



**BOARD
of
ELEMENTARY
and
SECONDARY
EDUCATION**

The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.

OFFICIAL BOARD MINUTES

Meeting of August 23, 2023

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

August 23, 2023

The Louisiana Purchase Room Baton Rouge, LA

The Louisiana State Board of Elementary and Secondary Education met in regular session on August 23, 2023, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:19 a.m. by Board President Dr. Holly Boffy.

Board members present were Mr. Preston Castille, Ms. Ashley Ellis, Mr. James Garvey, Ms. Sandy Holloway, Mr. Michael Melerine, Mr. Ronnie Morris, Ms. Kira Orange Jones, and Mr. Tommy Roque.

Dr. Belinda Davis and Ms. Doris Voitier were not in attendance.

Mr. Richard Martin, The Willow School, led the Pledge of Allegiance, and Ms. Cory Joy Craig, Bossier Schools, led the opening prayer.

Public comments were received from Ms. Holly Horsley, Counsel to Um Bank; and Ms. Cynthia Posey, Louisiana Federation of Teachers.

Agenda
Item 2.

Recognition of Guests

- 2.1 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board recognized the 2024 Louisiana Teacher and Principal of the Year Finalists, Division-Level, and Overall Honorees.
- 2.2 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board recognized Milken Educator Award Recipients.
- 2.3 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board recognized the 2024 New Teacher of the Year.
- 2.4 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board recognized the 2024 Early Childhood teacher and leader.
- 2.5 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board recognized the 2023 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) State Finalists.
- 2.6 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board recognized the 2023 Louisiana Public Interest Fellows.

2.7 On motion of Ms. Ellis, seconded by Ms. Holloway, the Board received an update report regarding the 2022 Louisiana Public Interest Fellowship.

Agenda Item 3. **Approval of the Agenda** (Schedule 1)

3.1 On motion of Mr. Roque, seconded by Ms. Holloway, the Board approved the agenda.

Agenda Item 4. **Approval of the Minutes**

4.1 On motion of Ms. Orange Jones, seconded by Mr. Melerine, the Board approved the minutes of June 14, 2023.

Agenda Item 5. **Consideration of Executive Session regarding the annual evaluation of the State Superintendent of Education**

On motion of Dr. Davis, seconded by Ms. Ellis, the Board went into Executive Session at 9:55 a.m. to discuss the annual evaluation of the State Superintendent of Education.

A roll call vote was taken.

Yeas: Dr. Boffy, Mr. Castille, Mr. Garvey, Ms. Holloway, Mr. Melerine, Mr. Morris, and Ms. Orange Jones.

Nays: None.

Abstentions: None.

Absences: Dr. Davis, Ms. Ellis, Mr. Roque, and Ms. Voitier.

The roll call vote to go into executive session passed. It was noted that no votes would be taken while the Board was in executive session; all votes would be made in public.

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On motion of Mr. Garvey, seconded by Mr. Melerine, the Board reconvened into Regular Session at 11:40 a.m. and continued with the regular order of the agenda. A quorum was present.

- 5.1 On motion of Mr. Castille, seconded by Mr. Garvey, the Board approved the 2022-2023 evaluation of State Superintendent of Education Cade Brumley, as discussed in Executive Session, and directed Ms. Shan Davis, Executive Director of the Board of Elementary and Secondary Education, to prepare a final written report of the evaluation findings.

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On motion of Mr. Castille, seconded by Mr. Garvey, the Board went into Executive Session at 11:48 a.m. to discuss attorney-client privileged legal advice regarding the request of a waiver of property restrictions for the former site of ENCORE Academy, a Type 1 charter school, operated by ENCORE Learning, located in Orleans Parish, and a subsequent discussion of next steps.

A roll call vote was taken.

Yeas: Dr. Boffy, Mr. Castille, Mr. Garvey, Ms. Holloway, Mr. Melerine, Mr. Morris, Ms. Orange Jones, and Mr. Roque.

Nays: None.

Abstentions: None.

Absences: Dr. Davis, Ms. Ellis, and Ms. Voitier.

The roll call vote to go into executive session passed. It was noted that no votes would be taken while the Board was in executive session; all votes would be made in public.

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On motion of Mr. Garvey, seconded by Mr. Roque, the Board reconvened into Regular Session at 11:59 a.m. and continued with the regular order of the agenda. A quorum was present.

- 5.2 On motion of Mr. Castille, seconded by Mr. Roque, the Board approved the request of a waiver of property restrictions for the former site of ENCORE Academy, a Type 1 charter school, operated by ENCORE Learning, located in Orleans Parish, and a subsequent discussion of next steps.

Agenda Item 6.

Report by the State Superintendent of Education

There was no report from the State Superintendent of Education.

Agenda
Item 7.

Report(s) from members of BESE (Statutory and Legislative Task Force/Council Appointees)

- Mr. Morris, representing BESE on the Computer Science Education Advisory Commission, informed members of approved content in the report required by Act 541 of the 2022 Legislative Session. Members can expect an update and recommendations at October 2023 BESE meeting at which time the Board can begin the development of a state action plan and state content standards.
- Mr. Morris, representing BESE on the Environmental Education Committee, informed members the key principles and concepts of environmental education have been drafted and published with some implementation at Park Forest Elementary.
- Mr. Morris, representing BESE on the LaSTEM Advisory Council, informed members of the development of the Wise Women Program (women in STEM education) in the greater New Orleans region, the first download from International Space Station to the state of Louisiana conducted at the Lake Charles NASA Astro Camp in August 2023, and the fifth annual LaSTEM Summit to be held in Lafayette on October 17, 2023.
- Mr. Morris, representing BESE on the Special School District (SSD), informed members of two key leadership positions filled by Superintendent Martin.

Agenda
Item 8.1.

8(g) Public Hearing

(Schedule 2)

8.1.1 On motion of Mr. Garvey, seconded by Mr. Melerine, the Board received the minutes of the 8(g) Public Hearing held Tuesday, August 22, 2023.

Agenda
Item 8.2.

Academic Goals and Instructional Improvement Committee

(Schedule 3)

8.2.1 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board received the summary report of waiver requests, submitted by Local Education Agencies (LEAs) for the 2023-2024 school year, regarding policy contained in Bulletin 741, *Louisiana Handbook for School Administrators*: §2313. Elementary Program of Studies, pertaining to BESE mandated elementary level foreign language programs, as submitted by the State Superintendent of Education.

- 8.2.2 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved the request, submitted by Union Parish School System, to waive policy, contained in Bulletin 741, *Louisiana Handbook for School Administrators*: §509. Completion of Approved Foundational Literacy Skills Course, for the 2023-2024 school year, as recommended by the State Superintendent of Education.
- 8.2.3 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved the request, submitted by St. Charles Parish School System, to waive policy, contained in Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*: §1904, Definitions. Resource Room, for the 2023-2024 school year, to provide blended classes of gifted and high-potential students in two elementary schools and four middle schools in an effort to address disproportionality issues in the gifted program, as recommended by the State Superintendent of Education and contingent upon the following:
- Participating schools will include R.K. Smith Middle, Luling Elementary, Albert Cammon Middle, St. Rose Elementary, J. B. Martin Middle, and Harry Hurst Middle Schools;
 - Criteria for admission to this pilot program should be clearly established. Class sizes should be limited to 12 students per setting;
 - Mandatory screenings should be completed after one full year of instruction, rather than six months;
 - Curriculum should also incorporate instruction on critical thinking, problem solving, and logic problems and specific thinking skills; and
 - Documentation of results is annually submitted to the gifted/talented coordinator.

Further, for future waivers to be approved, the percentage of minorities participating in the district gifted programs must remain the same or continue to increase.

8.2.4 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved the request, submitted by East Baton Rouge Parish School System, to waive policy, contained in Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act: §1904, Definitions. Resource Room*, for the 2023-2024 school year, to provide blended classes of gifted and high-potential students in an effort to address disproportionality issues in the gifted program, as recommended by the State Superintendent of Education and contingent upon the following:

- Criteria for admission to Scholastic Academy should continue to be clearly established and concentrated in the elementary grades (Pre-K-6). Above sixth grade, the only students who can be recommended for Scholastic Academy are students who move into the parish from other districts, state, countries, or transfer from private or parochial schools;
- After three years in the Scholastic Academy, those students (Pre-K-12) who do not meet state criteria for gifted must be placed in non-blended classes rather than remaining in the Scholastic Academy's blended gifted classes for the remainder of school careers. Students will exit the program, if need be, at the end of the school year rather than at mid-term; and
- EBR must monitor each site that contains a Scholastic Academy blended gifted class for elementary, middle, and high school levels to assure that policies and procedures are consistently followed throughout the district.

Further, for future waivers to be approved, the percentage of minorities participating in the gifted and talented program in the East Baton Rouge School System should continue to increase or remain the same.

8.2.5 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved the request to waive policy, contained in Bulletin 119, *Louisiana School Transportation Specifications and Procedures: §2509. Used School Buses*, submitted by St. Tammany Parish School System, for the 2023-2024 school year, as recommended by the State Superintendent of Education, contingent upon the following:

- A bus between 10 and 15 model years of age may transfer ownership only within the St. Tammany Parish fleet; and
- A record of reliability must be kept on each bus purchased under this waiver.

- 8.2.6 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board received the report regarding the Louisiana Math Refresh Initiative.
- 8.2.7 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved the new course offerings and faculty for the Louisiana School for Math, Science, and the Arts (LSMSA), beginning with the 2023-2024 school year.
- 8.2.8 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved the appointment of Ms. Virginia Monceret, a member representing a parent role, to the membership of the Accountability Council, as recommended by the BESE president.
- 8.2.9 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board received the minutes of the Nonpublic School Council (NPSC) meeting held July 18, 2023.
- 8.2.10 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board received the minutes of the Superintendents' Advisory Council (SAC) meeting held July 27, 2023.
- 8.2.11 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board received the minutes of the Special Education Advisory Panel (SEAP) meeting held June 21, 2023.
- 8.2.12 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 119, *Louisiana School Transportation Specifications and Procedures*: §903. Loading and Unloading, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.2.13 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 126, *Charter Schools*: §4003. Applicability of State Laws, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.2.14 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 135, *Health and Safety*: establishing §509. Automated External Defibrillators (AED), in response to legislation enacted by the 2023 Regular Legislative Session.

- 8.2.15 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §337. Written Policies and Procedures; and §339. Emergency Planning and Procedures, in response to legislation enacted by the 2023 Regular Legislative Session, as amended.
- 8.2.16 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 741 (Nonpublic), *Louisiana Handbook for Nonpublic School Administrators*: §1309. Suicide Prevention; and §1901. Transportation, as well as the repeal of §125. Teaching Authorization, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.2.17 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 126, *Charter Schools*: §4003. Applicability of State Laws, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.2.18 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: §337. Written Policies and Procedures; §915. Student Activities; §1103. Compulsory Attendance; §1127. Preventive Programs; §1315. Corporal Punishment; §2305. Ancillary Areas of Instruction; §2317. High Schools; §2367. Religious Studies, as well as the establishment of §511. Completion of Approved Numeracy Skills Course, and the repeal of §504. Teaching Authorization, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.2.19 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 741 (Nonpublic), *Louisiana Handbook for Nonpublic School Administrators*: §1309. Suicide Prevention; and §1901. Transportation, as well as the repeal of §125. Teaching Authorization, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.2.20 On motion of Mr. Castille, seconded by Ms. Orange Jones, the Board approved, as a Notice of Intent, revisions to Bulletin 741 (Nonpublic), *Louisiana Handbook for Nonpublic School Administrators*: §107. School Approval.

Agenda Item 8.3. **Administration and Finance Committee** (Schedule 4)

8.3.1 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the report on the 8(g) monitoring visit reports conducted by BESE staff.

8.3.2 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the report regarding LDOE contracts \$50,000 or less approved by the State Superintendent of Education.

8.3.3 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the reports of the Bureau of Internal Audit (BIA): Quality Assurance and Improvement Program - FYE 6/30/2023, and updated Audit Charter.

8.3.4 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the annual review of the LDOE and RSD budgets.

8.3.5 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the update report regarding RSD capital projects for April, May, June, and July 2023 including:

- RSD Monthly Summary for April, May, June, and July 2023;
- Superintendents' Report for April, May, June, and July 2023; and
- RSD Open Contracts as of April 30, 2023, May 31, 2023, June 30, 2023, and July 31, 2023.

8.3.6 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the report regarding special education camera implementation and fund balances for the 2022-2023 school year.

8.3.7 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor:	Advancement Via Individual Determination
Contract Period:	09/01/2023 - 06/30/2024
Contract Amount:	\$61,895.00
Fund:	ESSER II Funds
Competitive Process:	Non-Competitive

(Motion continues on page 10)

Description of Service: The contract will establish a partnership among the school, state, and vendor. The vendor will shift schools to a student-centered approach. They will work with the schools to develop and implement a strategic plan to develop school staff using the SHAPE framework. The focus will center on attendance, behavior, and course completion/passing.

8.3.8 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Attuned Education Partners, LLC
Contract Period: 09/01/2023 - 06/30/2024
Contract Amount: \$65,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: The contractor will provide project management support and consulting for the CHANGE Collective pilot initiative during the 2023-2024 school year. This includes the following categories of deliverables:

- establish and launch project management support and consultation with LDOE CHANGE Specialist to develop project plan and monitoring approach;
- provide training sessions to the CHANGE Specialist and School Improvement Specialists to learn how to use the Attuned Planning software to effectively support school principals in leading their schools for continuous improvement; and
- prep and facilitate pilot-wide data sessions (virtual) with LDOE staff to support pilot schools in continuous improvement.

8.3.9 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Children's Hospital
Contract Period: 10/01/2023 - 9/30/2026
Contract Amount: \$480,000.00
Fund: Federal
Competitive Process: Non-Competitive

(Motion continues on page 11)

Description of Service: Children's Hospital VACP will provide the following:

- statewide support for students who are chronically ill, have complex low incidence disorders, or have conditions requiring very specialized treatment and follow-up;
- staff to perform training and ongoing technical assistance to school personnel for students who are chronically ill or have specialized conditions requiring very specialized treatment to enter and/or remain in their LRE; and
- LEA personnel, community agencies and other concerned individuals with information and support regarding medical, student well-being and academic issues relative to the integration, maintenance, and positive outcomes of children with special or complex health needs in the classroom.

8.3.10 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Coti Sterling Gayles
Contract Period: 09/15/2023 - 09/30/2024
Contract Amount: \$93,422.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: This contract provides support services to Resurrection of Our Lord School via individual and/or group counseling to address the impact COVID-19 had, and continues to have, on student's well-being and educational opportunities.

8.3.11 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Exceptional Lives, Inc.
Contract Period: 10/01/2023 - 09/30/2026
Contract Amount: \$210,000.00
Fund: Federal 84.027A
Competitive Process: Non-Competitive

Description of Service: Over the next three years, in partnership with the Louisiana Department of Education (LDOE), the contractor will work to build family engagement with schools and broaden the reach to support a greater number of Louisiana families. This work fits into two categories: maintain and disseminate resources to families throughout Louisiana and pilot partnerships with two school districts or Head Start programs to build family engagement.

8.3.12 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Fort Scott Community College/Institute for the Advancement of Educational Achievement
Contract Period: 10/01/2023 - 06/30/2024
Contract Amount: \$458,268.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: The Contractor will assist the Louisiana Department of Education in fulfilling its statutory and regulatory obligations under Title I, Part C, Migrant Education Program (MEP) in the areas of identification and recruitment, student data reporting, parental involvement, and program administration.

8.3.13 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: JAG AIM High!
Contract Period: 09/01/2023 - 06/30/2024
Contract Amount: \$850,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: It is required that twenty percent of the contact hours be identified as academic remediation and the completion of twenty competencies with a ninety percent high school transition rate. Data entry is required daily and is used to determine attainment of required benchmarks.

District List:

- Concordia Parish: \$100,000.00
- East Baton Rouge Parish: \$100,000.00
- Jefferson Parish: \$100,000.00
- Rapides Parish: \$350,000.00
- St. Landry Parish: \$100,000.00
- St. Tammany Parish: \$100,000.00

8.3.14 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Louisiana Educational Television Authority
Contract Period: 09/01/2023 - 09/01/2024
Contract Amount: \$747,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: In cooperation with the State, LETA will provide learning content to load onto iPads to support student learning to students living in shelters. LETA will also provide LPB themed student support packages that include blankets, plush toys, sketchbooks, art supplies, etc., Do it Yourself arts activities, LPB-based digital resources statewide designed specifically for populations experiencing homelessness, provide regional Ready to Learn Family & Community Centered Workshop Modules for Homeless Liaisons across the state and shuttle services to and from five shelters across the state for homeless children to attend professional arts experiences in-person

8.3.15 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Louisiana State University SREC
Contract Period: 09/01/2023-06/30/2024
Contract Amount: \$300,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: Develop a train-the-trainer program to build a school-level attendance leadership team, develop team's capacity to complete a school self-study, analyze data, map resources, and plan an intervention menu. Provide professional development to build school-level capabilities for attendance team and other key school-level stakeholders.

Dr. Davis recused herself from voting on this item.

8.3.16 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Lynette Tannis
Contract Period: 09/01/2023 - 06/30/2024
Contract Amount: \$54,925.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: The contractor will serve as the LDOE special advisor for schools operated or contracted by the Office of Juvenile Justice. The contract will conduct on-site visits, provide consultation and support to OJJ staff, meet and report to the LDOE Office of Career & College Readiness monthly, and at the end of each year.

8.3.17 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: Northwestern State University Child & Family Network
Contract Period: 07/01/2023 - 06/30/2024
Previous Amount: \$741,650.00
Amended Amount: \$202,694.00
Contract Amount: \$944,344.00
Fund: Federal
Competitive Process: Competitive

Description of Service: This contract will provide high-quality differentiated coaching to child care and family child care sites, group training to both child care and family child care sites on essential content and skills, and act as a resource center for early childhood providers and families to improve kindergarten readiness. This amendment will add Rapides Parish to the service area.

8.3.18 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Northwestern State University - Career Development Contract
Contract Period: 09/01/2023 - 06/30/2024
Contract Amount: \$367,873.20
Fund: Federal
Competitive Process: Non-Competitive

(Motion continues on page 15)

Description of Service: The contractor will provide management of the Louisiana Pathways Child Care Career Development System. Louisiana Pathways is the career registry for child care leaders, teachers, trainers, and coaches. Louisiana Pathways tracks Professional Development (PD) hours and provides needed data for the distribution of School Readiness Tax Credits to eligible staff members.

8.3.19 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: Northwestern State University-Scholarship Contract
Contract Period: 09/01/2023 - 06/30/2024
Contract Amount: \$6,438,850.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: The contractor will support Northwestern State University with the Child Care Scholarship Program - a key quality support program for child care teachers and leaders. The scholarship program is funded through the Child Care Development Fund (CCDF). Scholarships are awarded only after candidates exhaust other financial aid. Scholarships are available for: Early Childhood Ancillary Certificate program (BESE-approved CDA training), college tuition (support to attain an associate or bachelor's degree in an early childhood related field), and administrative training. Staff must maintain GPA and attendance criteria to qualify.

8.3.20 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: Postlethwaite & Netterville, APAC
Contract Period: 10/13/2022 - 09/30/2024
Previous Amount: \$2,000,000.00
Amended Amount: \$ 500,000.00
Contract Amount: \$2,500,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: Postlethwaite & Netterville, a Public Accounting Corporation (P&N), will provide professional services to support the Educator Certification Program, including aiding in assessing, enhancing, and implementing program policies, internal controls processes, and other program procedures in accordance with applicable laws, regulations, and program policies.

8.3.21 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: Postlethwaite & Netterville, APAC
Contract Period: 10/18/2021 - 6/30/2026
Previous Amount: \$4,020,000.00
Amended Amount: \$4,817,500.00
Contract Amount: \$8,837,500.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: This contract provides for an audit of child care providers' use of federal stimulus dollars.

8.3.22 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: Postlethwaite & Netterville, APAC
Contract Period: 02/01/2022 - 09/30/2024
Previous Amount: \$1,700,000.00
Amended Amount: \$ 60,000.00
Contract Amount: \$1,760,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: Contractor to provide professional services to the LDOE related to the administration of the Louisiana Emergency Assistance to Nonpublic Schools Program (EANS) in accordance with applicable laws, regulations, and program policies. The EANS program provides services or assistance to eligible nonpublic schools to address the impact that the Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on nonpublic schools, students and teachers in the state of Louisiana. The LDOE will lead and direct the EANS Program while Contractor will provide resources to implement the EANS Program and carry out the directives of the LDOE.

8.3.23 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: Postlethwaite & Netterville, APAC
Contract Period: 06/20/2022 - 12/31/2024
Previous Amount: \$5,630,000.00
Amended Amount: \$1,350,000.00
Contract Amount: \$6,980,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: COVID-19 has dramatically impacted early child care providers. There is a national need to stabilize the market by providing child care providers with COVID-19 relief funds to ensure child care providers can stay open and continue to provide services to families. As a result, the Louisiana Department of Education (LDOE) has received approximately \$972,000,000 to support these efforts. It is necessary that the contractor provide professional services including guidance and documentation related to the budgeting and reporting of Child Care and Development funds, for the Childcare and Development Block Grant.

8.3.24 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract:

Contractor: SSD/LSBVI
Contract Period: 09/01/2023-06/30/2024
Contract Amount: \$1,200,000.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: In order to ensure school systems and students have access to assistive technology and accessible educational materials to support individual student needs and access to high-quality instruction, the contractor will maintain an up-to-date library of AT devices/resources and Accessible Education Materials (AEM) for school systems to borrow from, including an online database of devices, provide consultation and coaching on screening and assessing specific student assistive technology needs, provide one-to-one technical assistance to school systems to support effective use of assistive technology and provide ongoing support for the acquisition and implementation of AEM, including technical assistance on eligibility.

8.3.25 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: WestEd Science
Contract Period: 10/05/2015 - 06/30/2027
Previous Amount: \$14,375,851.00
Amended Amount: \$ 6,622,491.00
Contract Amount: \$20,998,342.00
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: Contractor will provide support services for the development of the LEAP 2025 Science assessments including development of items, test forms, assessment frameworks, assessment guides, sample items documents, and all psychometric services related to these activities.

8.3.26 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following LDOE contract amendment:

Contractor: WestEd Social Studies
Contract Period: 10/05/2015 - 06/30/2027
Previous Amount: \$13,879,245.47
Amended Amount: \$ 7,731,886.10
Contract Amount: \$21,611,131.57
Fund: Federal
Competitive Process: Non-Competitive

Description of Service: Contractor will provide support services for the development of the LEAP 2025 Social Studies assessments including development of items, test forms, assessment frameworks, assessment guides, sample items documents, and all psychometric services related to these activities.

8.3.27 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following RSD contract amendment:

Contractor: SCNZ Architects, LLC
Contract Period: 10/18/2017 – 10/18/2023
Previous Amount: \$3,109,653.70
Amended Amount: \$ 99,754.35
Contract Amount: \$3,209,408.05
Fund: IAT - FEMA
Competitive Process: Competitive

Description of Service: This Amendment adjusts the Designer's fee for Basic Service services for Career Technical Education High School at Kerlerec Street CMaR (GMP #1) and (GMP #2).

8.3.28 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following RSD contract amendment:

Contractor: Grace Hebert Curtis Architects, APAC
Contract Period: 10/18/2017 – 10/18/2023
Previous Amount: \$2,342,733.47
Amended Amount: \$ 40,642.75
Contract Amount: \$2,383,376.22
Fund: IAT - FEMA
Competitive Process: Competitive

Description of Service: This Amendment adjusts the Designer's Fee for Basic Services based on the final construction price for New Cohen High School CMaR.

8.3.29 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: 21st Century Community Learning Centers (21st CCLC)
Type: Competitive
Amount: \$30,865,000.00
Period: 09/01/2023 – 08/31/2024
Source of Funds: Federal

(Motion continues on page 20)

Purpose: The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Basis of Allocation: 21st CCLC applications were awarded through a competitive process. Through a sound and impartial process, applications were read, rated, and scored by an external panel of peer reviewers. The panel consisted of reviewers with diverse expertise that utilized an evaluation rubric to score the applications. Each application was read, rated, and scored by three reviewers, and the final score is an average of the three compiled scores. Applications that scored a 75 or higher were recommended for funding.

Dr. Davis recused herself from voting on this item.

8.3.30 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation:	English Learner Tutoring Pilot
Type:	Competitive
Amount:	\$251,209.00
Period:	01/01/2023 – 09/30/2024
Source of Funds:	Federal

Purpose: This program will provide language and literacy support for English Learners in grades K-8 for participating school systems using an artificial intelligence-based computer tutoring program aimed at supporting individualized student literacy needs. Participating schools and school systems will receive implementation support and professional development.

Basis of Allocation: Allocations were based on numbers of English Learners enrolled in participating school systems. The school system will receive \$17 per student to continue the program license through 2023-2024.

8.3.31 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: B-3 Seats
Type: Competitive
Amount: \$43,931,240.00
Period: 09/01/2023 – 12/31/2023
Source of Funds: State

Purpose: The purpose of the B-3 Seats allocation is to provide funding for birth through three-year-old seats for children who meet CCAP eligibility requirements. In the 2023-2024 year, this program will serve approximately 7,600 children. The funding will be allocated to Ready Start Networks and Community Network Lead Agencies that will administer these funds.

Basis of Allocation: The LDOE allocations are based on the requested seats from Community Network Lead Agencies that were submitted in January 2023 with Super App for all qualifying sites (serving children in diverse delivery or type III child care centers). The amount of allocation is to fund half the academic year and is based on each age group, inclusive of an estimated CCAP bonus. The annual calculation is based on the following rates: infants are funded at \$18,940 per requested seat, toddlers at \$11,700 per requested seat, and three year olds at \$10,670 per seat.

Dr. Boffy and Dr. Davis recused themselves from voting on this item.

8.3.32 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: CLSD CIR/UIR-A
Type: Competitive
Amount: \$623,000.00
Period: 07/01/2023 – 06/30/2024
Source of Funds: Federal

(Motion continues on page 22)

Purpose: The purpose of the Comprehensive Literacy State Development Grant (CLSD) is to award competitive grants to local education agencies (LEAs) to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with a special emphasis on disadvantaged children, including children living in poverty, English Learners, and children with disabilities.

Focus Area: Opportunity to provide additional and enhanced literacy efforts to build capacity of local leaders, improve practice of teachers, and increase literacy outcomes for children.

Basis of Allocation: Schools with Comprehensive Intervention Required or Urgent Intervention Required - Academics labels are eligible. School systems and lead agencies should prioritize Type III childcare, Head Start/Early Head Start, and/or public and nonpublic pre-K sites that demonstrate high levels of need, ensuring the greatest numbers of disadvantaged, geographically diverse children are being reached.

8.3.33 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation:	CLSD UIN
Type:	Competitive
Amount:	\$305,000.00
Period:	07/01/2023 – 06/30/2024
Source of Funds:	Federal

Purpose: The Louisiana Department of Education (LDOE) is committed to advancing literacy skills for all of its children, especially its most disadvantaged children. CLSD UIN targets high-need UIN schools and ECE partners that demonstrate the promise to become models for other high-need sites to replicate. This project focuses on a specific set of evidence-based practices and evidence-informed innovations to strengthen the literacy skills of children birth to 12th grade.

Basis of Allocation: Allocations of funds were decided based on applicants' detailed program descriptions in their CLSD UIN application. This is year three of a three-year grant cohort, as well as year one of a two-year cohort for the second cohort of the five-year grant.

8.3.34 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: FCC Environmental Enhancements
Type: Competitive
Amount: \$825,000.00
Period: 08/22/2023 – 06/30/2024
Source of Funds: Federal

Purpose: This allocation will allow for Child Care Resource and Referral Agencies to purchase much needed materials, supplies, and other items necessary for high-quality instruction in Family Child Care (FCC) sites.

Studies have shown that environmental enhancements are important in FCC sites for several reasons:

1. Promote Health & Safety: creating an environmentally friendly and safe space is crucial for the well-being of children;
2. Learning & Development: a well-designed and stimulating environment can promote exploration, curiosity, and cognitive development;
3. Well-being: a warm, welcoming, and nurturing atmosphere can create a sense of security and comfort; and
4. Encouraging Physical Activity: having designated areas for active play encourages children to engage and use gross motor skills.

Basis of Allocation: Each Child Care Resource and Referral Agency is being allocated funding at a rate of \$4,800 per current FCC site in Academic approval, with an estimate of about 5-10 additional FCC sites joining Academic Approval throughout the 2023-2024 academic year, and an additional \$1,875 per FCC that is still in Academic Approval but also participated in the original Family Child Care environmental enhancement pilot in 2020-2022.

Dr. Boffy and Dr. Davis recused themselves from voting on this item.

8.3.35 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: Literacy and Tutoring Initiatives
Type: Competitive
Amount: \$1,386,600.00
Period: 07/01/2023 – 09/30/2024
Source of Funds: Federal

Purpose: The purpose of the Incentive competitive allocations is to award funding to school systems for specific initiatives that will address the needs of students, especially those who have been disproportionately impacted by COVID-19. Funding will be spent on interventions that respond to students' needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Basis of Allocation: Recipients of this optional funding are school systems that indicated an interest in specific initiatives within the 2024 Super App or through additional tutoring pilot initiatives such as the Accelerate Grant. School systems were given the maximum funding available for each initiative based on either budget for the initiative or the known cost to provide a particular intervention.

8.3.36 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: Real-time Early Access to Literacy
Type: Competitive
Amount: \$3,466,000.00
Period: 08/01/2023 – 07/30/2024
Source of Funds: Federal

Purpose: The Coronavirus pandemic exacerbated existing gaps in early literacy. Families lack access to quality remote learning resources for young children, especially for early literacy instruction. Parents need to understand and be able to support students in remote learning for students to succeed. Real-time Early Access to Literacy (REAL) provides early literacy support for students in pre-K through grade 5. Through REAL, school systems are allocated funding to provide students in pre-K through grade 5 with tutoring services.

(Motion continues on page 25)

Basis of Allocation: Allocations are based on student populations and school system interest in partnering with an LDOE-approved tutoring provider. Allocations are based on previous year's usage of the program.

Dr. Boffy recused herself from voting on this item.

8.3.37 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: Louisiana AWARE 2
Type: Other
Amount: \$1,171,381.00
Period: 09/29/2023 – 09/30/2024
Source of Funds: Federal

Purpose: Louisiana AWARE 2, which is funded through a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA), provided funds to Avoyelles, Natchitoches, and Tangipahoa school districts, to address the mental health needs of students in their schools.

Basis of Allocation: The three districts selected represented two small/medium and one large school system in the rural regions of the northwest, central, and eastern areas of the state. The systems were selected based on the suspensions/expulsions rates that exceed both the state average and national average for the past three or more years; district engagements in redesign efforts to improve the overall academic performance and address ongoing discipline issues; and the percentage of economically disadvantaged students exceeding the state average. Each system receives a base allocation with an additional per pupil allocation.

8.3.38 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following allocation:

Allocation: The CHANGE Collective Pilot
Type: Other
Amount: \$181,164.00
Period: 09/01/2023 – 09/30/2024
Source of Funds: Federal

(Motion continues on page 26)

Purpose: The purpose of The CHANGE Collective is to improve outcomes for students in schools categorized as persistently struggling. Persistently struggling schools are CIR schools that have earned three or more "F" SPS letter grades in the last five years. During the 2023-2024 school year, six persistently struggling schools across three systems will participate in The CHANGE Collective pilot. Participating systems are Madison Parish, Natchitoches Parish, and St. John the Baptist Parish. Through a close collaboration between LDOE, system and school leaders, and expert national partners, The CHANGE Collective provides priority supports to help schools overcome their most challenging barriers.

Basis of Allocation: School systems participating in The CHANGE Collective pilot agreed to implementation in the designated persistently struggling schools. Funding provides targeted support to school system leaders through partnerships with national experts vetted by LDOE and selected by school system leads. Funding recipients agree to participate in a thorough Strength Based Needs Assessment (SBNA); engage in school priority planning and regular progress monitoring support; engage in school and district staffing redesign technical assistance; and participate in regular collaboration, coaching, and feedback sessions for principals.

- 8.3.39 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board approved the following 8(g) Statewide programs and budgets for FY 2023-2024: ASL/English Literacy (LSD) (\$30,000.00), Louisiana Educational Assessment Program 2025 (LEAP 2025) (LDOE) (\$4,505,000.00) and Literacy Success for All (LSVI) (\$30,000.00).
- 8.3.40 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the update report regarding the BESE Budget.
- 8.3.41 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the report regarding the BESE policy implementation plan in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.3.42 On motion of Mr. Garvey, seconded by Ms. Orange Jones, the Board received the legislative report regarding expanded academic supports in compliance with R.S. 17:100.13 and 17:3996(B)(59).

Agenda
Item 8.4.

Educator Effectiveness Committee

(Schedule 5)

- 8.4.1 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Caddo Teaching Academy, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.2 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Centenary College of Louisiana, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.3 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Grambling State University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.4 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from iteachLOUISIANA, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.5 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Jefferson Parish EMBARK, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.6 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Louisiana Christian University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.7 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Louisiana Resource Center for Educators, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.8 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Louisiana State University Alexandria, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.9 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Louisiana State University Baton Rouge, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

Dr. Davis recused herself from voting on this item.

- 8.4.10 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Louisiana State University Shreveport, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.11 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Louisiana Tech University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.12 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Loyola University New Orleans, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.13 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from McNeese State University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.14 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Nicholls State University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.15 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Northwestern State University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.16 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Oxford/Reach University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

Dr. Boffy recused herself from voting on this item.

- 8.4.17 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Relay Graduate School of Education, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.18 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Southeastern Louisiana University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.19 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Southern University Baton Rouge, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.20 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Southern University New Orleans, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.21 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Teach Ascension, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.22 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Teach St. Bernard, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.23 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Teach St. Tammany, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.24 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Teach Tangi, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.25 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from TNTP Academy, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.26 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Tulane University, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.27 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from University of Holy Cross, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.28 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from University of Louisiana at Lafayette, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.29 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from University of Louisiana at Monroe, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.30 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from University of New Orleans, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.

- 8.4.31 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the revised existing teacher preparation program, based upon submission of signed assurances from Xavier University of Louisiana, confirming alignment of program requirements as follows:
- Beginning September 1, 2024, a portion of the total required credit or contact hours in each appropriate certification content area must include the minimum number of hours, as outlined in BESE policy, in the teaching of reading and literacy; and
 - For all students who enter a teacher education program during the 2024-2025 school year and thereafter,
 - Approved teacher education programs shall be no more than 120 credit hours, or the equivalent contact hours, unless designated as dual degrees or certification; and
 - All certification areas must spend three credit hours or 45 contact hours, within the existing program credit hour requirements, engaged in coursework regarding teaching students with dyslexia.
- 8.4.32 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board received the minutes of the TCAC meeting held Thursday, June 15, 2023.
- 8.4.33 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved the selection of the Louisiana Association of Principals as an equivalent association representing school systems and school system leadership for nominating authority to TCAC.
- 8.4.34 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved, as a Notice of Intent, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: establishing §525. Associate Teacher Program.
- 8.4.35 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved, as a Declaration of Emergency, revisions to Bulletin 741, *Louisiana Handbook for School Administrators*: establishing §525. Associate Teacher Program, effective August 23, 2023, for a period of 180 days or until adopted as final Rule.

- 8.4.36 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved, as a Notice of Intent, revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: §303. Certification Exams and Scores; §507. Professional Level Certificates; §509. Type C Certificates; §511. Out-of-State (OS) Certificate; §515. Practitioner Licenses; §519. Standard Certificates for Teachers in Nonpublic Schools; §525. Introduction; §527. Temporary Authority to Teach (TAT); §531. Temporary Employment Permit (TEP); §535. Resident Teacher Certificate (R); §536. Teaching Authorizations; §1301. Introduction; §1305. Requirements to add Birth to Kindergarten; §1307. Requirements to add Early Childhood (Grades PK-3); §1309. Requirements to add Elementary (Grades 1-5); §1311. Requirements to add Middle School (Grades 4-8) Specialty Area Endorsement for English, Mathematics, Science, or Social Studies; §1323. Requirements to add Early Interventionist Birth to Five Years; §1325. Requirements to add Deaf or Hard of Hearing K-12; §1327. Requirements to add Mild/Moderate (1-5), (4-8), and (6-12) Mandatory 7/1/2010; §1329. Requirements to add Significant Disabilities 1-12; §1331. Requirements to add Visual Impairments/Blind K-12; §1701. Overview; and §1909. Criminal History Reporting, as well as the establishment of §103. General Provisions, in response to legislation enacted by the 2023 Regular Legislative Session.
- 8.4.37 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved, as a Declaration of Emergency, revisions to Bulletin 746, *Louisiana Standards for State Certification of School Personnel*: §303. Certification Exams and Scores; §507. Professional Level Certificates; §509. Type C Certificates; §511. Out-of-State (OS) Certificate; §515. Practitioner Licenses; §519. Standard Certificates for Teachers in Nonpublic Schools; §525. Introduction; §527. Temporary Authority to Teach (TAT); §531. Temporary Employment Permit (TEP); §535. Resident Teacher Certificate (R); §536. Teaching Authorizations; §1301. Introduction; §1305. Requirements to add Birth to Kindergarten; §1307. Requirements to add Early Childhood (Grades PK-3); §1309. Requirements to add Elementary (Grades 1-5); §1311. Requirements to add Middle School (Grades 4-8) Specialty Area Endorsement for English, Mathematics, Science, or Social Studies; §1323. Requirements to add Early Interventionist Birth to Five Years; §1325. Requirements to add Deaf or Hard of Hearing K-12; §1327. Requirements to add Mild/Moderate (1-5), (4-8), and (6-12) Mandatory 7/1/2010; §1329. Requirements to add Significant Disabilities 1-12; §1331. Requirements to add Visual Impairments/Blind K-12; §1701. Overview; and §1909. Criminal History Reporting, as well as the establishment of §103. General Provisions, effective August 23, 2023, for a period of 180 days or until adopted as final Rule.

8.4.38 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved, as a Notice of Intent, revisions to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs: §743. Minimum Requirements for Traditional Teacher Preparation Programs; and §745. Minimum Requirements for Alternate Teacher Preparation Programs*, in response to legislation enacted by the 2023 Regular Legislative Session.

Further, Dr. Davis requested that the LDOE provide an update report regarding student outcomes connected to certified teachers versus those certified after five successful years in the classroom in the fall of 2023.

8.4.39 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board approved, as a Declaration of Emergency, revisions to Bulletin 996, *Standards for Approval of Teacher and/or Educational Leader Preparation Programs: §743. Minimum Requirements for Traditional Teacher Preparation Programs; and §745. Minimum Requirements for Alternate Teacher Preparation Programs*, effective August 23, 2023, for a period of 180 days or until adopted as final Rule.

8.4.40 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board revoked the Louisiana teaching authorization #646727 issued to Mr. Marcus Hogg.

8.4.41 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board revoked the Louisiana Level 1 teaching certificate #601493 issued to Mr. Thomas Laborde.

8.4.42 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board revoked the Louisiana Out-of-State (OS) certificate #522585 issued to Ms. Kristel Lindsey.

8.4.43 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the reinstatement of a Louisiana teaching credential appropriate to the credentials of Ms. Mera Bercy.

8.4.44 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Jessica Cowart, effective October 22, 2023.

8.4.45 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the reinstatement of a Louisiana teaching credential appropriate to the credentials of Ms. Sheronda Davis.

8.4.46 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Toni Decay.

8.4.47 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Mr. Joseph Gibson.

Mr. Garvey was recorded as being opposed to the motion.

8.4.48 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Shayla Harrison.

8.4.49 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the reinstatement of a Louisiana teaching credential appropriate to the credentials of Ms. Pam Hubier.

8.4.50 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Melanie Kelley.

8.4.51 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the reinstatement of a Louisiana teaching credential appropriate to the credentials of Ms. Kristel Lindsey.

8.4.52 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Mary Letellier.

8.4.53 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Edith Rogers.

8.4.54 On motion of Ms. Holloway, seconded by Mr. Melerine, the Board granted the issuance of a Louisiana teaching credential appropriate to the credentials of Ms. Lawanda Young.

Agenda Item 8.5. **School Innovation and Turnaround Committee** (Schedule 6)

8.5.1 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board received the report regarding virtual school attendance plans, submitted by Louisiana Virtual Charter Academy (LAVCA) and University View Academy for the 2023-2024 school year.

- 8.5.2 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board approved the material amendment to the Type 2 charter contract, submitted by Kenilworth Science and Technology Academy, located in East Baton Rouge Parish, to increase enrollment, for the 2023-2024 school year by 54 students, as recommended by the State Superintendent of Education.
- 8.5.3 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board approved the 2023-2024 Request for Applications Timeline and Common Charter Application Framework, authorizing the LDOE to amend the timeline as needed and noting that BESE will be notified of any revisions.
- 8.5.4 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board received the overview presentation reports and public input regarding BESE-Authorized Type 2 Charter Application proposals in response to the Spring 2023 Charter School Request for Applications, submitted by Academy of Collaborative Education and Louisiana Connections Academy.
- 8.5.5 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board received the Legislative Auditor Informational Report entitled, "Structure and Use in Learning Pods In Louisiana Elementary and Secondary Public Schools, Louisiana Department of Education," dated August 2, 2023.
- 8.5.6 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board directed the LDOE to:
1. collect student enrollment count data for learning pods, detailing the following:
 - race/ethnicity;
 - economically disadvantaged status; and
 - students with disabilities;
 2. closely research data points, such as location and services provided, for learning pods for one year; and
 3. provide an update report regarding the requested data to the June 2024 School Innovation and Turnaround Committee meeting.

- 8.5.7 On motion of Mr. Morris, seconded by Ms. Orange Jones, the Board directed the LDOE to:
1. send letters reminding all learning pod operators of the existing policy regarding services provided to students with disabilities;
 2. audit and assess learning pod operators' provisions of services to students with disabilities; and
 3. provide an update report regarding the assessment to the School Innovation and Turnaround Committee at the October 2023 meeting, with the goal of a final report in December 2023.
- 8.5.8 On motion of Mr. Morris, seconded by Mr. Melerine, the Board expanded the scope of the School Innovation and Turnaround Committee meetings at least four times a year to include an agenda item with an update on an existing innovative approach in our schools or discussion regarding a new innovative approach to student learning.

With no further business to come before the Board, the meeting was adjourned at 12:13 p.m.