade levels.

Students entering 5<sup>th</sup> or 9<sup>th</sup> grade:

- If the transferring student has not taken the state test, he/she will have to take and pass the English Language Arts and Mathematics portions of the state placement test before he/she can enroll in 5<sup>th</sup> or 9<sup>th</sup> grade.

#### **Home Study and Unapproved School (public/nonpublic) Grades 10-12**

Students entering grades 10, 11, or 12 will be screened with a proficiency exam to determine general level student achievement according to the following criteria:

- If the parent provides extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, then the student will be administered the appropriate Carnegie unit proficiency exam to determine if Carnegie units can be awarded for each of the subjects taught during home study.
- The principal shall request the proficiency examination from the appropriate central office unit. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams.
- After the student has demonstrated a passing score on the proficiency examination, then the

course title earned shall be entered on the Certificate of High School Credits (transcript). Minimum proficiency standards must be indicated in the remarks column designated as a "P" for passing (proficiency grades are not included in GPA calculations). The school issuing the high school diploma must account for all credits required for graduation and document when and where this credit was earned.

- The student shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which the student has completed.
- The student shall not be allowed to take proficiency examinations in art, music, health, or physical education.
- If the parent is unable to provide extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, the student will not be administered the proficiency exam and the student will be admitted as a freshman (9<sup>th</sup> grade).

## **VII. SUPPORT FOR STUDENTS**

### **School year support**

The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
  - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more

than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

### **Summer Remediation**

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – Louisiana Standards for English Language Arts, Bulletin 142 – Louisiana Standards for Mathematics, Bulletin 1962 – Louisiana Science Content Standards, and Bulletin 1964 – Louisiana Social Studies Content Standards).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

## **VIII. SUPPORT STANDARD FOR GRADES KINDERGARTEN-3**

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

The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall

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

## **IX. Literacy Support Standard for Grades 3 and 4**

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

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

## X. PROMOTION AND PLACEMENT OF CERTAIN STUDENT POPULATIONS

### Students with disabilities

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

### English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
  - Establish procedures to monitor former Limited English Proficient students for two years.
  - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

### Students with Disabilities

Alternative pathways may be available for promotion and placement for students with disabilities.

Students with disabilities attending summer remediation will receive instructional support as defined within the student's Individualized Education Plan (IEP).

### English Learners

Each student entering the City of Baker School System for the first time must complete the Home Language Survey (HLS). This completed survey is the official language screening form and must be kept in the student's cumulative folder.

Any student whose Home Language Survey (HLS) indicates a primary or home language other than English, regardless of whether or not the student speaks English, is offered language support services. The student is identified as an English Language Learner and the English Language Proficiency Screener (ELPS) is completed. All domains of English are assessed: listening, speaking, reading, and writing. English Language Learner status and proficiency level are determined and the student is categorized as Non-Proficient, Approaching Proficiency or Proficient in English. All English Language Learners are offered English Second Language Program participation.

Students who are identified as non-English speakers or English Language Learners shall be offered Specialized language services which address their instructional needs in acquiring the English Language and academic content.

### **Specialized Language Services Refusals**

If a parent refuses the alternative language program (ESL), the child will be placed in his or her district school in the general program. The English Learners (EL) Accommodation Plan form is completed by the teacher, English Second Language Teacher, student, and parent within the first 30 days of school. The child will receive appropriate accommodations and support. Students who refuse services will continue to be federally identified as an English Language Learner (ELL) and are required by the state of Louisiana to take the annual English Language Proficiency Test (ELPT) which measures the student's

English language proficiency and is a determining factor in his/her exit status the following school year.

### **Monitoring of Exited Students**

At the beginning of each school year, the English Second Language Office will inform schools of all former English Language Learners who have met the state exiting criteria and are now in Monitor Year One (M1) or Monitor Year Two (M2). M1 and M2 students' academic achievement is monitored by the school lead English Second Language Teacher, core teachers, and guidance office. The team will meet to determine if further services are required for the exited student's success. If, and/or when, any exited English Language Learner shows signs of academic distress, the school is to reconnect them with the English Second Language Teacher for continued support.

### **Reclassification**

A student exited from the program may be re-enrolled in an English Second Language Program if evidence indicates that the student is not academically successful.

## **XI. ALTERNATIVE EDUCATION PLACEMENTS**

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

*In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.*

### **Alternative School Placement**

Non-traditional options include the following:

#### **Alternative Learning Center**

The Alternative Learning Center is designed for the City of Baker School System students in grades K-12 who have been assigned to alternative educational setting due to long-term suspension and/or recommendation for expulsion due to infractions stated in the Students' Rights and Responsibilities Handbook. The vision of the Alternative Learning Center is to actively engage students and families in the learning process and to provide quality educational experiences in a safe and supportive environment that instills the value of service to our community and lifelong learning.

#### **HiSet Skills Pathway**

The HiSet skills pathway is an alternative to a regular education program. A student who pursues this pathway will, if successful, receive a Louisiana Equivalency Diploma (HiSet) and/or a State-Approved or Locally Designed Skills Certificate.

## **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**

The steps to be followed by a student, parent, or teacher requesting a change in a student's grade placement are:

#### **School Level**

A change in grade placement level may be requested to the principal and School Building Level Committee within the first marking period of enrollment.

**Central Office**

If the principal does not concur with the request, the person making the request may petition the Supervisor of Exceptional Student Services and the Supervisor of Accountability, Assessments, and Evaluation. If the Supervisor of Exceptional Student Services and the Supervisor of Accountability, Assessments, and Evaluation do not concur with the request, the person making the request may petition the Superintendent or designee to review all transcripts and all pertinent data related to the case. The request for appeal must be made within 14 calendar days, not including weekends and holidays, following the conference with the Supervisor of Exceptional Student Services and the Supervisor of Accountability, Assessments, and Evaluations.

**Students with Disabilities**

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509.

**Section 504 Students**

Due to process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the Parental Rights for Exceptional Students Booklet distributed to parents at the time parental permission is requested.

**English Language Learners**

Due process procedures for English Language Learners whose parents may also be limited English proficient are in accord with those described in the Louisiana Department of Education's English Language Learners Handbook.

**Hearings**

If at any time the parents cannot come to an agreement with the school regarding their child's education, they have the right to ask for an impartial hearing. The hearing may be held on a matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Either party aggrieved by the hearing decisions maintains the right to Judicial Review. To obtain a hearing, the parent should make a written request to the Louisiana Department of Education. An impartial hearing officer will be assigned to preside over any such hearing and arrive at a decision. To ensure impartiality, a hearing officer may not be:

- An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- Anyone who has a personal or professional interest which would conflict with objectivity in the hearing.

**Hearing Rights**

Rights to which both the parents and the school are entitled included the right to:

- Be accomplished and advised by legal counsel and by persons with special knowledge of the problems of children with disabilities.
- Present evidence, cross-examine, and compel the attendance of witnesses.
- Receive a written or recorded verbatim record of the hearing.
- Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing.
- Have their child attend the hearing.
- Open the hearing to the public.

**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.

**City of Baker School System Grading Scale:  
Grades 1<sup>st</sup> - 12<sup>th</sup> SY:2021-2022**

UNIFORM GRADING SYSTEM (A, B, C, D, F) BULLETIN 741		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

**Honors Grading Scale 2022-2023**

UNIFORM GRADING SYSTEM (A, B, C, D, F) BULLETIN 741		
Grade	Percentage	Quality Points
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0



**Grading Procedures:** All school courses will use a weighted grade format for assigning student grades. A semester grade will be determined by dividing the total points earned by the total points possible by weighted categories. Letter grades will be assigned according to the grading scales, depending upon the type of course each student is enrolled in (regular or honors).

All student work to be graded will be assigned a point value and entered into one of the four weighted categories as indicated below.

**Grades 1<sup>st</sup> – 5<sup>th</sup>: Nine Weeks Grading Periods**

- a.) At least two grades per week must be entered into JCAMPUS.
- b.) At least two grades per category must be entered into JCAMPUS every 4 ½ weeks (each interim period).

**Grades 6<sup>th</sup> – 12<sup>th</sup>: Six Weeks Grading Periods**

- a.) At least two grades per week must be entered into JCAMPUS.
- b.) At least two grades per category must be entered into JCAMPUS every 3 weeks (each interim period).

K-12 District Wide Grade Distributions		
I	Major Assessments	45%
Major Assessments: End of Module Assessments/Unit Assessments and Mid-Module Assessments/Chapter Tests		
II	Minor Assessments	40%
Minor Assessments: Focusing Task Questions, Quizzes, Performance Tasks, Labs, Projects/Presentations, etc.		
III	Participation/Tasks Completion	10%
Participation/Assignment Completion: Warm-Ups/Entrance/Exit Tickets, Bell Ringers/AIM/Bridge, Guided Practice, etc.		
IV	Homework	5%
Homework: Independent Practice, IXL, ACT Mastery Prep, Home-based projects, etc.		

**NOTE: High School LEAP 2025 Grading Requirements:** The City of Baker School System will apply fifteen (15%) percent of the student's High School LEAP 2025 test score toward the student's final grade for the course.

**Attendance Requirement:** All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System's Superintendent or designee and Department of Child Welfare and Attendance.

**XIII. LEA ASSURANCES AND SUBMISSION INFORMATION**

Assurance is hereby made to the Louisiana Department of Education that the City of Baker School System 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: \_\_\_\_\_

\_\_\_\_\_  
James T. Stroder, Acting Superintendent

\_\_\_\_\_  
Joyce Burges, Board President

# **APPENDIX**

## **DISTRICT DOCUMENTS & FORMS**

## **City of Baker School System K-3 Literacy Plan**

### **SUMMARY**

Our mission for City of Baker School System (CoBSS) is providing a quality education for all students...empowering excellence. The City of Baker School System District Literacy Plan describes current efforts to support this mission and to reach the goal that each student in the City of Baker School System will read at or above grade level by Third Grade. This meets the requirements of Louisiana State Law (R.S. 24.4) enacted because research consistently supports the foundational importance of early reading success. This plan is ongoing and will be updated yearly.

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### **INTRODUCTION**

The City of Baker School System community is committed to ensuring that each student reach or exceed grade level standards and benchmarks. These benchmarks are crucial in reading; research strongly points to the fact that students who are not reading at or above grade level by Third Grade have difficulty catching up later in school.

The goal for all students to be reading on grade level by Third Grade requires sustained engagement and commitment from our community of stakeholders. The City of Baker School System curriculum is designed to provide a solid base for instructional planning. School board members can make policy decisions and provide resources to support and maintain an excellent program that meets our students' needs. Administrators and the Systems Accountability Committee can provide resources and equipment needed to support and maintain an excellent program that meets our students' needs. Teachers use research-based instructional strategies and engage in professional development on scientifically based reading instruction. Parents/guardians can talk to and read with their children at home, thereby building strong foundational literacy skills. Students can engage in literacy play and study. With ongoing support and engagement from all of our stakeholders in the literacy needs of our children, we believe that we can prepare each student to achieve success.

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### **STATEMENT OF LITERACY GOALS**

City of Baker School System is devoted to ensuring that all students are grade-level proficient in reading. We realize that all students are unique and that each arrives with certain literacy capacities. For example, some Kindergarteners know letter names, some read fluently, and some are beginning to develop print awareness.

We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students in grades K-3 is grounded in:

- Ongoing assessment of each student
- Louisiana Student Standards in English Language Arts

- Instructional Leadership Teams
- Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)

## ASSESSING LITERACY PROFICIENCY

### Assessments

CoBSS uses multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained professionals. These provide teachers, parents/guardians and students with specific information beginning the first month of Kindergarten and continuing over the course of each year. Teachers also informally assess and work with students to build confidence and a love for reading. The table below outlines the assessment schedule and the areas addressed by each in grades K-12.

Grade	Assessment	Areas Addressed	Timeline
<b>K-8</b>	NWEA Measures of Academic Progress	Foundational Skills Language and Writing Skills Literature and Informational Text Vocabulary Use and Functions	30-60 minutes  Fall, Winter, Spring
<b>6-12</b>	Reading Inventory  Phonics Inventory	Proficiency Fluency Comprehension Foundational Skills	15-30 Minutes  Fall, Winter, Spring
<b>K-3</b>	Louisiana State Approved Literacy Screener: Dibels 8	Skills Inclusive of: Nonsense Word Fluency Oral Reading Fluency First Sound Fluency Letter/Name Fluency Whole Word Re-Tell Maze Phoneme Segmentation Correct Letter Sounds	3-8 Minutes Fall, Winter, Spring
<b>K-12</b>	Progress Monitoring	MAP Skills Checklists MAP Screener Read 180 IRLA	At least one per instructional unit

## DEFINING PROFICIENCY

Our definition of “proficiency” is based on NWEA MAP benchmarks at each grade level and percentile rank based on national norms. We also use multiple data points (IRLA Louisiana State Approved Literacy Screener, classroom assessment, teacher observation, etc.) to further define proficiency. The table below provides specific targets that demonstrate risk of not reaching end-of-grade level proficiency.

GRADE	ASSESSMENT	High Risk	Some Risk	Low Risk	Advancing Proficiency
<b>K-8</b>	NWEA Measures of Academic Progress	<15th Percentile	15-40th Percentile	40-70th Percentile	>70th Percentile
<b>K-5</b>	American Reading Company's Independent Reading Level Assessment	2 Years below Grade Level	1 year below Grade Level	At or just below current Grade Level	Above Grade Level
<b>K-3</b>	Louisiana State Approved Literacy Screener: Dibels 8	Achievement Level, Per LDOE's Guidance	Achievement Level, Per LDOE's Guidance	Achievement Level, Per LDOE's Guidance	Achievement Level, Per LDOE's Guidance
<b>8-12</b>	Read 180 System 44	At-Risk Grade Level Dependent	Basic Grade Level Dependent	Proficient Grade Level Dependent	Advanced Grade Level Dependent

## INTERVENTION

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. Intervention services are for students who score in the lowest quartile (25th percentile and below) but can include students performing below norm/grade level.

Results from assessments outlined above are frequently disaggregated and analyzed at the district, site, program and classroom levels, and are monitored for grade-level performance. This analysis occurs in school and program improvement/curriculum planning. The results guide instructional decision-making. As well, this analysis identifies students in need of additional instruction and time to reach grade level proficiency in reading as well as those who require extensions. Students enter and exit interventions

throughout the school year to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to achieve grade level benchmarks.

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## **PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT**

A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports and teacher communications at least three times per year. Parents/guardians are informed primarily by the classroom teacher, who also communicates with the intervention teachers. Parents/guardians are informed of the assessment data in a timely manner via fall and winter parent/teacher conferences, report cards and electronic communication. Each elementary school also offers monthly newsletters, online resources posted on the district website, parent advisory groups, parent literacy workshops, and parent-teacher conferences where a variety of supportive literacy resources are available.

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents/guardians attend. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. Interpreters are provided for parents/guardians who request them.

When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.

The District Literacy Plan information is available to parents on the [City of Baker School System website](#). The district and the elementary school websites offer additional resources and tools for parents/guardians, caregivers and/or community members to support literacy at home. Some websites staff and parents may choose to access in regards to literacy development include:

- [Parent and Family Engagement](#) at Ed.Gov
- [Reading Rockets](#)– Resources for teaching kids to read and helping those who struggle
- [Read Write Think](#)– Resources for developing literacy inside and outside of school
- [PBS Kids](#)– Reading Games and Activities
- [Help Me Grow](#): Parent Resources on Reading, Literacy Development, and More

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## **CORE INSTRUCTION, INTERVENTIONS, AND SUPPORTS**

CoBSS uses the Tier 1 curriculum for literacy instruction, which provides a solid base for all students. The curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. There are also specialized instructional materials for English Language Learners as well as an intervention materials. This curriculum has been

aligned to the LSS and incorporates scientifically based reading instruction. Teachers receive training on how to consistently implement this program. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Grade levels spend a minimum of two hours daily on reading instruction employing whole group, small group and individual instruction as needed.

CoBSS's framework for literacy development provides a tiered model of instruction and supports for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 12. The goal for all students (whether those below, at or above grade level) is to make one or more year of growth in reading every year.

All students are instructed in their targeted growth areas by a teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:

- Additional instructional flexible group with classroom materials
  - Example: Phonemic Awareness lessons
  - Example: Phonics work with Phonics Readers and making words
  - Example: Fluency work with repeated reading of classroom text
  - Example: Comprehension work with strategy application, discussion and writing to read strategies
- Direct instruction with a research-based reading intervention program and practice with teacher
  - *IRLA* (phonics/word recognition, phonological awareness, print concepts, fluency, and text comprehension)
  - *Read 180*
  - *System 44*

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## **TIERS OF INSTRUCTIONAL SUPPORT**

### **Tier One: Core Classroom Instruction**

Tier one instruction is the core instructional program for all students. All classroom teachers are expected to employ best-practices instruction and the district adopted materials. Teachers teach students in flexible groups and with leveled text that allows students to practice and build reading skills and strategies. Teachers create flexible groups using assessment data to support student growth. Students in Kindergarten through Third Grade receive two hours of literacy instruction per day. The students who



are not yet reading at grade level need supported interaction with grade-level and above-grade-level texts in order to:

- build background knowledge,
- experience excellent writing and language models,
- build oral language and vocabulary through rich discussions,
- meaningfully engage with text through a variety of genres.

### **Tier Two: Additional Instruction and Intervention**

The second tier of instruction includes targeted interventions for students who may need more time and may need supplemental or different materials or instruction to accelerate growth and reach grade level benchmarks. The goal of reading is making meaning from text; therefore, all interventions are designed to support achieving the goal of comprehension. Depending on a student's needs, the intervention may focus on increasing capacity in phonemic awareness, phonics/word study, vocabulary, fluency, or comprehension.

Our program provides individual and small group reading instruction to students in grades K-5 who qualify for additional reading support based on screening results from MAP scores and teacher input. At CoBSS, small group instruction, tutoring groups outside of regular classrooms, and delivery of IRLA within classroom are all methods used to address unfinished learning.

### **Tier Three**

In the third tier, students receive increased instruction and may use a supplemental curriculum to meet standards and make one year or more of academic growth. They may be taught by a special education teacher, classroom teacher, or a trained para-professional within the classroom. City of Baker School System provides a comprehensive program for students with disabilities.

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## **IDENTIFICATION AND SUPPORT FOR STUDENTS WITH DYSLEXIA**

Students who demonstrate persistent difficulty with phonological awareness and processing language despite ongoing interventions but have strengths in oral communication, reasoning, and complex thinking may exhibit characteristics of dyslexia. These students will be further assessed for characteristics of dyslexia using a screening tool developed by the district following guidance from the Louisiana Department of Education. For students with these and other observable behaviors, interventions at any tier will focus on increasing accuracy and efficiency in decoding and will include appropriate accommodations for slow and labored reading rates (i.e. alternate forms of text, extended time, smaller reading chunks).

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## **PROFESSIONAL DEVELOPMENT**

The district-wide calendar sets a minimum of 6 days of professional learning each year. Each school site embeds professional learning time into a combination of meeting schedules for all staff, grade-level teams, and professional learning communities. In addition to a variety of literacy-focused professional development activities designed and facilitated by each school, the district is engaged in an in-depth study of literacy practices as part of a continuous improvement process for instructional review.

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## **SCIENTIFICALLY BASED READING INSTRUCTION**

Scientifically-based reading instruction is consistently implemented throughout the elementary grades. The CoBSS Language Arts Curriculum Grades K-5 is comprehensive and standards-based. Each aspect of the curriculum has been aligned at each grade level with and are engaged in Language Arts instruction a minimum of 120 minutes each day in Kindergarten, First, Second, and Third Grade.

We have reviewed the state standards and aligned current materials to grade level standards. In order to implement the Louisiana Student Standards in City of Baker School System, teachers:

- Use Tier 1 curriculum as identified by the Louisiana Department of Education
  - Employ flexible grouping, small group instruction and guided instruction
  - Utilize classroom assessments
  - Employ district approved interventions
- 

## **STUDENT SUPPORT SYSTEM FOR ENGLISH LEARNERS**

CoBSS has made resources available to all staff to respond to our students' diverse needs. Currently, staff receives training and support in the literacy needs of their English Learners on an as-needed basis. Based on current data, additional training and support may be needed. The district employs EL teachers to provide specific instruction for EL students.

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## **ASSESSMENT METHODS AND DATA**

Throughout the school year, teachers, administrators and school staff are involved in regular data reviews to help inform instruction. These regular reviews of student data ensures that each student, regardless of their level of reading ability, receives appropriate instruction geared to meet their needs. Where student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions will be employed.

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## **REFLECTION AND REVIEW**

Our interventions are working for most, but not all students. We will continue to improve our ability to use data to ascertain student learning objectives, personalize the intervention, and measure its effectiveness. Continued staff collaboration between classroom teachers, interventionists, and specialists to align instruction and intervention, with parents/guardians as partners, will allow us to continue to increase the number and percentage of students reading well by third grade.

Board Review

Individual Academic Improvement Plan (LDOE’s Template)

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below “Basic.”

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

\*Attach additional pages as necessary.

School Administrator Signature:	Date:
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Complete the template for each subject area identified as below “Basic.”

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

\*Attach additional pages as necessary.

<b>School Administrator Signature:</b>	<b>Date:</b>
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Complete the template for each subject area identified as below “Basic.”

Student name and grade:
-------------------------

Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

\*Attach additional pages as necessary.

School Administrator Signature:	Date:
---------------------------------	-------

Complete the template for each subject area identified as below “Basic.”

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

\*Attach additional pages as necessary.

<b>School Administrator Signature:</b>	<b>Date:</b>
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Complete the template with Social, Emotional, and Behavioral screener results and a plan of interventions and/or services.

Student name and grade:	
Date Screener Administered:	__/__/__(XX/XX/XXXX)
Social, Emotional, and Behavioral Screener Used:	_____
Screener Score/Result:	_____
Recommended Type of Intervention(s) (Use the <a href="#">Student Engagement and Success Vendor Guide</a> and select all intervention types that apply):	<input type="checkbox"/> Social and Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Other _____
Recommended Tier of Support:	<input type="checkbox"/> Tier 2 _____ (Name of Intervention)  <input type="checkbox"/> Tier 3 _____ (Name of Intervention)
Referral to an external service provider:	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate provider: _____
Start date of intervention:	_____
Update on intervention outcomes: (Should be used for progress monitoring and updated after intervention is implemented)	

\*Attach additional pages as necessary.

<b>Well-Being Leadership Team Signature:</b>	<b>Date:</b>
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<b>Principal Signature:</b>	<b>Date:</b>
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**Individual Academic Improvement Plan  
Parent/Legal Guardian Agreement Form**

\_\_\_\_\_ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, \_\_\_\_\_ has the right to at least two or more of the following interventions:

- High-quality curriculum: Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- Highly-effective teacher: Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- Additional in-school support: Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- Summer program: Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of \_\_\_\_\_ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the <a href="#">Family Support Toolbox Library</a> and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan: (LEAs insert here)

--

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- High-quality curriculum
- Highly-effective teacher
- Additional in-school support
- Summer program

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:
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Parent/Legal Guardian Signature:	Date:
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School Administrator Signature:	Date:
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**Individual Graduation Plan**

<b>BASIC INFORMATION</b>		
Name:	9th Grade Entry Date:	<input type="checkbox"/> Academic Support Plan Attached
High School Attending:	Originating Middle School:	

<b>EDUCATION GOALS</b>		
Diploma Pathway	<input type="checkbox"/> TOPS University Diploma	<input type="checkbox"/> Jump Start TOPS Tech (Career) Diploma
Diploma Endorsements	<input type="checkbox"/> Community Service Diploma Endorsement	<input type="checkbox"/> State Seal of Biliteracy <input type="checkbox"/> STEM Diploma Endorsement
Financial Aid & Scholarships	<input type="checkbox"/> TOPS Honors <input type="checkbox"/> TOPS Performance <input type="checkbox"/> TOPS Opportunity <input type="checkbox"/> TOPS Tech Early Start <input type="checkbox"/> TOPS Tech Financial Aid/Completion Date: _____	

<b>COLLEGE &amp; CAREER GOALS</b>		
Career Specialty/Occupation (Option 1):		Career Specialty/Occupation (Option 2):
Career Cluster* (Option 1):	-	Career Cluster* (Option 2):
Jump Start Graduation Pathway:	Choose one	Jump Start Graduation Pathway:
Post-High School Workforce Plans:	<input type="checkbox"/> On-the-Job Training <input type="checkbox"/> Military <input type="checkbox"/> Employment	Certifications: <input type="checkbox"/> Statewide <input type="checkbox"/> Regional <input type="checkbox"/> Complementary

<b>COURSE PLANNING</b>						<b>Graduation Tracker</b>			
Subjects	6th–8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Min Req	Earned	Enrolled	Most Complete
English						4			
Mathematics						4			
Science									
Social Science									
Health						.5			
Physical Education						1.5			
World Languages									
Arts									
Electives/CTE									
Electives									
Credit Totals									

<b>EXTRACURRICULAR &amp; EMPLOYMENT ACTIVITIES</b>						
Extracurricular						Awards/Industry-Based Certifications
Employment						
Community Service						

<b>ASSESSMENTS</b>									
Academic							Personal		
College & Career Readiness					ACT		Instrument	Scores/Notes	
					WorkKeys		ACT Engage		
LEAP 2025	English	English I	English II		US History		ASVAB		
	Math	Algebra I	Geometry				Skills Inventory		
	Science		Biology				Career Interest		
	Social Studies						Learning Styles		
Diagnostic							ONET Profiler		

Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses			
Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit

SIGNATURE APPROVALS							Dates LWC data provided:				
	6th–8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date	
Student											
Parent											
Counselor/Advisor											

School Building Level Committee Recommendation Form  
 CITY OF BAKER SCHOOL SYSTEM  
 SBLC Meeting Summary and Status



**CITY OF BAKER SCHOOL SYSTEM**  
**SBLC Meeting Summary and Status**

Date: \_\_\_\_\_ Meeting #: \_\_\_\_\_

Student:		Student ID#:	DOB:
Grade:	Teacher:	School:	RTI: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes: Tier <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Special Education Student: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list exceptionality:		504 Student: <input type="checkbox"/> Yes <input type="checkbox"/> No	Retained: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which grade:

Name _____	Parent/Guardian _____	Name _____	SBLC Coordinator _____
Name _____	Classroom Teacher _____	Name _____	Speech Pathologist _____
Name _____	Principal/Designee _____	Name _____	Position _____
Name _____	Pupil Appraisal Representative _____	Name _____	Position _____
Name _____	Special Education Representative _____	Name _____	Position _____

Check all appropriate boxes of concern discussed at meeting:

Academic Difficulties	Communication Difficulties
Reading Difficulties	Emotional Concerns
Mathematics Difficulties	Behavior Concerns
Written Language Difficulties	Attentional/Focus Concerns
Listening Comprehension Difficulties	Gifted
Dyslexia	Talented <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Theater/Drama
Developmental Delays	Motor Difficulties <input type="checkbox"/> Fine or <input type="checkbox"/> Gross
Sensory Processing Difficulties	Health Concerns
Hearing Difficulties	Administration of Medication
Visual Difficulties	Other: _____

**Recommendations**

- Tier 1 and 2 RTI interventions
- Tier 3 RTI interventions
- Interventions were successful, further evaluation not necessary; continue regular education **without** modifications/accommodations.
- Interventions were successful, further evaluation not necessary; continue regular education **with** modification/accommodation plan developed.
- 504 evaluation and modification/accommodation plan needed (initial or review)
- Individual evaluation for special education needed. (Pupil Appraisal team member required).
- Support services needed. (Pupil Appraisal team member signature required).
- Conduct Screenings: \_\_\_\_\_

**Additional Information:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_