

# **2021-2022 Pupil Progression Plan**

**Local Education Agency:**

**Advantage Charter Academy**

## 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 has established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#), that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, credit recovery, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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 prepopulated. 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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## Placement of students in Kindergarten and Grade 1

### Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

### Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

Every child entering public school kindergarten for the first time shall be given the Desired Results Developmental Profile-Kindergarten (DRDP-K). The test will be administered the first 30 days of school and the results must be reported to LDOE by September 30 each year (additional administrations are optional). The results of this screening shall be used for planning instruction to meet the identified needs of the children and to give extra support where needed. The parent or guardian of each child shall be advised of the results of the child's performance on the tests.

All kindergarten and grade one students are administered *DIBELS Next* at least once during the year to monitor reading. The screening must be conducted the first 30 days of school and data must be reported to LDOE by September 30.

There is no policy on early entrance into kindergarten for students identified as gifted.

Children who are entering first grade (age 6 by September 30) and have not attended a state approved kindergarten program will be administered *DIBELS Next* (Dynamic Indicators for Basic Early Literacy Skills). This test measures letter naming fluency, phoneme segmentation fluency, nonsense word fluency. Grade specific, *DIBELS Next* benchmark goals shall serve as the academic readiness criteria for screened students. All final placement decisions shall be made by the SBLC utilizing all available data points. All K-3 *DIBELS Next* and *DRDPK* screeners shall be administered as formative assessments

to inform placement and instruction; therefore, no student shall receive a grade for DIBELS Next or DRDPK assessments.

## Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.
- *Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2021-2022 do not have to take the state placement test, although the test remains available.*

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

District policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) including approved schools within the state (public/nonpublic), approved out-of-state schools (public/nonpublic), home study and unapproved schools (public/nonpublic) are as follows:

A student shall be received from a non-public or foreign school when official transfer materials from the sending school are received from the sending school. The transfer materials must include a statement of grade placement, a record of courses taken and currently scheduled, and a status of school obligations (textbooks, debts, etc.). The transfer materials will be used to determine initial placement of the student. Members of the School Building Level Committee (SBLC) may review available information to determine final placement after careful study of transcripts and/or available academic documentation.

Pursuant to *Bulletin 1566, Chapter 5: Placement Policies–General Requirements, Section 503 Regular Placement (E: Transfer Students)*, students in grades 5 transferring to a public school from any in-state nonpublic school state approved and not seeing 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 of Bulletin 1566. (See Appendix G for Policy Guidance from the Louisiana Department of Education).

### *Transfer from Approved Public Schools within the State/Outside of Louisiana (Regular education students)*

Transfers from school systems within the state but outside the district are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement. Documentation shall include a properly certified transcript showing the student's record of attendance, achievement, immunization records, and the units of credit earned.

### *Transfer from Non-Approved Schools*

Grades K-8: An elementary or middle school student shall provide evidence of having mastered content standards in reading and/or mathematics for any grade placement, which the student claims. The evidence

will be provided by the following:

- Scoring at an acceptable level on tests appropriate for the grade level.
- Documentation of successful classroom performance of academic work during the first four weeks the student is enrolled.

The student shall be placed no higher than one additional grade per year since the previous school placement of the student in a state approved school. If the correctness of the student's placement (grades K-8) is in question, the school administrator or designee may administer tests and provide documentation for the SBLC to use in determining the student's placement. The principal shall convene the SBLC to make a decision as soon as possible.

#### Transfer from Home Schooling Procedures

Students of all grade levels who have been on state approved home-schooling programs and wish to re-enter the East Baton Rouge Parish School will:

- Report to the school.
- Present a copy of the state approved Louisiana Department of Education Home Study Approval Notification for each year that the student has been in the home study program.
- Present a report that provided information about the program of studies pursued by the student while in home study.

#### Transfer from Home Schooling Placement

Students will not be placed higher than one additional grade per year since the previous placement of the student in a state approved school. To determine elementary placement for home school students, the assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

These tests include tests similar to state mandated tests in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The principal's designee shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

Students in grades 5 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 of Bulletin 1566

#### Middle School Placement for Home Schooling Students

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry. The student shall be placed using the following data:

- Evaluations from norm referenced tests.
- Tests similar to state mandated tests
- Recommendations by the School Building Level Committee

#### Transitional 9th grade Transfer Policies

Refer to the 8th grade promotion section of this document as well as the Louisiana Department of Education's *Transitional 9th grade Promotion Policy Guidance Document* located in the appendix of this document for

policy guidance on the identification and placement of Transitional 9th grade students.

Transfer Credits from Summer School or Extended School Year Programs

Students attending out of area summer school for promotional purposes (elementary) and Carnegie Credits shall have the written consent of the principal of the last school they attended. All students shall have the written permission from the principal of the student's home school to attend a private summer school provider for credit or promotional purposes. Bulletin 741. Chapter 25 shall govern this process for transfer of credits.

Transfer Policies for Students with Disabilities

The district will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

- a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).
  
- b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).
  
- c. The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

Procedures for Interim IEPs.

The Special Education Supervisor must be contacted when a student entering Advantage Charter Academy from an approved non-public or out of state school system claims to determine eligibility for special education services.

**Promotion for students in kindergarten and grades 1, 2, 3, 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, 3, 5, 6, and 7.***

Promotion Policies for Kindergarten – Grade 5

To be promoted in grades K through 5, a student must meet the following criteria:

- A student must earn four quality points in order to pass a core subject (when totaling the combined quality points earned during all four of the nine-week grading periods). A student may not pass an individual core subject if an “F” is earned in both 3rd and 4th nine weeks in the same subject.
- For promotion purposes, a student must meet the passing standard in both reading\* and math (an annual average of 1 quality point must be earned).
- In addition to the reading and math requirement, students in grades 1-5 must pass two other subjects if reading and ELA are taught as two independent, graded subjects. If reading and ELA are combined into one course, students must pass either science or social studies.
- A performance level of on or above grade level in reading\* and math is required. The term grade level refers to the grade placement with respect to skills as indicated according to adopted textbooks, district approved curriculum aligned to state standards as grade appropriate for each grade level.
- Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 5th grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria will be required to attend the extended year or summer remediation program, to be considered for promotion via SBLC waiver process.
- Parents must be given a review of their child’s progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

\*Beginning in the 2018-2019 school year, schools will double block or integrate reading into an extended English Language Arts (ELA) block inclusive of the instructional minutes for both subjects. One grade will be given for the combined course. The overall grade earned for ELA will be substituted for reading in the aforementioned requirements. (Approval from the school’s Director of School Quality is required for schools who request to not participate in the integrated ELA block).

The Grading Scale for Achievement for core academic courses in Grades K-5 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	59-0	0

The teacher who has been responsible for instruction for at least 23 days of a reporting period marks a student’s Report Card. The principal has the final determination for the teacher of record.

Beginning in the 2018-2019 school year and beyond, the following shall apply to middle school (Grades 6, 7, promotion, grade placement and grading:

To satisfy promotion requirements, students must meet state attendance requirements by attending a minimum of 167 days. Students (6, 7 & 8) must also meet local course requirements using either final grades calculation or semester grades calculated as follows:

Schedule	Passing Grades (using semester grades)
7-Period Schedule	11 of 14
8-Period Schedule	13 of 16
9 Period Schedule	15 of 18
10 Period Schedule	17 of 20
11 Period Schedule	19 of 22
Moves between schools that use 7- Period and 8-Period	12 of 15
Moves between schools that use 7- Period and 9-Period	13 of 16
Moves between schools that use 8- Period and 9-Period	14 of 17

The school may convene an SBLC to determine promotion for students who fail to earn enough semester grades for promotion.

Middle School Semester and Final Grade Calculation

Courses in grades 6, 7, and 8 are assigned final grades in 9-week grading periods. Each nine-week grade earns quality points based on the chart below:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

Quality points of each nine weeks in a semester will be averaged together to determine and assign a semester grade. The scale for using quality points to determine letter grades is defined below:

Grade	Quality Points
A	3.5 - 4.0

B	2.5 - 3.49
C	1.5 - 2.49
D	1.0 - 1.49
F	0 - 0.99

In the event that a student earns an F and a D during the two nine weeks in a semester grading period and the D was earned in the 2nd or 4th 9 weeks, a D will be assigned as the final semester grade.

In the event that a student is only enrolled in a school for one nine-week grading period in a semester, the school principal will have the option to determine and assign semester grades based on the 9-week grading period for which the student was enrolled and received grades. In order for a school to assign a semester grade, the student must be enrolled in a class for 52 school calendar days of the semester.

\*\*The school administration must check report cards immediately upon receiving them. If the promotion status has not been determined, the administration must make the determination and inform parents prior to opening of summer school. Any student not meeting promotion criteria will be required to attend the extended year or summer remediation program, to be considered for promotion via SBLC waiver process.

The Grading Scale for Achievement in Grades 6-8 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	59-0	0

**\*As per Bulletin 741 §2302 Uniform Grading Policy, all LEAs shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.**

The SBLC will make recommendations about Special Education students using the adopted policies of the LSBESE and the student.

For all subjects receiving letter grades in Grades 1-8 inclusive of middle students earning high school credit, a minimum of one grade shall be recorded in the grade book for each week of instruction during that specific grading period. (i.e. There should be a minimum of nine recorded grades during a nine-week grading period).

All final or mid-term exams in middle school may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams (non-state mandated assessments) in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing a week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

## Promotion via SBLC and/ or Retention

A meeting of the SBLC shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held, and documentation of interventions provided before a SBLC conference. Once any member of the team has requested the SBLC, it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child's promotion is in jeopardy. Note: A review of placement may be requested at any time by any member of the SBLC.

The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5.\*
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8.\*

\*In the event that a second retention is warranted a *System Level Committee* is required where the school's Principal and designee from appropriate instructional support departments shall become part of the SBLC process.

Local retention policy does not supersede state accountability and high stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. '84, the state requirements take precedence.

## Promotion of students in grade 4

Each LEA shall identify third and 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 third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such 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.***

Beginning in the 2017-2018 school year and each year thereafter, fourth grade students must meet the academic criteria outlined in the previous section (K-5 promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score “Basic” in at least two core academic subjects including ELA, math, science and social studies. For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports including those listed below

For 4<sup>th</sup> grade students who have not met the acceptable level of performance on statewide assessments, the SBLC of that school shall make the final retention or promotion decisions based on the above criteria and shall initiate an individual academic improvement plan.

By the last day of school of each school year, academically struggling students will be identified and individual academic improvement plans will be enacted. Per Bulletin 1566, Section 701 guidelines, the plans should be reviewed with and signed by the student’s parent or legal guardian. Copies of the signed Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form and the Individual Academic Improvement Plan Template must be placed in the student’s cumulative file, reviewed annually and continue until such time as the student meets academic expectations (a score of Basic in each of the core academic subjects that initially led to the development of the student’s individual academic plan) for specific interventions and supports identified in the plan.

Plans must identify a minimum of two interventions and supports to be provided during the school year and/or during the summer. Allowable interventions and supports to be included on the Individual Academic Improvement Plan are as follows:

- Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
- Completion of summer remediation program that includes curriculum fully aligned to the Louisiana state Standards and limits below grade level content to no more than 35% of total instructional minutes
- Additional instructional time during or outside of the school day
- Grade level instruction that is aligned to the Louisiana State Standards, which may include limited below grade level content and support needed to address the student’s identified weaknesses

\*If fourth grade LEAP scores are not available by the last day of the school year, schools should utilize the roster of third grade students who have scored below the “Basic” achievement level in at least two core academic subjects provided by the Louisiana Department of Education to assist with making final determinations relative to students’ individual academic plans.

Additional policy guidance may be found in the Louisiana Department of Education’s *Fourth and Eighth Grade Promotion Policy Guidance* located in the appendix of this document.

## Promotion and support of students in Grade 8

### **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 in the spring 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 after the completion of summer remediation, 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 LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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

*Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.*

*Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation*

### **Transitional 9th Grade**

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic 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.***

Beginning in the 2017-2018 school year and each year thereafter, eighth grade students must meet the academic criteria outlined in the previous section (6-8 promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score at least 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 9th grade. Students who do not meet the promotion standard after taking the 8th grade assessments may be placed on a high school campus in the transitional 9th grade. For any student who recently completed the 8th grade and is transferring into the district from another state or country, the school should convene and SBLC meeting to review the student's academic record to determine appropriate placement in 9th grade or transitional 9th grade. Any first time 8th grade student who does not meet the passing standard outlined above and any student not eligible for any waiver outlined in Bulletin 1566, after being offered summer remediation, may be placed on a high school campus in transitional 9th grade. Placement in a transitional 9th grade shall occur no later than October 1 of each school year. The decision to place a student in the transitional 9th grade or to retain a student in the 8th grade shall be made by the school in which the student is enrolled in 8th grade in consultation with the student's parents. Students enrolled in transitional 9th grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient. A plan outlining such supports shall be included in the student's individual graduation plan.

School level SBLC committees should make the decisions regarding promotion, retention and placement in the transitional 9th grade.

If there is a delay in 8th grade test scores and/or if statewide assessment results are not available on the last day of school, data sources including, but not limited to the following should be considered when making promotion and retention decisions:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and

other progress monitoring measures

- Evidence from other allowable school approved interventions and supports including those listed below

At the start of 8th grade year for a student with disabilities, the IEP team shall convene to determine if the student needs and is eligible to be on an alternate pathway towards promotion to 9th grade. When the IEP makes the determination, using the criteria set forth in Act 833, the IEP team shall review the IEP within 30 days into the school year. It shall establish data driven Individual Performance Criteria that the student must achieve to be promoted to 9th grade. Data sources may include but not limited to the student's current evaluation, teacher made test, statewide assessment results, written observation, portfolio, and school or district assessments.

Additional Policy guidance may be found on the Louisiana Department of Education's *Fourth and Eighth Grade Promotion Policy Guidance* and *Transitional 9th grade Promotion Policy Guidance Document* –located in the appendix of this document to address the following areas:

- Identification of Students
- Placement of Non-Proficient Students
- Plan for Student Support
- Curriculum Selection and Student Scheduling
- Counselor Tools and Supports
- Inclusion in Graduation Cohort and Dropout Credit Accumulation Index Implications
- LEAP 2025 High School EOC requirements

All final or mid-term exams in middle school may count for no more than 15% of a student's semester grade.

## High School 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**

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:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit 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.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

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.

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 Policy**

#### **Nontraditional Courses**

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.

- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

### **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.

### **Credit recovery programs**

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

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

### **Distance and E-Learning Environments**

Coursework completed via distance learning during the spring and summer of 2021 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

***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.***

LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12 are as follows:

Students must complete the minimum of 23 or 24 Carnegie units of credit (See Appendix.) Students entering high school in or after 2017-2018 or students entering prior to 2017-2018 and repeating the course shall take 5 achievement level versions of the following tests: LEAP 2025 English I, LEAP 2025 English II, LEAP 2025 Algebra, LEAP 2025 Geometry, LEAP 2025 US History and LEAP 2025 Biology (in 2018-2019). With the shift to LEAP 2025 tests, historical subject area passing requirements remain the same. Students will still need to earn the level two achievement level, now called Approaching Basic, or higher in order to meet graduation requirements.

Students who enter regular grade 9 during or after 2017-2018 will be required to take all five level tests in the LEAP 2025 series. The English III EOC will not be required for students who enter grade 9 in or after 2017-2018. Any student who took English I before 2017-2018 in a middle school grade or as a T9 student and who is starting high school during or after 2017-2018 must take LEAP 2025 English II for graduation. If the student is unable to pass the LEAP 2025 English test, then the student may be administered the LEAP 2025 English I test.

The chart below outlines EOC courses to be taken by current high school students:

Testing Cohort	Subject Test	Number of Achievement Levels Reported
Students entering high school prior to 2017-2018	EOC English III	4 Achievement Levels
	EOC Biology	
	EOC US History	<i>4-Level US History EOC Test only for graduating students and re-testers not enrolled in the course</i>
Students entering high school in or after 2017-2018 or students entering prior to 2017-2018 and repeating the course.	LEAP 2025 English I	5 Achievement Levels
	LEAP 2025 English II	
	LEAP 2025 Algebra	
	LEAP 2025 Geometry	
	LEAP 2025 US History	

**Source: Louisiana Department of Education 2017-2018 High School Frequently Asked Questions (Fall 2017)**

Retest opportunities will be provided for students who do not pass GEE, LAA2, or EOC, or LEAP 2025 high school assessments.

*Alternate Pathway for Students with Disabilities towards a High School Diploma*

The April Dunn Act of the 2014 Legislative Session provides for alternate pathway for student with disabilities to graduate with a high school diploma. Beginning 2014-2015, a student with a disability could be eligible to be on the alternative pathway, as determined by the IEP team. If the student has not met state established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state established assessments required for graduation (Bulletin 1530, § 405). For students who are determined eligible for ~~alternate~~ alternative pathway via the April Dunn Act, the IEP team, within 30 days into the school year or course, shall develop data driven Individual Performance Criteria that the student must meet by the end of the school year to earn the targeted Carnegie units, meet targeted LEAP 2025 High School EOC testing requirements and/ or Jump Start Credential requirements. *The IEP team-determined Individual Performance Criteria include, among others, the student's targeted level of performance and proficiency and how it translates to letter grades.* Additionally, the student must also meet one of the three conditions consistent with the IEP, namely:

Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district. Mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district. Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic.

*Credits:* In Grades 9 through 12, units are earned based on semester grades. An "A" through "D" or "P" will earn whatever units are possible for the course. An "F" will not earn any units. Students receiving a certificate of achievement and participating to the best of their ability should receive passing grades but not Carnegie units. There is no limit to the number of Carnegie units a student may earn in any given year. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript as per Bulletin 741. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator. The district's accountability department shall report required exam information to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit. Tests will be submitted to the Louisiana Department of Education for approval prior to any student taking an exam for proficiency credit. Per Bulletin 741, Section

2314, once the school year has begun, students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit by passing a course in which the student is enrolled and meeting instructional time requirements. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the End-of-Course (EOC) or LEAP 2025 high school exams. LEAP 2025 high school exams or EOC exams are administered for Algebra I, Geometry, English I (new), English II, English III (phasing out), Biology, and U.S. History. State mandated high school exams are administered in December, May and June. Proficiency in any other courses must be demonstrated by earning an 85% on new credit or a 67% on repeat credit. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework

As required by state policy, the district must ensure that distance learning and other related non-district correspondence type courses meet the requirements dictated by Bulletin 741, Section 2326. In order to do so, students requesting enrollment in such courses for Carnegie Credits shall have the written consent of the principal of the last school they attended. All students shall have the written permission from the principal of the student's home school prior to enrolling in a course for credit or promotional purposes. Information concerning district approved correspondence courses is available from the Department of Counseling and Guidance. Only one-half Carnegie unit may be earned per semester course.

A student shall not be allowed to participate in a graduation exercise if he/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan and all other local and state policies. All students who participate in the graduation exercise shall have been certified and deemed eligible to receive a diploma by the principal of the school from which the student is graduating. However, the Superintendent shall have the discretion to allow students to participate in graduation exercises when it is warranted by exceptional circumstances.

Students may earn Carnegie credit as middle school in two ways: by passing a course in which the student is enrolled; and meeting instructional time requirements or by demonstrating proficiency as set forth in Bulletin 741 and other sections of this document. Bulletin 741, Section 2314 will govern district policy regarding Carnegie Credit and Credit Flexibility as it relates to High School Graduation Requirements. The district reserves the right to administer a proficiency exam and require the district set proficiency score for any student who transfers into the system from non-approved schools or home schools when placement is in question before awarding Carnegie Credit. School proficiency exams are submitted to the Louisiana Department of Education. (See Placement Section of this document for policy regarding proficiency exam administration).

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	59-0	0

The LEAP 2025 End-of-Course exams for operational tests will count 15% of a student's final semester grade. For a student with a disability, the LEAP 2025 (High School) score shall count for 5 percent of the student's final grade for the course (Bulletin 741, § 2318). All other course final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade.

For all subjects receiving letter grades, a minimum of one grade shall be recorded in the grade book for each week of instruction during that specific grading period. (I.e. There should be a minimum of nine recorded grades during a nine-week grading period).

Marks that appear on the report card and progress report are as follows:

- A = Outstanding Achievement
- B = Good Achievement
- C = Satisfactory Achievement
- D = Minimum Acceptable Achievement
- F = Failure
- P = Pass

A grade correction for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester. A grade correction will only be allowed if an error was made in the calculation of the grade and with the approval of the building principal.

The LEA's policy for awarding ½ unit of credit is as follows:

*In order to grant one-half Carnegie credit, LEA's shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes. (Bulletin 741, Section 2314, C.)* One half (½) unit of credit shall be awarded for each successful semester completed of a full unit course. Any student who transfers into the school and has successfully completed 12 weeks of work in any given semester in a course(s) not offered at the receiving school and who cannot be placed in a comparable course should be given one half unit of credit.

School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator. The accountability department shall maintain a list of courses approved by the Louisiana Department of Education for which students will have the opportunity to earn Carnegie Credit. The district's accountability department shall report required exam information to the Louisiana Department of Education to seek approval for proficiency exams to be used prior to examination administration. When awarding credit based on demonstrated proficiency, the district and school staff will follow the Carnegie Credit and Flexibility guidelines outlined in BESE Policy 741 §2314. Carnegie Credit and Credit Flexibility.

Carnegie credit courses that will be offered on an "accelerated" schedule are as follows:

Algebra I  
Basic Career Readiness  
Chemistry  
Civics  
Computer Science I Computer  
Technology Literacy English I,  
Environment Science  
Family and Consumer Science  
Courses Financial Literacy  
French I,II,  
Geometry  
Health Education  
Introduction to Business  
Computer Applications  
Math Essentials Media Arts I,II,III  
Physical Science  
Principles of Business  
Psychology  
Spanish I, II,  
U.S. History World Geography  
World History

#### High School Credit Accumulation on a Middle School Campus

The district encourages students to complete high school courses while enrolled in middle school campuses. The following shall guide this process:

- Physical Education cannot be offered for high school credit as per Bulletin 741.
- Advanced Placement courses cannot be offered in middle school as per College Board policy.
- The term “Honors” will not be used in conjunction with a course offered for Carnegie Credit nor will weighted credit be given for credits earned at a middle school campus.
- A written statement must be given to parents notifying them that any course taken for high school credit will not count in the calculation of the high school GPA for any student and the resulting grade earned in the “for credit course” will be placed on the student’s permanent transcript. A signed copy of this document shall be kept on file at the school and received prior to students completing the course.

Approved Courses to be taken at the Middle School Level for High School Credit are as follows:

Algebra I  
Algebra II  
English I  
Family and Consumer Science Courses  
French, I and French II  
Geometry  
Career Readiness Courses (or Journey to Careers)  
Keyboarding  
Keyboarding Application  
Latin I and Latin II  
Physical Science Spanish I  
and II

Speech I and II  
French I and II  
Talented Theater I  
Talented Visual Art I  
World Geography  
IBCA  
Art I  
Louisiana Elective  
Physical Science  
Agriculture I  
BCA  
Fine Arts Survey  
Beginning Band  
Computer Coding

All LEAP 2025 EOC courses for Carnegie Credit offered at the middle school level must have the approval of the Executive Director for Middle Schools and the Chief Accountability Officer to ensure adherence to state testing requirements.

#### Blended Learning for Credit Recovery and Summer School Credits

For schools offering credit recovery during the regular school year or summer programs, online and/ or blended courses must be approved by the principal for each site on an annual basis through the district's approved credit recovery platform. If LEAP 2025 EOC courses are to be taken for "new work" for high school credit, additional permissions are required by the District Test Coordinator to ensure adherence to state testing requirements. If a student completes a course on a campus other than his or her home school, the summer school administration shall have written permission from the principal if high school credit is to be awarded. All students shall have written permission from the principal's home school if courses are to be taken for credit or promotional purposes.

The components and requirements of the local early graduation program are as follows:

With permission of the principal, students may enroll in programs that will result in early graduation such as the following:

- Carnegie credit earned in middle school
- Unlimited Carnegie credits may be earned in an academic year
- Distance Learning
- Blended Instruction
- Virtual Instruction

## Support for students

### **School year support**

The 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 supports 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.

## 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.***

Limited English Proficient (LEP) Students

The following procedures are in place to identify language minority students seeking attendance in East Baton Rouge Parish schools:

- All students registering must respond to three Home Language Survey questions on the EBRPSS Student Registration and Data Verification Form - Language spoken at home; Language first acquired by student; Language most often spoken by student.
- If a language other than English is indicated on any of the three questions, then the student is considered language minority and must be screened for English language proficiency.

The procedures the LEA has established to determine if language minority students are English Language Learners are as follows:

- Identified language minority students, without state English Language Proficiency Test (ELPT) scores, are administered English Language Proficiency Screener (ELPS) instrument which measures English proficiency in listening, speaking, reading and writing. Results from the ELPS determine if the student is Limited English Proficient and, therefore, is provided instruction using ESL Strategies with appropriate accommodations.
- Designated district staff members are trained in the administration of the ELPS to determine English proficiency.
- If a language minority student has current state English Language Proficiency Test (ELPT) scores (or similar tests from other states), then those scores are used to determine Limited English Proficiency English Learner status.

The procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the English Language Learner student are as follows:

English Learner (EL) student will be placed in a grade appropriate regular educational program supported by ESL and Sheltered English instructional strategies and materials. Instructional services are designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. EL students have access to all additional services and programs available to other students.

EL student identification is based on the results obtained through the ELPS or state ELPT scores. Students identified as EL in any language domain (listening, speaking, reading and writing) will be coded LEP in the Student Information System (SIS).

EL students must be placed in an age-appropriate grade. If an EL student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. EL students with records are placed in grades indicated on recent school reports.

If a parent/guardian of an identified EL student does not refuse services in writing, the EL student is placed in a comprehensive educational program that is designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement.

The East Baton Rouge Parish School System's ESL and Sheltered English instructional services for English language acquisition and academic achievement are research based educational models embodied in adopted textbooks:

- English Language Development (ELD): This approach is designed primarily to teach EL students English language skills. The program also focuses on Listening, Reading, Writing, and Speaking skills as well as content vocabulary, and cultural orientation. The medium of instruction is English with little or no use of native language.
- Sheltered English Instruction: An instructional approach similar to content-based ESL programs focused on making academic instruction in English comprehensible to EL students. In the sheltered classroom, teachers use physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in mathematics, science, social studies, and other subjects.

The procedures the LEA has established to monitor former English Learner students for four years are as follows:

As detailed in the Office of Civil Rights guidance, English Learners can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers.

EL students who meet the LDOE exit criteria described below will not be considered EL, but will be monitored for academic progress for two years during which time they will continue to be included in the EL subgroup for State Accountability System calculations.

EL teachers and EL Coordinators will be responsible for monitoring academic progress, including formally reviewing benchmark assessments/grades on a regular basis over a span of four years. ESL personnel must provide parental notification and conduct an SBLC meeting to determine whether a struggling student who has been exited should be reclassified.

All district policies and procedures related to English Proficiency will be governed by Bulletin 111. Chapter 40. (See excerpt below).

**Bulletin 111. Chapter 40. Definitions Related to English proficiency**

**§4001. Proficient in English [Formerly LAC 28:LXXXIII.4001]**

*A. To be considered English proficient and exit English language learner (ELL) status, an ELL student must score Level 4 (Early Advanced) or Level 5 (Advanced) on all four ELPT domains: Speaking, Listening, Reading, and Writing.*

*B. Students with disabilities who are unable to meet the above exit criteria after four years or more in ELL status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from ELL status (but will still be required to take statewide assessments).*

No EL student shall be retained solely based on lack of English proficiency. Students are expected to

participate and work on assignments given with the appropriate level of accommodations. If the student makes no effort, nor participates, despite accommodations being provided, the student may receive a failing grade. In the event an EL student receives a failing grade, the teacher must provide documentation that demonstrates the accommodations/modifications being provided throughout the grading period, and evidence of parental contact. Prior to issuing the grade, the teacher must hold a conference with the student's parents and other teachers on record.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

### **Special Education - EL Placement**

Practices for the special education placement of EL students must adhere to established criteria in the Pupil Progression Plan. All evaluations shall be conducted according to the prescribed standards. Tests and other evaluation materials used to assess a student with Bulletin 1706 regulations shall be selected and administered so as not to be discriminatory on a racial or cultural basis and shall be provided and administered in the student's native language or other mode of communication unless it is clearly not feasible to do so.

## **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.***

The written policies for all alternatives to regular placements are as follows:

### **Hospital/Homebound Program**

This is an educational program for students – regular or exceptional – having a medical illness that substantially limits their ability to attend school. The School Building Level Committee (SBLC) or the Individualized Educational Plan (IEP) committee must meet to decide the need, services and accommodations for these students before a homebound teacher is assigned

## **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.***

The LEA's policies on due process procedures for teachers, students and parents as related to student placement for regular education students, students with disabilities and section 504 students are as follows:

### **Procedures for Review of Educational Placements**

Due Process is used when a parent or a member of the School Building Level committee disagrees with consensus of the SBLC.

A parent, teacher or student of legal age who questions the SBLC determination of educational placement

for the student should contact the principal. The placement and the reasons for that placement should be thoroughly explained to the person who appeals. In addition, each evaluation procedure, test, record, report, or other relevant factor used as a basis for the proposed placement decision made for the student, that party has the right to request in writing a hearing on this issue. The written request must be made within the ten working days of the conference with the principal and shall be mailed or delivered to the principal to forward this written request for review to the Principals designee who shall conduct the hearing and serve as hearing officer.

The hearing shall be held within the ten (10) working days of the receipt by the school principal of the request for review, at a time that is convenient to both the parents and the school personnel. Upon mutual consent, this time period may be extended.

The parents and the school personnel have the right to ask questions of persons who make presentations to the hearing officer at the hearing.

At the conclusion of this hearing, the hearing officer shall not render a decision immediately, but shall instead adjourn the hearing and tell all parties that they will receive from him/her a written decision at a later date. Within ten (10) working days after the conclusion of the hearing, the hearing officer shall render this written decision.

The written decision shall be sent by certified mail to the parent and shall include, at least the following information:

- The name, school, and grade level of the student involved.
- The educational placement proposed by the SBLC.
- The educational placement sought by the parents.
- The determination made by the hearing officer of the appropriate educational placement.
- The basis for the determination for that appropriate placement.
- If applicable, the parents' right to ask for review of the decision and the steps involved therein.

If the parents are not satisfied with the decision of the hearing officer, they may write to the Principal of Advantage Charter Academy 14740 Plank Rd, and request that the decision be reviewed. The written request must be mailed or delivered to the superintendent within ten (10) working days following receipt by the parents of the decision of the hearing officer.

Within ten (10) working days following this meeting, the superintendent or a designee shall render a written decision. The written decision shall be sent by certified mail to the parents and shall include, at least, the following information.

- The name, school, and grade level of the student involved.
- The determination made by the hearing officer of the appropriate educational placement of the student.
- The decision of the Principal or designee on whether the determination made by the hearing officer should be allowed to stand, should be changed, or whether a new hearing should be conducted in order to consider matters not considered in the original hearing.
- The basis for that decision.

A copy of this decision should also be delivered to the school Principal designee who served as a hearing officer but need not be sent by certified mail.

The decision of the superintendent or a designee on this appeal of educational placement shall be final.

Prior to and during any stage of this review procedure, the parents shall have the right to inspect and review all records with the respect to the educational placement of their child. The custodian of these records may charge a fee for copies of said records that are made for the parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review these records. (Regulations that apply: P.L.93- 380(Buckley Amendment) Section 10 of this Plan –Policies on Records and Reports.)

The principal or the teacher who disagrees with the SBLC determination has the same rights of due process and should follow the same procedures.

During the pending stage of this review procedure, the student shall be placed in the educational setting determined by the SBLC.

Regarding state mandated assessments, the district, through its superintendent, may apply for an appeal on behalf of individual students, provided the certain criteria are met as stated in state mandated assessment guidelines and high stakes testing policy.

In the case of a student with a disability or exceptionality, the due process procedures must be consistent with those described in Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.).

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

[Additional LEA policies related to student placement, promotion, etc.](#)

***In the space below, please describe any additional LEA policies related to student placement and promotion, etc. that have not been addressed in other sections of this document.  
Note: This may include course pre-reqs, class ranking, etc.***

**Functions of the School Building Level Committee (SBLC)**

*The School Building Level Committee (SBLC) is a committee of at least three school level staff members. It shall be comprised of at least the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included, such as the school counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a decision-making group that meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems. In most cases, for enrolled students, it is only through the SBLC that a referral can be made to pupil appraisal services for an individual evaluation. Any member of the SBLC may convene the committee to request a review of placement at any time.*

The School Building Level Committee (SBLC) may address questions and considerations that may arise including but not limited to the intervention strategies, academic supports, referrals for consideration of 504 eligibility, promotion, retention, and placement in any education program of a student at any grade level. In addition to the aforementioned, the function of the SBLC is to provide guidance and recommendations with regards to promotion, placement and retention decisions. The SBLC report forms shall be completed and sent to parents at the completion of each meeting to inform them of any retention or placement of a student in a grade other than routine placement.

The SBLC does not have the authority to promote a student who does not meet any state mandated high stakes testing standards for promotion. The principal shall make the decision for placement when the SBLC

is equally divided. The SBLC Report to Parents form concerning grade placement for the next school year should be mailed home to inform parents of an SBLC decision.

When warranted, the principal may request to convene a *System Level Committee*. This committee composed of the School Building Level Committee, appropriate central office administrator, a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.

### **Policies on Student Records and Reports**

- A. Policies on Records and Reports shall be aligned to *Bulletin 741. Section §703. Student Records* referenced below:
- B. Each school shall keep records for the registration and attendance of students and shall maintain an up-to-date permanent cumulative record of individual students showing personal data and progress through school.
  1. Student cumulative records shall continually be updated and, when applicable, contain the following:
    - a. name, gender, social security number or a state-assigned identification number, date of admission, and date of birth;
    - b. name and address of parents, legal guardian, and/or next of kin;
    - c. language or means of communication, spoken or understood;
    - d. a cumulative record of the student's progress through the curriculum;
    - e. health history;
    - f. student grades;
    - g. attendance records;
    - h. results of vision and hearing screening;
    - i. all immunizations given in accordance with the requirements of the Office of Public Health (OPH), Louisiana Department of Health and Hospitals (DHH) recorded on a cumulative health record;
    - j. scores on statewide assessments and scores on local testing programs and screening instruments necessary to document the local criteria for promotion; information (or reasons) for student placement, including promotion, retention, and/or remediation and acceleration;
    - k. information on the outcome of student participation in remedial and alternative programs; and
    - l. a copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial education program.
  2. The following are applicable to students eligible under IDEA or section 504:
    - a. records of parent/teacher conferences prior to referral to pupil appraisal;
    - b. results of all educational screening information;
    - c. educational interventions and their results;
    - d. multi-disciplinary evaluation reports;
    - e. a copy of the IEP, including least restrictive environment justification;
    - f. a copy of the individualized accommodation program (IAP);
    - g. a copy of the parent's written consent for the student to be moved from;
    - h. documentation of contact with school building level committee prior to referral to pupil appraisal;
    - i. access sheet for special education confidentiality.

- C. Each teacher shall be provided with a recording system in which the roster of each class taught shall be maintained and on which all data used to determine student progress shall be recorded.
- D. Student records shall be reviewed regularly, and results shall be used for instructional planning, student counseling, and placement.

*Additional Local Policy includes the following:*

1. The local school system shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program and/or state mandated assessments;
  - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
  - Information (or reason) for student placement (See definition of placement.);
  - Documentation of results of student participation in remedial and Alternative programs;
  - Special education documents, as specified in the approved IDEA-Part B, LEA application;
  - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
  - A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

Additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention are as follows:

Parents and guardians are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. These parental rights are transferred to students at age 18. Parental request must be granted within five (5) working days. Parents also will be given a copy of any records they request, and in addition, schools must respond to requests by parents to interpret or explain items in students' files. Social workers, school nurses, and other persons with "legitimate educational interest" in a child will be allowed to view and use the student's records. Dissemination of information contained in a student's file requires that parents must give written permission before a school can release information to outsiders who must present a picture ID.

A student may gain access to his/her own records by submitting a request in writing from his/her parents that the student is allowed to examine it without a parent being present. This request should be submitted to the school counselor. Within five (5) working days from receiving the information request, the school must make available for inspection the information requested, and such inspection shall take place in the presence of qualified school personnel.

When a student transfers to another school (outside the system), the receiving school will be afforded copies of the student's records upon request.

Records Available to Parents upon Request:

- a. Cumulative folder
- b. Test data card

- c. Immunization Records
- d. Report card
- e. Evaluation report
- f. Records maintained in connection with East Baton Rouge Pupil Progression Plan.
- g. Disciplinary records maintained by each school separate from other educational records of a student and for that school year only
- h. Review of Disciplinary Action Form for identified exceptional students
- i. Individual Educational Program Placement/Instructional Document (IEP)
- j. LEAP and other state mandated assessment records
- k. Parent Remediation Refusal Form
- l. 504 Records
- m. Individual student's grades and attendance reports

Procedure for Challenging Contents of Records:

Upon review of a student's record(s), parents have the opportunity to request a hearing to ask for correction or deletion of any information in the file. The school principal or an appropriate designee will conduct the hearing(s).

At the hearing, parents will be given a "full and fair" opportunity to present their case and relevant evidence. The final decision will be delivered to the parents in writing within five (5) days subsequent the hearing. Parents who are dissatisfied with the hearing or the result of the hearing at the school level may appeal to the superintendent, through the administrative channels of the Office of Civil Rights, and if dissatisfied with decisions rendered by these agencies, seek redress through the appropriate court system.

Transfer of Student Records: The forwarding of records including special education and eligible 504 records within the parish is mandatory and cannot be held for nonpayment of library fines, lunch fee, etc.

The forwarding of 504 records is required to enable receiving schools to maintain necessary accommodation plans. All requests for Special Education records from out of the parish shall be channeled through the East Baton Rouge Parish Special Education Department. The East Baton Rouge Parish Special Education Department will be responsible for the forwarding of Special Education Records for students, currently or formerly served after receiving written parental permission. Discipline records for the current school year should be forwarded to the receiving school when a student transfers. Disciplinary documents are not to be housed in the cumulative folder.

Maintenance of Records and Reports: The following records and reports must be maintained for each student:

- Course grades
- Scores on the Louisiana Educational Assessment Program
- Scores on local testing programs and the screening instrument necessary to document the local criteria for promotion and screening outlined in Act 1120
- Information (or reasons) for student placement (see definition of placement)
- Information on the outcome of student participating in remedial and alternative programs
- Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA)
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program on file
- A copy of the parent's written consent for either the placement of the student in or the

- removal of the student from alternative to regular placement on file
- Documentation of the parent/guardian's having been informed in writing of the decision to
- retain a student and of the system's due process procedures relating to placement procedures (as defined in the system's Pupil Progression Plan)
- Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973

Policies on Cumulative Records: These policies must be followed when recording, requesting, and sending student information:

- a. Cumulative File: Advantage Charter Academy shall maintain permanent records of each student's placement, K-12. Each record shall be kept as part of the student's cumulative file. Handwritten information should be entered in black ink, unless otherwise indicated. Information should be current and legible.

#### Contents of Cumulative Records

- a. Student Identification Number on outside of Cumulative Folder
- b. EBRPSS ACA Student Registration and Data Verification Form (see Home Language Survey questions)
- c. Family Information and Test Record Card. The Scholastic and Test Record Card
  - a. must be completed prior to sending it to the receiving school
- d. LEAP (state mandated assessment) scores and remediation records
- e. Students Health Record must be complete and kept up to date. See Immunization Policy
- f. Progress reports for elementary level and grade labels for middle and high school showing course grades for each student
- g. Elementary Parent-teacher Conference Records (to be retained until the first reporting period of the following year; discard prior to entrance in middle school)
- h. Middle School Parent-Teacher Conference Records (should be removed from the cumulative folder prior to the beginning of the next school year)
- i. 504 Records
- j. Special Education documents
- k. Individual Graduation Plan
- l. A signed copy of the Parent Notification letter informing parents of ESL and Sheltered Instructional services provided for identified LEP students.
- m. A copy of the letter informing parents of the placement of a student in a remedial program
- n. A statement regarding written notification to parents concerning retention and due process procedures.
- o. Homeless documentation

#### Requesting Records from Other Schools in ACA at the beginning of the School Year:

- a. Pre-K through 4th grade records shall be sent upon receiving written requests to the requesting school within five (5) working days. For Records from 5th through 12th Grades, the feeder school list is obtained from Information Systems
  1. Records may not be requested or sent until ten days after school opens of the current year. SPECIAL EDUCATION/504 RECORDS shall be sent during the summer when requested for scheduling purposes. If Special Education records or 504 records have not been requested before school begins, these records must be requested within the first 5 school days and received before the 10th school day.
  2. One red line should be marked through the names of students who have not attended the first ten (10) days of school.

3. Names of the students whose names were not printed on the feeder list of the school attended last year should be added.
  4. Regular record request forms for students from schools other than feeder schools should be used.
- b. Feeder school must be sent a dated copy of the corrected feeder list form. (#2 and #3 of step a).
  - c. A dated copy of the feeder list as submitted by the schools is to be kept at the school.

### **Homeless Program**

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless. 42 U.S.C. §11434A(2)(A). The mission of the Stewart B. McKinney-Vento Education for Homeless Children and Youth Program is to develop and maintain a comprehensive education program by coordinating resources and services for homeless individuals residing in any temporary living arrangements because of the lack of a fixed, regular, and adequate residence and to foster a climate wherein each homeless individual is positively received and neither stigmatized nor isolated.

The McKinney-Vento Act requires schools to identify and remove all barriers to enrollment and retention in school for children and youth in homeless situations. 42 U.S.C. §§11432(g)(1)(I), (g)(7). Zero tolerance rules for absenteeism can be such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations.

Absences caused by homelessness must not be counted against students, as this would create a barrier to enrollment and retention in school.

### **Dyslexia Program**

Students in general education who have been identified as “having characteristics of dyslexia” will receive instruction, a minimum of 150-minutes per week, in a specific Multisensory Structured Language Program

Upon request, the School Building Level Committee (SBLC) will gather data about the student demonstrating such characteristics and establish a profile of the total child from the standpoint of school and home to assess student for characteristics of dyslexia. An assessment plan shall be developed by the committee and documentation of the assessment plan, instructional interventions and strategies and subsequent activities shall be maintained in the student's cumulative records.

Students in general education who have been identified as “having characteristics of dyslexia” will receive instruction, a minimum of 150-minutes per week, in a specific Multisensory Structured Language Program:

- Regular class placement with Multisensory Structured Language Programming
- Out-of-class placement in a Multisensory Structured Language Programming
- Individual or small group instruction in Multisensory Structured Language Programming
- A combination of these options or any additional arrangements that may be developed by the committee.

The following Instructional Methodology for Students with Characteristics of Dyslexia (Delivery of Instructional Content) may be implemented, and teachers shall be appropriately trained according to the criteria of the structured language programming.

- Direct Instruction: an instructional approach that involves direct student teacher interaction and diagnostic teaching
- Simultaneous Multisensory: an instructional approach that uses a simultaneous combination of internal learning pathways—visual, auditory, kinesthetic, and tactile—to achieve proficiency in

language processing.

- Synthetic to Analytic Phonics: an instructional approach that teaches students the sounds of letters first and then combines or blends these sounds to create words. (*Analytic phonics* uses prior knowledge of letters and their corresponding sounds to decode and form new words. *Synthetic phonics* teaches students the sounds of the letter first and then combines or blends these sounds to create words).
- Systemic Delivery: an instructional approach in which material is organized and taught in a way that is logical and fits the nature of our language. It refers to the way sounds combine to form words and words combine to form sentences to represent knowledge. The ways are determined by a system of rules.
- Sequential Delivery: an instructional approach, in which the learner moves step by step, in order, from simple, well-learned material to that which is more complex, as he or she masters the necessary body of language skills.
- Cumulative Delivery: an instructional approach in which teaching is planned to meet the different needs of learners who are similar to each other, but no two exactly alike.
- Automaticity of Performance: the fluent processing of information that requires little effort or attention as sight word recognition. Adequate practice with decodable text must be provided for mastery of skills and application of concepts.

If these reading and language difficulties substantially limit the learning process, students may be entitled to procedural safeguards under Section 504 of the Rehabilitation Act of 1973. These students may be eligible to receive classroom and testing accommodations and/or modifications in accordance with their Individualized Accommodation Plan (IAP). In addition, students exhibiting characteristics of dyslexia, who meet the criteria of "Specific Learning Disability" according to Bulletin 1508, Pupil Appraisal Handbook, may be served under special education. Accommodations and modifications will be addressed on the student's Individualized Education Plan (IEP).

### **Foreign Language Instruction**

Elementary School: Foreign Language instruction in the elementary school should be incorporated in the school day for thirty (30) minutes daily in grades 4 and 5 as part of the language arts and/or social studies curriculum, and shall be optional for all others. Students on grade levels 4 and 5 who are not identified as academically able for instruction in the foreign language program shall receive instruction in basic skills from the classroom teacher during this period.

Foreign language and other elementary and middle school required programs of study course offerings shall be in accordance with Bulletin 741.

### **Review of Placement**

Review of Placement addresses procedures to be used in implementation of the Pupil Progression Plan.

#### Review of Placement in Individual Cases

Review of decisions on educational placement of an individual student within a school may be initiated at any time by any member of the Building Level Committee. The principal shall convene the SBLC.

#### Building Level Committee

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

#### Composition

- Classroom teacher directly involved with instruction of student

- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student
- Student (when appropriate)

### Function

- To review the data from all available sources on each individual student relative to a promotion or retention appeal, waiver, or extenuating circumstance, on a semester or annual basis when applicable
- To make recommendations for remediation and/or placement
- To serve as a review committee to investigate complaints initiated by parents or guardians at the local level. (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal).

If current local data is not available, selection and administration of appropriate tests shall be determined by the SBLC. Such tests shall be administered within ten (10) school days to provide documentation of the student's current level of mastery of state grade appropriate standards. The SBLC, using the SBLC Report to Parents form, shall communicate its determination of educational placement for the student in writing to the parent (s) or legal guardian (s).

If parents question the placement decision, the SBLC should refer to Due Process Guidelines.

### Review of Placement of the Non-English Speaking Students

When already enrolled in the local school system, a non-English speaking student may be inappropriately placed below grade level because of a language barrier. Placement of these students will be reviewed by the principal in consultation with the English as a Second Language (ESL) Academic Specialist and the classroom teacher who will recommend proper placement based on the Language Assessment Scales, classroom performance, and one of the following: teacher-made test, transcripts, or teacher observation.

### Review of Placement Students with Disabilities

Review of decisions on educational placement of an individual student within a school may be initiated at any time by any member of the IEP Committee. The committee shall convene to make such determination.

### Attendance Policy

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 grades, high school students shall 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. (Bulletin 741, §1103.G)

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

### LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Advantage Charter Academy 2021-2022 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

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

\_\_\_\_\_  
 Superintendent

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