

2022-2023 Pupil Progression Plan

Local Education Agency:

Willow 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 established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In March 2022, BESE approved, as a Notice of Intent, revisions to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

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

Grade 1

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

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

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

Willow Charter Academy gives a Kindergarten Entrance Screener and uses the results for placement and planning for every child entering Kindergarten for the first time. If necessary, based on individual needs, a student may be referred to the School Building Level Committee to determine placement.

Kindergarten entrance screener as required by Act 146 of the 1986 Louisiana Legislature (R.S.17:39.11).

The following are exceptions:

- A first-grade student without previous kindergarten experience transferring

- from a state approved school will be placed in first grade;
- A beginning first grade student from an out of state school without kindergarten experience who meets the age requirement for first grade will be placed temporarily in kindergarten. Within two (2) weeks, he/she will be given the kindergarten skills check list for reading and mathematics based on criteria for promotion to first grade (kindergarten report card). If he/she scores a minimum of 75% on each, he/she will be placed in first grade. The SBLC will review and will determine the proper placement of the student. This is consistent with promotion from kindergarten.
- Students who are five (5) years old by December 31st and who are identified as Gifted may enter kindergarten early only if it is recommended by the Individual Education Plan committee, prior to the opening of the school term during which entry is requested.

Targeted Kindergarten

- Students who meet the age requirement for kindergarten, but who according to the results on the kindergarten readiness screening show developmental lags, shall be considered for a kindergarten readiness program. Targeted Kindergarten classes shall be offered at sites determined by school letter grades. The program will have a teacher and para-educator in the room to provide a lower pupil/teacher ratio. This gives the teacher the opportunity to provide intentional teaching on a more individualized basis, meeting the child where he/she is and moving them successfully forward. Parents have the option of allowing their child to be enrolled in this program. Enrollment in this class will not mean automatic retention.
- Students who are not developmentally ready for kindergarten as indicated by Developing Skills Checklist will be placed in a kindergarten room with one teacher and one para-educator.
- The recommended student-teacher ratio is 15-1 or the lowest ratio in the Kindergarten grade/sections on that campus.
- A targeted approach will be used in addressing requirements for advancement.

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

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

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

Grade progression for regular students, including exceptional students with accommodations, IEP or IAP, participating in state assessment throughout Willow Charter Academy is based upon an evaluation of each student's achievement, meeting standards cited in Bulletin 741, and based on factors indicative of a student's ability to succeed at the next academic level. Students will not be promoted solely upon the recommendation of a private practitioner or a private agency (recommendation given consideration only).

In order to be eligible to receive grades, elementary students shall be in attendance a minimum of 60,120 minutes (equal to 167 six (6) hour days) a school year.

Several criteria are used to make the determination for promotion: daily performance, grades in academic subjects, reading and math achievement levels, standardized test scores, number of previous retentions, absences, growth to mastery goals, and the results of the IEP annual review. The SBLC or administrative staff will review records of all students not meeting requirement for promotion.

Willow Charter Academy shall comply with section 1107 of Bulletin 741, which states entrance requirements for first time students.

A student should only be retained once per grade in Kindergarten through fourth grade. A retained student will be referred to the SBLC committee for review of records.

Kindergarten Promotion Policy

In reading, Kindergarten students shall be taught at their instructional reading level. For promotion, students must attain the word per minute fluency goal assessed through the AIMSWeb Benchmarking tool or similar tool. Students performing below the word per minute fluency goal shall have a current RTI plan in place based on winter benchmark data before promotion to first grade.

Kindergarten students will utilize a standards-based assessment continuum for recording progress during nine- week periods. Students should score 70% Proficient or C letter grade in each subject of the tracked standards in order to meet promotion requirements. Students making passing grades while working below grade level may not meet the criteria for promotion.

Grade 1 Promotion Policy

In reading, first grade students shall be taught at their instructional reading level. For promotion, students must attain the word per minute fluency goal assessed through the AIMSWeb Benchmarking tool or similar tool. Students performing below the word per minute fluency goal shall have a current RTI plan in place based on winter benchmark data before promotion to first grade.

First grade students will utilize a standards-based assessment continuum for recording progress during nine- week periods. Students should score 70% Proficient or C letter grade in each subject of the tracked standards in order to meet promotion requirements. Students making passing grades while working below grade level may not meet the criteria for promotion.

Grades 2 and 3 Promotion Policy

Second and third grade students must meet the applicable word per minute fluency goal in reading and receive a final minimum grade of (D) in mathematics inclusive of skills found in Louisiana State Standards in order to be considered for promotion. Students not meeting academic criteria for promotion will be required to attend summer school for a minimum of four weeks or a maximum of eight weeks to meet promotional criteria. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. State assessed performance shall be reviewed in determining promotion and/or the need for remedial assistance. Students making passing grades while working below grade level may not meet the criteria for promotion. Parents must be notified in advance of possible retention concerns and summer school requirements.

In determining placement, the SBLC will consider overall class performance (test scores). Students must demonstrate proficiency in knowledge and skills as defined by Louisiana State Standards.

Transformation Zone grades 2 & 3

Promotion for students who do not meet all requirements for promotion and attend schools offering an extended school year program, may be contingent upon attendance of the school's extended year program as determined by the school based SBLC.

Grade 4 Promotion Policy – See Section IV: Promotion of Students in Grade 4

Grade 5 Promotion Policy

Students who are not administered a standardized state-wide assessment; proficiency in grade appropriate skills, as defined by the Louisiana State Standards must be demonstrated.

Fifth grade students must receive a final minimum grade of D in reading, language, mathematics, social studies, and science in order to be considered for promotion. Students not meeting academic criteria for promotion will be required to attend summer school for a minimum of four weeks or a maximum of eight weeks to meet promotional criteria. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. State assessed performance shall be reviewed in determining promotion and/or the need for remedial assistance. Students making passing grades while working below grade level may not meet the criteria for promotion. Parents must be notified in advance of possible retention concerns and summer school requirements.

In determining placement, the SBLC will consider overall class performance (test scores). Students must demonstrate proficiency in knowledge and skills as defined by Louisiana State Standards. *All students with an IAIP who have not attained the target level of proficiency must continue the IAIP until proficiency is achieved.*

Grades K-3 and 5 Additional Considerations

Intervention/Remediation Strategies to Prevent Retention at the Lower Grades

Instruction addressing students having difficulty in K - 3 will be data driven and based on multiple sources. Identified students will be instructed using the three-tiered model of Response to Intervention (RTI), thus providing a blend of assessment and instruction. In order to reach all learners having difficulty with foundational skills, instruction will be differentiated at various levels of complexity in response to diagnosed needs. Tiered groups are flexible so that students can flow into and out of groups according to evolving needs. The goal is to provide instruction at the appropriate level of challenge to allow students to thrive and prevent student retention at the lower grades.

The SBLC will review records of kindergarten through Grade 3 and Grade 5 students whose promotion is in question. Students in Grades K-4 may be retained only one time per grade. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act. 750 – Revised State Statute 17:24.4).

During the review, consideration will be given to the following exceptions:

- The records of students, who do not meet promotion requirements due to excessive absences, will be reviewed by the SBLC and/or a representative from the Office of Child Welfare and Attendance. Students at this age who are successful academically and have excessive absences should not be punished by retention.
- Proficiency in grade appropriate skills as defined by Louisiana State Standards must be demonstrated
- Before retaining a child in Grades K-4, documented evidence of an ongoing intervention(s) and remedial plans must be presented to SBLC.
- Students who meet the qualifications for 504 accommodations at any time during the school year will be considered, for purposes of promotion, to have been 504 the entire year.
- When making decisions regarding promotion of students with characteristics of dyslexia, consideration shall be given to their performance in an approved multi-sensory structured language program.
- Students attending an approved out-of-parish or out-of-state summer school shall receive credit for work completed.
- Any modified curriculum for students with disabilities (including 504) must be noted as such on every report card.

When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing, before the end of the school year, of the decision and of the systems due process procedure relating to placement as defined in the system's Pupil Progression Plan.

Fifth grade students who are overage (12 years of age by September 30th) may be placed in an appropriate placement in the middle school at the request of the principal. If a student failed fifth grade, they should attend summer school for removal of deficiencies. If they did not attend summer school, an SBLC meeting shall be convened at the beginning of the following school year to discuss grade placement of these students. The recommendation is to promote these students to 6th grade and consider placement in the alternative setting.

- Horizontal rather than vertical enrichment shall be provided for groups of students who have mastered grade level content in reading and mathematics.
- Students repeating the same grade shall be referred to the SBLC for possible entrance into Response to Intervention (RTI) and/or the pupil appraisal system if satisfactory progress is not being made.

Students in danger of being retained more than one time shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Students in Grades 5 may be retained if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion requirements shall be retained.

For any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below, shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

- Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, on-going assessment and targeted remediation, tutoring, state assessment remediation and multi-sensory strategies.
- Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI)

Students who have not met promotion requirements in Grade 5 may be assigned and/or required to attend an Extended Academic Year Program (removal of deficiencies.)

Grade 6 and 7 Promotion Policy

Sixth and seventh grade students must receive a final minimum grade of D in reading, language, mathematics, social studies, and science in order to be considered for promotion. Students not meeting academic criteria for promotion will be required to attend summer school for a minimum of four weeks or a maximum of eight weeks to meet promotional criteria. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. State assessed performance shall be reviewed in determining promotion and/or the need for remedial assistance. Students making passing grades while working below grade level may not meet the criteria for promotion. Parents must be notified in advance of possible retention concerns and summer school requirements.

In determining placement, the SBLC will consider overall class performance (test scores). Students must demonstrate proficiency in knowledge and skills as defined by Louisiana State Standards.

Students in danger of being retained shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence. Students in Grades 6-7 may be retained at any grade if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion requirements shall be retained.

For any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

- Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, frequent assessment and targeted remediation, tutoring, state assessment remediation in lieu of electives, and multi–sensory strategies.
- Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

The SBLC will review records of students in Grades 6 and 7 whose promotion is in question. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act. 750 – Revised State Statute 17:24.4).

Teachers of students under review shall be temporary members of the SBLC.

Grade 8 Promotion Policy – See Section V: Promotion and Support of Students in Grade 8 and High School Considerations

III. Promotion of students in grade 3

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

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

workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

All third-grade students will also take the NWEA and be progressed monitored bi-weekly through Aimsweb testing. This data will be used to determine promotion for third grade students.

IV. Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.

- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

A student should only be retained once per grade in Kindergarten through fourth grade. A retained student will be referred to the SBLC committee for review of records.

A parent/student/school compact that outlines the responsibilities of each party will be required for all students.

Proficiency in grade appropriate skills for students who are not administered a standardized state-wide assessment as defined by the Louisiana State Standards must be demonstrated.

Fourth grade students must receive a final minimum grade of D in reading, language, mathematics, social studies, and science in order to be considered for promotion. Students not meeting academic criteria for promotion will be required to attend summer school for a minimum of four weeks or a maximum of eight weeks to meet promotional criteria. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. State assessed performance shall be reviewed in determining promotion and/or the need for remedial assistance. Students making passing grades while working below grade level may not meet the criteria for promotion. Parents must be notified in advance of possible retention concerns and summer school requirements.

In determining placement, the SBLC will consider overall class performance (test scores). Students must demonstrate proficiency in knowledge and skills as defined by Louisiana State Standards.

For any student to be considered for promotion, he/she must first be present the required number of days as found in Section: Additional LEA Policies Related to Student Placement and Promotion.

In determining placement, the SBLC shall review academic performance. The SBLC must convene and develop an Individual Academic Improvement Plan (IAIP) for all students who have not met an acceptable level of performance and/or scored below Basic on the state test in at least two core academic subject areas. The plan shall continue until the student scores

Basic or above in the content area for which the plan is written. See Section VI: Support for Students.

Individual Academic Improvement Plan Policy

Willow Charter Academy will continue to address students who need academic assistance with appropriate academic interventions through the Response to Intervention (RTI) process at their school. In addition, following the guidelines of ***Title 28, Bulletin 1566 – Pupil Progression Policy and Procedures*** (October 2017), Willow Charter Academy will address creating Individual Academic Improvement Plans (IAIP) for students needing additional assistance.

Each school's personnel shall review students' academic progress beginning at third grade to ensure students' academic deficiencies are being addressed. Specifically:

- third and fourth grade students who have not met an acceptable level of performance in at least two core academic subjects, including English language arts (ELA), math, science and/or social studies; and/or
- third and fourth grade students who have not scored "Basic" in at least two core academic subjects, including ELA, math, science and/or social studies on the LEAP ASSESSMENT.
- a preponderance of student data including all previous grade levels.

Individual Academic Improvement Plan Policy

The IAIP process will adhere to the following requirements:

- The school shall convene a meeting with the parent/guardian, the core academic teachers where deficiencies exist, and additional SBLC members, including a school-based administrator;
- After discussing the student's strengths and weaknesses and a plan of support is developed, all participants shall sign the plan and agree to meet at least once prior to the next LEAP ASSESSMENT administration;
- The student shall be provided on-grade level instructional support in the area of academic deficiencies, aligned with the state academic content standards;
- The student shall be identified as requiring an IAIP in Student Information System (SIS);
- The student shall be afforded the opportunity to receive on-grade level instruction during the summer;
- The IAIP shall continue to be in effect until such time as the student achieves "Basic" in each LEAP ASSESSMENT subject that initially led to the development of the plan;
- The IAIP will be used in conjunction with the promotion / retention decision process.

The IAIP for each student identified will outline:

- EOY Report Card Grades and LEAP ASSESSMENT Data (if available)
- Data used in making the determination
- Interventions assigned (at least two)
- Personnel and parent/guardian present at meeting

Through the development of the IAIP, students shall be provided additional academic supports in two of the following:

- 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 with IAIP;
- The student complete summer remediation in deficient subjects (if available), such as Extended School Year;
- Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction while not removing a student from ELA, math, science, or studies course work, such as
 - Specific RTI strategies with a highly effective teacher
 - After school small group instruction with a highly effective teacher
- 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 to address the student’s identified weaknesses.

Students in danger of being retained shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

- Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, on-going assessment and targeted remediation, tutoring, state assessment remediation and multi-sensory strategies.
- Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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.

Remediation will occur between the end of the LEAP ASSESSMENT and October 1 of the following academic year. Students requiring remediation who did not participate during the summer will be provided remediation at their high school during the school day.

A parent/student/school compact that outlines the responsibilities of each party will be required for all students.

Eighth grade students who have achieved at or above the Basic/Approaching Basic combination level on the English Language Arts and math standardized state-wide assessment but failed one of the required subjects may be promoted to 9th grade. Students passing all parts of the state assessment at the "Basic" proficiency level or above and failing one or more subjects may be promoted to 9th grade pending SBLC decision. The SBLC may decide to assign summer school for students failing two or more subjects. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention (Bulletin 1566 and Act 750 – Revised State Statute 17:24.4). Waiver consideration can also be made.

Eighth grade students must receive a final minimum grade of D in reading, language, mathematics, social studies, and science in order to be considered for promotion. Students not meeting academic criteria for promotion will be required to attend summer school for a minimum of four weeks or a maximum of eight weeks to meet promotional criteria. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. State assessed performance shall be reviewed in determining promotion and/or the need for remedial assistance. Students making passing grades while working below grade level may not meet the criteria for promotion. Parents must be notified in advance of possible retention concerns and summer school requirements.

In determining placement, the SBLC will consider overall class performance (test scores). Students must demonstrate proficiency in knowledge and skills as defined by Louisiana State Standards.

Students in danger of being retained shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence. Students may be retained at any grade if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion criteria shall be retained.

In order for any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

- Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, frequent assessment and targeted remediation, tutoring, state assessment remediation in lieu of electives, and multi–sensory strategies.
- Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

The SBLC will review records of students in Grade 8 whose promotion is in question. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act 750 – Revised State Statute 17:24.4). Teachers of students under review shall be temporary members of the SBLC.

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending 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 asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, 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.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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.

As a K-8 charter school, this section is not applicable to Willow Charter Academy.

VI. Placement of transfer students

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

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

A new student will be placed in the grade or subject best suited to his/her needs as determined by records of the school from which he/she transfers. However, the receiving school will have the right, after evaluation and testing, to place the student in a grade or subject best suited to the student's needs and abilities.

Students must not be refused admittance at any time during the school year. (LA. Statute R.S. 17:221).

Any student earning credit from another parish during expulsion from Willow Charter Academy must provide an out-of-parish admittance letter upon returning to Willow Charter Academy before credits are accepted.

The following guidelines and procedures apply to transfers within and outside the parish, state, or country, including non-English-speaking students from approved public and non-public schools: When a student transfers from one school to another, a student must provide verification of residence and proof of guardianship (e.g., birth certificate, court custody assignments, and state assigned guardianship.)

Transformation Zone Grades K-3

Promotion for students who do not meet all requirements for promotion and attend schools offering an extended school year program, may be contingent upon attendance of the school's extended year program as determined by the school based SBLC.

A student transferring to another school must present a withdrawal form documenting student grades from the school last attended.

- The transfer student should also present his/her report card to the receiving school and will be allowed credit for work completed in the former school. Student placement is conditional until official records are received by the receiving school.
- A copy of the birth certificate and immunization record must be presented at registration by a student registering for the first time at Willow Charter Academy.
- The school counselor or administrator will inform the transfer student and/or legal guardian of registration policies, procedures, and student placement. The counselor and the teachers should have access to scores made by the student on tests administered by the school previously attended.
- The signature of the legal guardian on a student's registration form indicates receipt of notification of the student's placement.
- Students, who are receiving special education in one school system in Louisiana and transfer to Willow Charter Academy, shall be enrolled in the appropriate special education program with the current IEP or the development of a review IEP within five (5) operational days.

A student transferred from a state-approved, public/nonpublic, in-state school will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned, is required. The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where the credit was earned.

Each school shall adhere to the policies and procedures established by Willow Charter Academy for students re-entering the system. Students transferring from an unapproved

school and/or home study program will be referred to the Department of Student Services for proper evaluation and will determine placement and/or credits for the student. The principal and/or superintendent may require the student to take an entrance examination on any subject matter for which credit is claimed.

Students with disabilities who have a current Individual Education Plan (IEP) will participate in state testing. Promotion decisions for these students will adhere to those policies as outlined in the High Stakes Testing Policy for students with disabilities.

The District identified Placement Exam is coordinated through the Department of Accountability, Research and Evaluation and Department of Student Services if the student was out for an entire year or if placement is in question. This test is administered to the student using the level most appropriate to the projected grade level. The grade level tests offered by the state may be administered during the spring State Testing Program.

- A fee covering the cost of administering, scoring, and reporting the results of the test may be charged.
- The test results are analyzed, and placement is recommended to the receiving school by the Department of Student Services.
- The student's progress is closely monitored by the SBLC during the first few weeks of student enrollment. Adjustments are made, when necessary, to meet the academic needs of the student.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.

- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

Students with Exceptionalities including 504

Any exceptional and/or 504 (including gifted and talented) student participating in state assessment must be provided with appropriate accommodations as noted in the student's IEP or IAP. For students who are not administered a standardized state-wide assessment, proficiency in grade appropriate skills, as defined by Louisiana State Standards, must be demonstrated. All Special Education students shall follow the High Stakes testing policy progression as it applies to their IEP.

Guidelines for Extended Year Academic Program for Students with Disabilities

All extended year academic programs will comply with the approved guidelines listed in the Louisiana State Department of Education Bulletin 741.

Grades K-5

- Upon receipt of records, the principal shall use the criteria set for promotion in determining the student's placement.
- All students with disabilities shall be eligible to receive services, if needed, along with regular education students in summer programs, with special supports provided as needed in accordance with Bulletin 1706.

Grades 6-8

- All students with disabilities shall be eligible to receive services, if needed, along with regular education students in summer programs, with special supports provided as needed in accordance with Bulletin 1706.

The April Dunn Act is state law which enables eligible students with Individualized Education Plans (IEPs) to pursue standard graduation requirements through alternate means. Criteria for April Dunn Act eligibility centers on students with disabilities who did not achieve a combination of Basic/Approaching Basic on Math and ELA in two of the three most recent school years (6th, 7th and 8th grades) or did not achieve a score of Fair, Good or Excellent after two attempts of the same EOC test.

Timelines: The April Dunn Act states that within 30 days of an eligible student entering a course, the IEP team must establish minimum performance requirements for the course in the student's IEP.

The IEP team will reflect the April Dunn Act's decisions in multiple places in the IEP Document...

1. Student eligibility on the General Student Information page including previous assessment scores resulting in eligibility.
2. Indicate application, IEP goal(s) & objectives, progress monitoring and progress reports on the student's Instructional Plan, throughout the course.
 - IEP goal(s) must be aligned to the standards for specific courses
3. Eligibility on the program services page by checking yes and documenting criteria results.
4. Eligibility on the April Dunn Act Eligibility Criteria Determination Form for students in T9-12 and 8th grade if appropriate.
5. Anticipated exit date, exit document, years to exit on the Transition Page of the IEP
6. Transition goal in the student's instructional plan with Kuder data in the current performance and or progress reports.
7. Supporting Documents to the IEP will include Individual Graduation Plan for each year in high school and Summary of Performance form during the exit year.

After completion of the IEP, the counselor at the base school must enter April Dunn Act Special Codes indicating if determined by the IEP committee:

1. Alternate 5% scale on EOC: ACS
2. April Dunn Act potential student: ACP
3. April Dunn Act student: AC8
4. Declined: ACD

Documentation for alternate credentials must be written into the student's IEP.

1. Goals and supporting objectives are developed by the IEP team (including the

teacher of record) for the credential by using Jump Start Industry-Based Certification Standard/Curriculum.

2. Accommodations/modifications for testing should be indicated for testing (alternate assessment) in the April Dunn Act goals/objectives.

The IEP team coordination will result in:

1. The CTE teacher assigning the grade must progress monitor bi-weekly.
2. Progress reports done by CTE teacher will be shared with IEP holder every nine weeks.
3. Copy of grade book and work samples will be given to the IEP holder at the end of the school year.

The teacher of record determines if the student will receive credit for the course based on the performance criteria outlined in the student's individual education program (IEP) using the student's portfolio, progress monitoring and progress reports.

English Learners (EL)

- The District School Registration packet includes a Home Language Survey. Responses on the (HLS) will identify a student whose home language or first language is other than English. Federal Guidelines require the school to refer the student to the EL Coordinator language screening if a language other than English is answered on the Home Language Survey.
- The EL Program staff will administer an English Language Proficiency Screener (ELPS) designed for the appropriate age and educational level of the student. Test results must be maintained as part of the student's cumulative record.
- Any student scoring below the fluency level on the English Language Proficiency Test will be identified as an EL. (English Learner)
- If the parent of an EL student accepts EL services for the student, instruction will be provided in English by a content certified teacher.
- If the parent refuses placement in a program designed to meet an EL's needs, (Sheltered English Instruction) the student will be placed in the regular instructional program. Parents must refuse in writing, and the refusal form shall be placed in the student's cumulative folder.
- All support services and activities will be accessible to the EL student.
- EL students will be closely monitored for a minimum of four years after the student has achieved "Proficiency" on the ELPT as defined by Louisiana Department of Education and exited the EL status.
- General Education 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. EL personnel must provide parental notification and conduct an SBLC meeting to determine whether a struggling student who has been exited should be reclassified.
- No EL student shall be retained based solely on lack of English proficiency. To the extent that his/her language proficiency allows, the student is expected to assume responsibility for learning (e.g., pay attention in class, follow directions, have required materials, participate in activities, complete homework assignments) and to show progress.

Sheltered Instruction program:

- EL students will be provided Sheltered instruction in all content areas. The

- language of instruction in this program is 100% English.
- Length and time of sheltered instruction will be determined by the student's academic performance and the teacher's recommendation.
 - Instruction (with needed accommodations and modifications) in the Sheltered Instruction program will follow the curriculum structured by Louisiana State Standards for English Language Arts, mathematics, social studies and science.

Prior School Records - EL Grade Placement:

- Elementary - Students will be placed at the appropriate age/grade level. If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student will be placed in the approximate grade level of his age-mates. EL teachers may administer additional diagnostic tests to assist with placement. (Ref. p. 20, Louisiana School Administrators Handbook: Educating the Language Minority Student with Limited English Proficiency, Bulletin 1851)

No Prior School Records - EL Grade Placement:

- An EL student entering the school system with no records will be placed in the grade appropriate to his/her chronological age. To assist with this determination, additional diagnostic tests may be made by the principal or his designee in consultation with the EL teacher, classroom teacher(s), and guidance counselor following a review of the student's initial test results. A change of placement will be documented through SBLC.

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.

X. 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.

Transition in Progress Program

Willow Charter Academy operates a Transition in Progress Program for students requiring academic remediation or acceleration and/or behavioral modification that cannot reasonably be provided in their regular school environment. Entrance into this program is at the principal's discretion.

Students and parents meet with school system staff to discuss the opportunity for placement. Entrance and exit criteria are based in local and state policy but all decisions are made on an individual basis in cooperation with students and parents. The committee is comprised of academic and behavioral professionals as well as parents that will collaboratively develop a plan for student achievement, advancement, and academic support. The Transition in Progress Program is available to all students enrolled at Willow Charter Academy regardless of age, grade or disability if they meet the entrance and exit criteria as mentioned above. Some services available to students at this site may include areas such as academic acceleration, alternatives to regular diploma tracks (High School Equivalency Diploma) and in school expulsion opportunities for behaviorally challenged students.

Transition in Progress Program for English Language Arts and Mathematics – Grades 5-8

- Students in this program must meet standards for promotion as stated in the Pupil Progression Plan.
- Students will be strategically placed with highly effective teachers in ELA and/or Math in order to ensure that the students are provided grade level, on-going, rigorous instruction using locally developed curricula based on Louisiana State Standards for the core subject areas.
- Students participating in this program and continuing to struggle with academic instruction will be recommended for the Middle School Transition in Progress Educational Program.
- Designated classroom teachers in 5th through 8th grade levels will provide instruction for the academically at-risk students in English Language Arts and/or mathematics. Grade level requirements will be addressed.

Middle School Transition in Progress Educational Program

The purposes of this program are as follows:

- to provide remedial and grade-level instruction in basic academics through the diagnostic/prescriptive teaching of reading, math and language arts;
- to provide an environment more suitable to students' age level, ability, and interests.
- to provide academically at-risk students with rigorous instruction tailored to their needs as well as assist these students in acquiring skills necessary to succeed in high school.
- to provide an incentive for academically at-risk students to remain in school.
- •Transition in Progress Educational Program placement criteria must be reviewed with the SBLC committee members. Placement policy must be followed.
- Middle school students with academic deficiencies can be placed in the Transition in Progress Educational Program.
- English Language Arts and mathematics will remain as the core of instruction with the student being strategically placed in a 15-20:1 classroom ratio setting with a highly effective teacher. Students will participate in regular science, social studies, physical education, arts and crafts, music, and vocational activities to further develop life skills.
- The curriculum used to deliver coursework remains based on the Louisiana Content Standards using remediation and instructional differentiated strategies by a highly effective teacher in a 15-20:1 classroom setting in order to meet the individual needs of the students.

- Middle School Transition in Progress Educational Program students follow the parish attendance policy.
- Students must receive a passing grade in all academic courses.
- At the end of the school year, the SBLC (composed of the principal/or designee, teachers, and counselor as mandated) will review records of all Transition in Progress Educational Program students whose promotion is in question.
- No student may advance more than one grade level as a promotion.
- A statement of the decision of the SBLC should be entered on the student's cumulative record.

The SBLC may recommend that:

- A student returns to the Middle School Transition in Progress Program for an additional year of work;
- A student may re-enter the regular middle school program and continue his/her education at a grade level determined by the SBLC;
- A Transition in Progress Educational Program student may not exit the program until he/she has scored at or above the Basic achievement level on both the English Language Arts and mathematics component on the current state assessment as well as meeting the following promotion criteria: attendance; passing classes (as required by the Lafayette Parish Pupil Progression Plan); teacher recommendation; SBLC recommendation.
- The decision for a 7th grade academic transition in progress education student to take the 8th grade state test will be a school-based decision and should be decided by the SBLC.
- The following should be considered by the committee:
- Academic performance and attendance: Did the student work hard and attend class on a regular basis?
- Future placement-Will the student benefit by being an 8th grader on the middle school campus next year?
- Age-A student who will be 15 by September 30th of the upcoming school year should be strongly considered for 8th grade testing. (Giving overage students the opportunity to take the 8th grade state assessment test provides educational placement options.)

If a student takes the 8th grade state assessment test and does not meet promotion requirements as per PPP, he/she can be recommended to be classified a 9T grade student at the high school level. Please refer to placement policy in PPP.

During the SBLC review, consideration will be given to the following:

- A middle school student who is not succeeding in a regular classroom setting may be referred for the middle school Transition in Progress Academic Program.
- The Middle School Academic Transition in Progress Education Program is by definition “a program designed to meet the unique needs of the specific group of at-risk students by utilizing research-based educational strategies and highly effective classroom instruction.”

- Students who have been retained two or more times may be eligible for the program.
- The final selection of student enrollment in the Transition in Progress Educational Program will be made by the SBLC committee and/or principal.
- Participation in the Middle School Academic Transition in Progress Program is an option. Parental consent is required for a student to enter the program.
- An entrance test is not administered for eligibility; however, the standardized statewide assessment serves as one indicator of a student's progress and may assist in determining areas of greatest need.
- Students repeating the same grade shall be referred to the SBLC for possible entrance into the pupil appraisal system if satisfactory progress is not being made.
- A student who fails twice in grades 6-8 will be recommended for placement in the Transition in Progress Educational Program.
- All identified Special Education students 15 years or older who are being considered for retention should be reviewed by the SBLC with the IEP Committee.
- Students who meet qualifications for 504 modifications at any time during the school year will be considered, for purposes of promotion, to have been 504 for the entire year. When making decisions regarding promotion of students with characteristics of dyslexia, consideration shall be given to their performance in an approved multi-sensory structured language program.

When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement as defined in the system's Pupil Progression Plan.

XI. 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.

Willow Charter Academy follows a Response to Intervention (RTI) Plan developed to meet the requirements of federal law and ensure student progress toward meeting Louisiana State Standards. Appropriate instruction in reading includes phonemic awareness, phonics and vocabulary development, reading fluency, and reading comprehension strategies. Appropriate instruction in math means explicit and systematic instruction in early numeracy, math computation, math concepts and application, and problem solving. Details for providing a three-tiered model are outlined in the Response to Intervention Handbook which is incorporated in the School Building Level Committee (SBLC) Handbook.

The classroom teacher is responsible for scheduling a SBLC meeting for each student that has not met the requirements for promotion according to the Willow Charter Academy Pupil Progression Plan (PPP). During this meeting, the SBLC may override the requirements for promotion written in the PPP but may not override Louisiana State Department of Education High Stakes Testing Policy. All SBLC members should read and be familiar with the current year's approved PPP and SBLC Handbook.

The Willow Charter Academy Deans will send out sample copies of retention letters for each grade level that includes directions for completion. Following this process:

1. Rewrite the letter on appropriate school letterhead.
2. Make appropriate copies for students being retained.
3. Written notification of student retention must be given to parents before the end of the school year.
4. Attach the copies to the report cards to be sent home. Note: An Academic Warning Letter should be sent home (elementary and middle schools) by the end of the second 9 weeks, notifying parents that the student is in jeopardy of failing.
5. 504 Retention/Promotion Report will be attached to the 504 students' report card along with the retention letter if applicable.
 - a. Make copies of the report for the 504 students who will be reviewed for promotion/retention by SBLC.
 - b. Attach copies of the report to the report cards being sent home. (LDOE Bulletin 741)
6. If an ELL student is recommended for retention, an ESL representative should be present for the SBLC meeting.

A Promotion/Retention Log should be completed at the SBLC meeting. This log must be kept on file by the SBLC chairperson with a copy provided to the administrator and/or counselor and the District 504/RTI/Dyslexia Specialist. A copy of the retention documentation should be filed in the cumulative folder as well as in the student's red SBLC folder.

Regular education students

Grievance procedures must follow lines of authority. Adopted policies and procedures of Willow Charter Academy shall provide guidelines for filing and processing complaints as a final step in the process. (Policy File: JAA, GAE) Prior to filing a written complaint, the student is encouraged to make a reasonable effort to resolve the problem. Preliminary steps are outlined here:

- Informal: A student or parent may present the grievance orally to a teacher, counselor, and/or administrator of the school regarding a problem that relates to the student.
- If the initial conference does not include a building level administrator, the second meeting concerning the matter in question must include the administrator. An oral answer may be given.
- "Responsible Official": If the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "reasonable official" and the individual may request a conference with the appropriate central office staff member (i.e., Director of Special Education, Director of Student Services, Child Welfare and Attendance personnel, etc.) A written response shall be given.
- Final Step: If the problem is not satisfactorily resolved through the central office official, the individual may file a written complaint with the Title IX/504 Coordinator requesting that the case be reviewed, following the stated policy guidelines. The coordinator shall notify the complainant in writing of any dates; a hearing if needed, and of his/her right to present the complaint to the superintendent.
- To ensure that the due process has been enforced, the complainant may request that the case be heard before the full board if satisfaction has not been reached

through the above-mentioned procedures. In the case of the exceptional student, the due process procedures must also be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B Application, LEA and "Section 504" Policy and Procedural Manual and Bulletin 1706 Subpart 2: Regulations for Gifted/Talented Students.

- In the case of other qualified disabled students, the due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Students with disabilities

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA-Part B, Louisiana Bulletin 1706) and Louisiana's Educational Rights of Children with Disabilities Handbook.

Section 504 students

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA). Due Process procedures for qualified handicapped students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Willow Charter Academy policies concerning the education of dyslexic students and due process procedures must be consistent with Louisiana laws governing these students.

Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).

Procedure for Placement Review

- Scheduling of middle school students for the ensuing school session will be conducted during the spring semester of each year. School counselors, subject-area teachers, students, and parents will be involved in the scheduling process.
- Counselors and teachers will interpret essential information relating to the program of studies, including information on the importance of enrolling in courses taught at the level best suited to a student's needs, interests, and abilities.
- It shall be the responsibility of the local school principal to see that promotion and placement policies are implemented in accordance with the guidelines established in Section I and II of this document.
- After reviewing a student's record of achievement and all available test scores, the teacher will recommend courses taught at a level suited to the student's abilities. The final course selection will be recommended by the teacher and signed by the student's parent(s) or guardian.
- Foreign students without academic records enrolling at Willow Charter Academy will be placed according to their chronological age. Their progress will be monitored, however, to determine their proficiency in the English language and to recommend placement changes that may be related to progress in the mastery of English.
- The principal, appropriate supervisor, consultant, or director will monitor the

policies for promotion, retention, and placement into remedial classes. Parent involvement will be requested where the teacher, principal, supervisor and/or director make exceptions to these policies.

- School site administrators or their designee shall hold an SBLC meeting and collect written statements from the parent/guardian and student as to the circumstances leading to the change of placement request. The recommended change of placement must be included in the SBLC determination.

XII. Additional LEA policies related to student placement and promotion

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

Elementary students may not miss more than ten (10) days per year in order to be eligible for promotion. Middle school students receiving high school credit may not be absent for more than ten (10) days in a one credit course or five (5) days in a half credit course in order to be eligible to earn a Carnegie Unit.

In grades 6-8, minimum attendance requirements shall be applied to every course in which the student is enrolled.

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met. All absences of students in question will be reviewed by the SBLC and/or the Child Welfare and Attendance Hearing Officer for exception.

Exceptions to Minimum Attendance Requirements

All exceptions to the above policy shall be made only after an initial review by the school building level principal and/or SBLC. If the request for excessive absences is denied, the parent/guardian may request a review of the decision by the Principal by calling the school to schedule the review. The school nurse and any other school personnel may also be in attendance. All documentation regarding excessive absences must be provided by the parent/guardian at this meeting. If the documentation is not provided, the meeting will be adjourned and the decision of the principal to deny exception will be upheld.

The attendance review procedure must be requested no later than the tenth (10th) school day after the end of the semester for semester courses, or no later than the tenth (10th) day after the close of the session for full-year courses or grade-level promotions.

All absences shall be counted as absences for attendance reporting purposes in compliance with the policy of the Willow Charter Academy Board and the Louisiana Department of Education. (La. R.S. 17:226) School sponsored activities will not be marked as an absence.

For exceptions to be granted for credit, one of the following forms of documentation will be necessary:

- Medical or dental excuses
- Court ordered subpoenas or other legal business documentation

- Documentation regarding the health of a family member
- Documentation regarding catastrophic personal-social occurrences, i.e., flood, fire, family violence, etc.
- Head lice absences require appropriate documentation from school nurse or physician (maximum three (3) days absence).
- All written documentation must be submitted to the school within five (5) days of the student's return to school. AFTER FIVE (5) DAYS, EXCEPTIONS MAY NOT BE GRANTED. All absences in excess of the minimum attendance requirements MUST be supported by any of the aforementioned documentation. Parental notes are not acceptable forms of documentation for absences which exceed minimum attendance requirements.
- The school administration may consider absences for college and military visitations, with official documentation, for exception to the attendance policy. College and military visitations by juniors and seniors are limited to five (5) per year with prior approval of the principal. Exceptions to this policy may occur with approval from the SBLC and the principal.
- A student placed on homebound by a medical doctor when he/she is unable to attend school for three (3) weeks or more because of illness/accident the student placed on homebound by a psychologist or psychiatrist for emotional conditions will not be counted as absent. However, the parent/student should immediately apply for homebound services upon the physician's recommendation. Applications for Homebound services may be obtained through the school counseling department. Homebound instruction will begin upon the approval of the completed application by the Homebound Coordinator.
- Chronic medical conditions will require a letter from a licensed health care provider that states the condition and how it contributes to absences from school. This letter must be submitted to the school principal by the end of the first three weeks of the session or immediately after the condition has been diagnosed. The student's medical situation should be discussed with the teacher and/or principal. A Chronic Illness form can be obtained from LPSS Nursing department. Each time a student is absent due to the chronic condition the parent must send a note stating that the absence was due to chronic medical condition.

Unexcused absences include but are not limited to:

- Head lice after third (3rd) day
- Child lacking proper immunization documentation.
- Absences due to loss of school bus privileges.
- Suspension
- Absences for which no documentation was provided.

Makeup Work

After each absence from school, it is the responsibility of the student to make arrangements to make up work missed during the absence with his/her teacher, following his/her return. Assignments may be given prior to absences.

Make-up work will be completed within five (5) school days of student's return to school except in situations with extenuating circumstances as determined by school administration and/or the grade level appropriate Director of Schools; not to exceed ten (10) days after the end of a grading period. (There may be exceptions for students with IAP's and IEP's.)

Gifted students attending enrichment classes should not be marked absent, and their regular education teachers shall assist the students with make-up work as needed.

- Gifted or talented students should in no way be penalized for incomplete assignments on the day following special education enrichment classes, unless the assignment was directly given to the student by the teacher. These students should be encouraged to participate in enrichment sessions as specified on their IEP. An extension of time to complete missed work may be warranted and is appropriate, if needed. Some or all the makeup work can be excused if the student has apparently already mastered the skills addressed the day they attend their special education enrichment session.
- In the event that circumstances prevent the above procedures from being implemented, the use of a student peer as a source of assignments is acceptable with the condition that the gifted student is not penalized for inaccuracies in the reporting of assignments by another student.

For a student to make up a missed midterm or final exam, proper medical/dental documentation, etc., must be submitted by the parent/guardian that verifies and documents the necessity for the absence/s.

Any work missed because of suspension or recommended expulsion can be made up for full credit. The student must make up all work within five (5) days of returning to school.

A student attending school sponsored or endorsed activities including Willow Charter Academy pullout programs, sporting events, field trips, and college or military visitation has the responsibility of obtaining all assignments and completing the work as scheduled for the classes missed. For extended absences, teachers may grant exceptions, prior to the absence, for work due in his/her class.

Late Work Policy

A late work policy is to be established at the discretion of the administrator to be approved by the grade level appropriate Director of Schools.

Grading Policy

Willow Charter Academy shall use the following grading system for students enrolled in all grades K-8 for which letter grades are used.

Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Grading Practices Guidelines

PURPOSE: To insure the consistent, reliable and valid measurement of the level of mastery of the course content standards by a student in coursework at Willow Charter Academy.

All grades will come from a variety of types of assessments to meet the various learning modalities of students. Marking period grades must be comprised of multiple forms of assessment.

Grades 6-8:

1. Grades will be 60% summative and 40% formative
2. A minimum of 4 summative and 4 formative grades for 9W1, 9W2 and 9W3 and a minimum of 3 summative and 3 formative grades for 9W4.
3. Homework shall not be graded. Comment codes can be used to report on homework habits.

Grades 2-5:

1. 100% summative grades
2. A minimum of 8 grades for 9W1, 9W2 and 9W3 and 6 grades for 9W4.
3. A 40-point range for all assessments with a 10-point minimum.
4. Homework shall not be graded. Comment codes can be used to report on homework habits.
5. In electives students shall have a minimum of 4 grades per nine weeks, with the exception of the fourth nine weeks where three grades are required.
6. Academic assignments not aligned to Louisiana State Standards shall not be graded. Examples include spelling/handwriting.

A mid-grading progress report shall be sent home during each nine-week grading period.

Parent Portal through the school's website is available for all monitoring of student progress. Discipline shall not affect grading in any academic area, including academic dishonesty. Academic dishonesty will be handled as a behavior referral according to the Willow Charter Academy Student Code of Conduct. Because a teacher needs evidence of the mastery of standards being taught, the student will be allowed to re-test. Extra credit assignments are not allowed unless they demonstrate content knowledge. Academic credit can only be granted for work pertinent to the assessment of a student's mastery of the standards. Students who have shown proficiency in the standards may be offered enrichment activities when deemed appropriate.

Make up work will be accepted according to Willow Charter Academy guidelines for absences. The assignment of academic points for participation in class activities is not a measurement of the mastery of course content. Any assessment assigned for the quality of a student's participation in a class activity must have a rubric attached to it and be based on skill and/or performance comparable to a standard.

Students who attend resource rooms daily are assigned a grade in content areas taught by the teacher. Students may be given grades by the resource teachers for work completed and may be combined with the regular classroom teachers grades for determining a final grade.

Re-engagement/Re-assessment

- Because mastery of content standards is the goal for all students in all subjects, all students who earn an F on a major summative in all subjects may be afforded the opportunity by the teacher to re-engage and re-assess the assessment standards. The teacher along with the administrative leadership team will use their professional discretion to determine the major summative assessments. It is logical that at least 4 summative assessments each 9 weeks or 3 in the last nine weeks would be categorized

as major summative assessments. In grades 2-8, if a student is failing at the mid-nine week or end of the nine week marking periods, evidence of re-teaching must be documented

- All re-assessments measure the same standards as the original assessment but may vary in format. The original assessment may have been a test with multiple choice or constructed response questions, but the reassessment may be an essay test, a project, a presentation, or a portfolio to demonstrate mastery of the standards assessed. These are examples, but there are other options.
- Prior to individual re-assessment, student must complete remediation or tutorial as determined by the teacher. The student must demonstrate new knowledge or improved application skills gained to earn the privilege to be reassessed. The student demonstration can be attending re-engagement lessons and performing well on ungraded formative assessments. It may also take other forms like researching and writing an essay, creating a PowerPoint presentation, or a project based on the standards not mastered. These are some examples, but there are other options. Teacher shall begin the re-engagement/re-assessment process within one week from when the teacher notifies the student of the grade earned.
- Students are not eligible for re-assessment on any assessments or projects within the final two weeks of a course.

Quality Points – Grades 2– 8

Grades are calculated by numerical scores from weighted categories—formative and summative. Average is converted to a letter grade to be reported on the report card. Quality points used only at the end of the nine weeks' grading periods:

4 points = A average = 3.5 above
3 points = B average = 2.5 – 3.49
2 points = C average = 1.5 – 2.49
1 point = D average = 1.0 – 1.49
0 points = F average = below 0.99

For year-long courses, students must have a minimum total of 4 quality points over the four nine weeks, a minimum 2 quality points combined for the 3rd and 4th nine weeks, and must pass the last nine weeks with at least 1 quality point

For semester long courses students must have a minimum of 2 quality points, a minimum of 1 quality point from the 2nd or 4th nine weeks (cannot fail the second or fourth nine weeks.)

However, F's earned during the second nine weeks for a half credit course or fourth nine weeks for a full year course, constitutes as a failing mark pending the recommendation of the SBLC and the principal.

However, F's earned during the fourth nine weeks for a full year EOC course, constitutes as a failing mark unless the student earns a Good or Excellent on EOC or Mastery or Advanced on LEAP ASSESSMENT. These situations require a review and resulting recommendations from the SBLC and the principal.

Final Grade Calculation

1st nine weeks - 25% 2nd nine weeks - 25% 3rd nine weeks - 25% 4th nine weeks - 25%

Final Grade is the average of the unrounded quality points earned in each of the 4 nine weeks.

Academic assignments not aligned to Louisiana Student Standards shall not be graded. Examples include spelling and handwriting.

All Grade Levels	
Report by letter grades A, B, C, D, F:	ELA, Mathematics, Social Studies, Science, Music, Foreign Language Art, Enrichment (Gifted and Talented) Health and P.E., BCA

Acceleration

In grades K-8, orderly progression of students from one grade level to the next is advocated. Upon special recommendation of the principal and teacher, documented and submitted with data supporting the request, an identified gifted student may be considered for advancement to the next grade level. The data (from test results, student work, parental and instructional staff input) will be reviewed by the Administrative Team to determine an appropriate placement. The decision will be submitted to the superintendent for approval.

Parent notification of placement determination will follow.

Upon special recommendation of the principal and teacher, an identified gifted student may be considered for advancement to a higher-grade level. The data (from test results, student work, parental and instructional staff input) will be reviewed by the Chief Academic Officer to determine an appropriate placement. The decision will be submitted to the superintendent for approval. Parent notification of placement determination will follow.

While grade “skipping” is not advocated, procedures are outlined above.

A program for the academically gifted student is provided at all grade levels. Students who enter the gifted program must meet the criteria outlined in Bulletin 1508: Pupil Appraisal Handbook. The Individualized Education Plan (IEP) determines the program and services each student will receive.

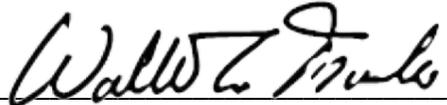
XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Willow Charter Academy 2022-2023 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: October 19, 2022



Superintendent



Board President