

2019-2020 Pupil Progression Plan

V. B. Glencoe Charter School

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 October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student 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

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

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

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

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

Grade 1

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

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

TS Gold objectives for development and learning assessments administered to all kindergarteners at the beginning of the year to determine specific instruction for any students “at risk”. The same students are given the TS Gold at the end of the year to determine if skills were retained and mastered before entering first grade. All Kindergarten and first grade students are assessed through DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Results are recorded and analyzed during beginning and end of school year to determine growth and readiness. In the beginning of the school year, DIBELS determines the placement of students. Results are used to meet each child’s individual needs. This provides accurate placement for each child “at risk”. DIBELS is used to assess Reading and Mathematics. In order for students to be promoted, they must score a minimum of 67% or higher.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

V.B. Glencoe Charter School is a K-9 school. Students entering 5th and 9th grade in the public school system from any in-state nonpublic school or home study program will be required to take a Louisiana Tier I Instructional Assessment or current state mandated assessment. Transferring students will be placed in accordance with their certified transcripts showing records of grade level and course completion. Students entering all other grades may still be required to take a Louisiana Tier I Instructional Assessment or current state mandated assessment to determine student needs and abilities that will promote success. Members of the SBLC may review transcripts and test scores to determine final placement. Students will not be refused admittance as in accordance with LA. Statute R.S. 17:221. Administration, teachers, and SBLC should have access to prior standardized test scores to further evaluate current grade placement. Transferring students receiving special education will be enrolled in the appropriate special education program in accordance with current IEP.

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

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Quality points will be used to determine passing a course.

Letter Grade	Quality Point Value	Quality Point Average Chart	
A	4 points	3.50-4.00	A average
B	3 points	2.50- 3.49	B average
C	2 points	1.50-2.49	C average
D	1 points	1.00-1.49	D average
F	0 points	0-.99	F average

- A student in grades 1-8 must earn 6 quality points to pass a course for the year (three points must be earned in the second semester).
- In addition, the student must pass the sixth grading period.
- If a course is failed due to requirements, the computer will record “F” and note “automatic F due to failed 2nd semester or final sixth weeks”.

Kindergarten: For a student to be promoted to the first grade, students must demonstrate proficiency in kindergarten skills as defined in Louisiana Content Standards.

1. Students must be proficient in these reading standards, but not limited to: answer questions about stories; read sentences containing cvc words; rhyme; and recognize the alphabet letters and sounds.
2. Students must be proficient in these math standards but not limited to: addition and subtraction within 5; identify two and three dimensional shapes; and count to 100.

First-Second Grade: For students to be promoted items 1-4 must be met. They are:

1. Students must demonstrate proficiency in first grade skills as defined by the Louisiana State Standards by meeting the following requirements.
2. Must make a minimum 67% passing grade in Reading;
3. Must make a minimum 67% passing grade in Mathematics; and
4. Minimum of 160 days of attendance in a school year of 180 days.

Third Grade: For the students to be promoted, these criteria must be met.

1. Students must pass Math, Reading, and one other major subject, Science, Social Studies, or Language.
2. Minimum of 160 days of attendance in a school year of 180 days.

Fifth- Seventh Grades: To be promoted, students must demonstrate proficiency in fifth-seventh grade’s skills as defined by the Louisiana State Standards, by meeting the following requirements:

1. Students must pass three major subjects (i.e. ELA, Math, Science, Social Studies). Students who do not meet this standard are required to attend summer school at a public school system approved by the director at the parent’s expense.
2. Students are expected to score “Basic” in at least two core academic subjects, either ELA, Math, Science, and/or Social Studies, on LEAP assessment. If the student fails to meet these criteria, summer remediation will be mandatory.
3. Minimum of 167 days of attendance in a school year of 180 days.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
 - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
 - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
 - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

Quality points will be used to determine passing a course.

Letter Grade	Quality Point Value	Quality Point Average Chart	
A	4 points	3.50-4.00	A average
B	3 points	2.50- 3.49	B average
C	2 points	1.50-2.49	C average
D	1 points	1.00-1.49	D average
F	0 points	0-.99	F average

- A student in grade 4 must earn 6 quality points to pass a course for the year (three points must be earned in the second semester).
- In addition, the student must pass the sixth grading period.
- If a course is failed due to requirements, the computer will record “F” and note “automatic F due to failed 2nd semester or final sixth weeks”.
- Students must pass four major subjects (ie. Reading, Language, Math, Science, Social Studies). Students must attend at least 160 days of attendance out of the 180 days. Students who do not meet this standard are required to attend summer school at a public school system approved by the director at the parent’s expense.
- Students are expected to score “ Basic” in at least two core academic subjects, including ELA, Math, Science, and Social Studies. In addition, fourth grade promotion is pending LEAP results. If the student fails to meet this criteria, summer remediation will be mandatory.
- If the student does not score “ Basic” on two core academic subjects, students will be placed on an Individual Academic Improvement plan (IAIP) that provides students with research based instruction aligned with the state academic standards and prescriptive intervention matched to the student’s needs. Instructional targets will be determined through relevant data collection and interpretation. V.B. Glencoe Charter School uses highly effective teachers to implement Tier I quality curriculum based on Louisiana State Student Standards to address remediation. On-going monitoring of students will be performed to determine academic progress and intervention needs. Parents must be aware of their students’ challenges and partner with the school to support student improvement. The plan must outline at least two allowable interventions as per bulletin 1566; per basic received by subject area. The IAIP should continue until the student meets academic expectations.

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

a. Promotion of students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustment.

Quality points will be used to determine passing a course.

Letter Grade	Quality Point Value	Quality Point Average Chart	
A	4 points	3.50-4.00	A average
B	3 points	2.50- 3.49	B average
C	2 points	1.50-2.49	C average
D	1 points	1.00-1.49	D average
F	0 points	0-.99	F average

- A student in grade 8 must earn 6 quality points to pass a course for the year (three points must be earned in the second semester).
- In addition, the student must pass the sixth grading period.
- If a course is failed due to requirements, the computer will record “F” and note “automatic F due to failed 2nd semester or final sixth weeks”.
- For the first time 8th graders to be promoted to the 9th grade, a student must successfully demonstrate proficiency of Louisiana State Standards. Proficiency of the standards will be measured, but not limited to:
 1. Statewide assessment results
 - Waivers: All previous state waivers remain in effect, so if a student qualifies for a non-traditional 9th grade waiver, the student should be promoted to the 9th grade and not placed in the transitional 9th grade class.
 - For the first time 8th graders for 2013-2014 and thereafter, who do not achieve the standard required for promotion to the 9th grade, will be placed in a transitional 9th grade beginning in the fall of 2014. V. B. Glencoe does not participate in transitional grade levels.
 - Students must attend summer remediation in order to be considered for promotion. The SBLC shall submit a transitional waiver to the LEA.
 2. Course grades
 3. Performance results on classroom assessments aligned to Louisiana State Standards
 4. Interim assessments
 5. IEP goals
 6. State attendance requirements
- Eighth grade students shall score at least the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subjects in order to be promoted in the ninth grade. If the student fails to meet these criteria, remediation is mandatory at the school in which the student is registered.
- Students must pass three major subjects (i.e. ELA, Math, Science, Social Studies). Students must attend at least 160 days of attendance out of the 180 days.
- SBLC and the administrator have final authority to determine promotion and retention.
- V.B. Glencoe Charter will not participate in transitional grade levels.

b. 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/postsecondary 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:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#));
or
4. 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.

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.

- V.B. Glencoe Charter School will not participate in transitional grade levels.
- Students attending high school will be required to receive a minimum of 7,515 instructional minutes for one Carnegie credit. In order to grant one-half Carnegie credit, students must be in attendance a minimum of 3,758 minutes.
- An Individual Graduation Plan (IGP) shall be developed for each student with assistance of the parent, legal custodian, counselor, and IEP team if applicable.
- V. B. Glencoe Charter School will follow the states requirements for Financial Aid and Planning which include: 1) Completing the FASFA or 2) Completing the TOPS form, or 3) Certifying a waiver in writing to the LEA, or 4) Receiving a waiver through the district hardship waiver process.

Graduation Requirements:

Students must earn 28 credits in required classes, meet the states requirements on EOC, and attend school for the required number of minutes to be eligible for graduation. In order to participate in graduation ceremonies, students must have completed the required course work, testing, and have paid fees for school and graduation.

Course Work Requirements:

Mathematics 4 units
Science 4 units
English 4 units
History 4 units
Foreign Language 2 units
Fine Arts 1
Health/Physical Education 2 units
Computer Literacy 1 unit

Electives (5 units)

Including but not limited to
Art
Theater
STEM/Engineering
Physical Education

Class Rankings:

Regular Scale (4.0)

A- 4 points
B- 3 points
C- 2 points
D- 1 point
E- 0 points

Honors (5 point scale)

A- 5 points
B- 4 points
C- 3 points
D- 2 points
F- 0 points

In order to determine class ranking, a cumulative high school grade point average will be used. The student with the highest GPA is the valedictorian and the second highest GPA is the salutatorian. Students transferring from other schools offering honors courses other than those offered at V. B. Glencoe Charter School may not use any additional points they may have earned when computing class ranking. Individual grading period scores in math, science, language arts, and social studies will be used to separate students if there is a tie. If this does not resolve the issue, each person tied will be awarded the honor.

LEAP 2025/EOC Tests

- a. Students must have a minimum of 6 quality points in the six grading periods to earn credit.
 - b. Students must also acquire a minimum of 3 quality points in the second semester and earn at least one quality point the final 6 weeks.
 - c. Students, earning 6 quality points but failing to earn a quality point the final six weeks, must earn Approaching Basic or Above on the respective LEAP 2025/EOC tests to receive the Carnegie unit for the course.
 - d. The EOC score shall count as 20% of the student's average for the final course grade.
 - e. A final GPA of 1.00 must be earned inclusive of the grades from the six grading periods and the EOC.
 - f. If a student passes the LEAP 2025/EOC and fails the course, the LDOE does not require the student to retake the LEAP 2025/EOC when repeating the course.
- All students enrolled as incoming freshmen (2019 and beyond) are required to adhere to all graduation requirements as outlined in Bulletin 741 and detailed in the Louisiana Department of Education -*Louisiana High School Student Planning Guidebook*.
 - Additional Considerations for SPED Students
 - a) **ACT 833**
 1. Act 833 provides an alternative pathway for eligible students with disabilities to be promoted and to graduate with a standard diploma. Students eligible under Act 833 are required to meet all graduation requirements necessary to receive a standard diploma according to the following:
 - i. Earn all Carnegie Credits for the diploma pathway the student is pursuing
 - ii. Demonstrate proficiency in each of the three areas traditionally assessed with EOCs. If a student is unable to achieve the assessment requirements through traditional means, the student is able to meet this requirement through an alternative mean as determined by the IEP Committee.
 - b) **Certificate of Achievement**
 1. An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below:
 - i. The student has participated in LEAP Connect.
 - ii. The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
 - iii. The student has met attendance requirements.
 - iv. The student has addressed the *Louisiana Connectors for Students with Significant Disabilities* as reflected in the student's IEP.
- ****The receipt of a certificate of Achievement does not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22. The student must be identified as having the disability under the Individuals with Disabilities Education Act (IDEA).* ***

c) Alternative Pathway

1. The Alternative Pathway for a high school diploma is designed for students eligible for the LEAP Connect and not receiving a Certificate of Achievement. One of the following requirements must be met:
 - i. The student participates in integrated employment and/or inclusive work environments. The student's abilities, local employment opportunities, and sufficient self-help skills will enable the student to maintain employment without direct and continuous educational support from the school district.
 - ii. The student has demonstrated mastery of specific employability and self-help skills that indicate that he/she does not require direct and continuous educational support from the school district.
 - iii. The student has access to services that are not within the responsibility of public education or employment or education options for which the student has been prepared by the academic program.

VI. Support for students

School year support

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

- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

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

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

VI. 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.

LEP students shall be provided special language services that address their need for becoming fluent and literate in English. LEP students shall be provided instructional programs that foster their success in Math, Science, Social Studies, and Language Arts. Appropriate instructional materials for English as a Second Language (ESL) will be used to correlate the Louisiana State Student Standards. Students with disabilities and ESL students will receive periodic and structured monitoring of instruction. It shall be the responsibility of the school principal to see that promotion and placement policies are implemented in accordance with this document. A review of placement policies may be initiated at any time upon the request of parents, teachers, or school board of directors. The decision will rest with the principal and appropriate staff personnel. The policies for promotion, retention, and placement will be monitored by the principal.

VII. 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.

A student dropped from V.B. Glencoe Charter School shall return to their regular public school district.

VIII. Due process related to student placement and promotion

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

Regular education students

Placement or removal of a student shall occur only by implementing the following steps of due process:

1. The parent or guardian of a child who has a change of placement shall be notified promptly in writing of such intention.
2. Such notice shall contain a statement informing the parent or guardian that he is entitled to review data upon which the determination is made and the procedure for such placement.
3. The notice shall contain the information that a hearing may be held, upon written request made no less than fifteen (15) days nor more than thirty (30) days from the date on which the notice was received. Notice fixing the date of such hearing shall be by registered mail.
4. No change in placement of a student shall be made without official notice to parent or guardian.
5. A committee of a requesting teacher, a teacher of same grade level, and the principal will review and recommend further placement of the student.
6. The parent or guardian shall have access to any reports, records, or other material for placement.
7. The determination of a hearing officer or board shall be subject to judicial review in a manner provided by law or by determination of the state or local educational agency, as the case may be.

A. Reasons for Requesting an Expedited Due process Hearing

1. Parent Disagreement. Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
2. School Considers Student to be Dangerous. If a school has documented reasons to believe that keeping the student in his/her current school is substantially likely to result in injury to the student or to others, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does **not** allow for an immediate 45 school day removal.*

B. Authority of Hearing Officer

1. A hearing officer may:
 - a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
 - b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
2. The school may repeat its request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

C. Expedited Due Process Hearing Procedures

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:

to mediate the dispute.

- a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
- b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise.

Expedited due process hearing decisions are appealable to state or federal court.

D. Placement during Appeal of Discipline Decision

1. Weapons, Drugs or Serious Bodily Injury. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. Behavior Not Manifested by the Student's Disability. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
3. Behavior Is Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury. The student remains in the placement she/he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

Students with disabilities

The Due Process procedure for students with disabilities follows the state guidelines as per Louisiana Bulletin 1706 Individuals with Disabilities Education Act-IDEA Part B and the Louisiana Educational Rights of Children with Disabilities Handbook.

Section 504 students

Due Process for students with disabilities must follow the guidelines for those who meet the requirements as defined by Section 504 of the Rehabilitation Act of 1973.

IX. 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.

Academic Probation: Students, who have not met the requirements for promotion in the school year and have been retained or promoted through SBLC, will be tracked throughout the school year. Interventions will be given as deemed necessary. Students that are not making adequate progress due to reasons not related to academic disabilities will be referred to the Advisory Committee.

In order for 8th grade students to participate in Algebra I, they must have Mastery or Above on the 7th grade LEAP 2025, teacher recommendation, and/or approval of the director. Students in this class will take the 9th grade LEAP 2025 in lieu of the 8th grade LEAP 2025.

X. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2019-2020 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President