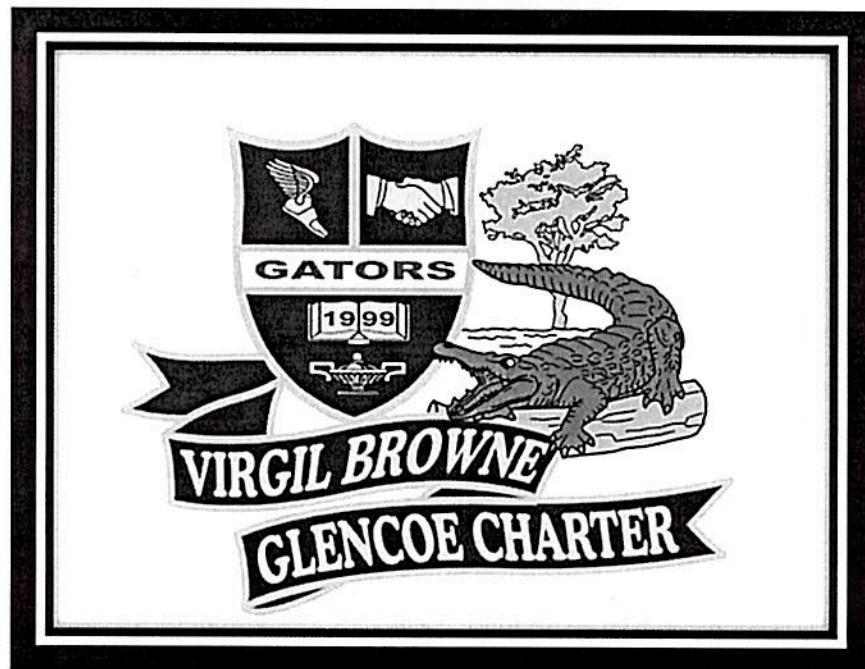


2023-2024 Pupil Progression Plan

Local Education Agency:

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*.

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

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.

All students entering kindergarten for the first time will be administered the Desired Results Developmental Profile (DRDP) within the first 30 days of school. Results from this assessment will be used to plan instruction and are reported to the LDOE.

All students not meeting the kindergarten attendance criteria or transferring from another state must achieve at least 80% accuracy in the areas of ELA and Math on the school academic readiness screener in order to be enrolled in first grade. Screening data and information from Louisiana Approved Reading Assessments and School Approved Math Assessments will be used to determine student placement and required remedial programming.

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.

Promotion Grades K – 8

General requirements for promotion in K – 8th grade are as follows:

- In order to receive grades, students are expected to attend school a minimum of one hundred sixty-seven (167) days per year with the exception of excused absences as defined in Bulletin 741 Louisiana handbook for School Administrators.
- A nine-week grading period will be implemented to report progress to parents. Progress reports will be issued weekly.
- A student in grades 1-8 must earn four quality points to pass a course for the year with the following stipulations:
 - Two points must come in the second semester.
 - The student must pass the fourth grading period.
 - If a course is failed because of either of these requirements, the computer will record "F" and note "*automatic F due to failed 2nd semester or final nine weeks."
- Uniform State Grading System will be utilized to determine grades:

100 - 93 = A

92-85 = B

84 - 75 = C

74 -67 = D

66 - 0 = F

Note: Numerical averages, including grading period averages, which have a decimal of .5 or higher will be rounded off to the next higher whole number (e.g., 92.5 = 93 / A).

- Students with disabilities who participate in state mandated alternate assessments, LEAP Connect, shall have promotion decisions determined by the School Building Level Committee.
- If the administrator has a question about placement or if a student is considered for retention for two or more years, a Review of Placement meeting must be held with the SBLC Committee. Documentation of the meeting and any decisions regarding placement and recommended remediation will be recorded on a Review of Placement form.

Kindergarten:

Students must demonstrate proficiency in kindergarten skills as defined in Louisiana Content Standards.

Kindergarten Grade Level Expectations for promotion:

- Language Arts – 80% mastery
- Mathematics – 80% mastery
- Teacher/Principal Recommendation

Kindergarten progress toward mastery of standards will be noted with an S (80-100%), an N (70-79%), or a U (0-69%) on report cards and progress reports.

First/Second Grade:

In addition to the above listed criteria, students must demonstrate proficiency in grade level skills as defined by the Louisiana State Standards, by meeting the following requirements:

- Students must earn at least a “D” average or have 4 quality points in English Language Arts;
- Students must earn at least a “D” average or have 4 quality points in Mathematics.

Third – Sixth Grade:

In addition to the above listed criteria, students must demonstrate proficiency in grade level skills as defined by the Louisiana State Standards, by meeting the following requirements:

- Students must earn at least a “D” average or have 4 quality points in Mathematics, ELA, and one other major subject (Science, Social Studies)
- At the discretion of the Director, a student in grades 5 through 8 may have the option of attending a district approved summer program for the purposes of promotion, remediation, or strengthening of skills at the parent’s expense.
- Students who fail 3 or more subjects will not have a summer school promotional option.
- For Third grade - See also Section III
- For Fourth Grade - See also Section IV

Seventh Grade:

In addition to the above listed criteria, students must demonstrate proficiency in grade level skills as defined by the Louisiana State Standards, by meeting the following requirements:

- Students earn at least a “D” average or have 4 quality points in the following courses for the year.
 - Courses include:
 - ELA
 - Mathematics
 - Science
 - Social Studies
- Students in Grade 7 have the option of attending a district approved summer program for the purposes of promotion, remediation, or strengthening of skills at the parent’s expense.
- Students who fail 3 or more subjects will not have a summer school promotional option.

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.

In addition to the requirements listed in Section II, third grade students must demonstrate grade level proficiency in literacy goals to be promoted to fourth grade. In determining proficiency, the SBLC will give consideration to overall class performance (grades), results of state literacy assessments (DIBELS8), NWEA MAP benchmark assessments, and State assessment performance to assist in determining promotion and/or the need for remedial assistance in Grade 4.

An Individual Literacy Plan will be developed for each student who has not met acceptable standards of Literacy mastery by the end of third grade, whether they are retained or promoted. Third students eligible for an Individual Literacy Plan will be afforded one or more of the following remedial supports:

- Daily small group intervention through Title 1 Reading lab provided by a certified teacher trained in the Science of Reading
- Summer Remedial Programming (30 hours) to include on-grade level instruction and focused literacy interventions based on the science of reading.
- Parents must be aware of their students' challenges and partner with the school to support student improvement.

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.

In determining proficiency, the SBLC will give consideration to overall class performance (grades), results of state literacy assessments (DIBELS8), NWEA MAP benchmark assessments, and State assessment performance to assist in determining promotion and/or the need for remedial assistance.

An Individual Literacy Plan will be developed for each student who has not met acceptable standards of Literacy mastery by the end of fourth grade. Students eligible for an Individual Literacy Plan will be afforded the following remedial supports:

- Daily small group intervention through Title 1 Reading lab provided by a certified teacher trained in the Science of Reading
- Summer remedial Programming (30 hours) to include on-grade level instruction and focused literacy interventions based on the science of reading
- Parents must be aware of their students’ challenges and partner with the school to support student improvement.

Fourth grade 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, the student 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. The plan must outline at least two allowable interventions as per Bulletin 1566:

- Enrollment in a summer remediation program
- Additional In-school support through Reading and/or Math Lab with title 1 teacher
- Access to high quality tier 1 curriculum, aligned to state standards
- Placement in classroom of a highly effective teacher
- The IAIP should continue until the student meets academic expectations.

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.

For first time 8th graders to be promoted to the 9th grade, a student must successfully demonstrate proficiency in Louisiana State Standards. Proficiency of the standards will be measured by, but not limited to:

1. Statewide assessment results:
 - Eighth grade students shall score at least "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 achieve the standards required for promotion to the 9th grade, will be placed in a transitional 9th grade.
 - Students must attend summer remediation in order to be considered for promotion to Traditional 9th grade or Transitional 9th grade.

2. Course Grades
 - Students in grade 8 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
 - A student in grade 8 may be retained if he or she:
 - fails English language arts
 - fails mathematics
 - fails science
 - fails social studies A student in grade 8 will be retained if he or she fails three major subjects:
 - English language arts, mathematics, social studies, and science.
 - Additionally, any two minor subjects constitute one major subject.

- A student in grade 8 will be retained if he or she fails three major subjects:
 - English language arts, mathematics, social studies, and science.
 - Additionally, any two minor subjects constitute one major subject.
- Additional considerations:
 - Performance results on classroom assessments aligned to Louisiana State Standards
 - Interim Assessments
 - IEP Goals
 - Local and State Attendance Requirements

SBLC and the administration have final authority to determine promotion and retention.

As identified in s2314 of BESE approved Bulletin 741, LEAs may permit students to earn Carnegie credit as middle school students in all courses except physical education.

1. Students in grade 8 who intend to take Algebra I for Carnegie credit should successfully complete seventh-grade math. Additionally, while enrolled in Algebra I, the student will also be enrolled in Math 8.
2. For 8th graders taking Algebra I, the LEAP 2025 Algebra exam is taken at the end of the course and counts as 20% of the overall grade. The conversion charts provided by LDOE for each LEAP 2025 test will be used to determine the student's grade on the LEAP 2025 tests.

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

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

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

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

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

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

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

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

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

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

Information for school administrators

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

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

Online courses offered to high school students for credit or credit recovery will be provided by certified teachers following Louisiana state standards and will hold the same requirements as in person classes. Online classes offered through a third party vendor, such as Imagine Learning, will be vetted for coverage of state standards and rigor. Student progress will be closely monitored by a certified teacher on staff.

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 Planning Guidebook*.

Grade level classifications:

High school students will be classified by Carnegie units earned and sessions attended as follows:

Sessions	Classifications	Credits
0-2	Freshman	0 - 5.5 credits
3-4	Sophomore	6 - 11.5 credits
5-6	Junior	12 - 17.5 credits
7+	Senior	18 or more credits

Note: Seniors must schedule a minimum of 4 class periods.

Course Grades

- Students in grades 9-12 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- In grades 9-12, the nine-week grade shall be based on a minimum of 600 points from at least 6 major grades.

LEAP 2025 / EOC Tests

- The EOC score shall count as 20% of the student's average for the final course grade.
- A final grade average of 1.0 must be earned and will be inclusive of 4 grading periods and the EOC grade.

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.

Final Cumulative Exams

- A final cumulative (entire year/entire course) exam is mandatory.

- A study guide for the final exam shall be provided to the students at least four weeks prior to the final cumulative exam.
- The Final Exam shall count for 20% of the student’s Final Grade.
- The LEAP 2025 test score is the Final Exam Grade for Algebra I, Biology, English I, English II, Geometry, and United States History. (NOTE: For students with an active IEP the LEAP 2025 High School Assessment will be 5% of the final course grade.)
- The final cumulative exam for a one-semester / one-credit course will be weighted 20% of either the Second Nine-Weeks or the Fourth Nine-Weeks grading period, depending on the semester the student is enrolled in the course for credit.
- The average of the four nine-weeks grades and the Final Exam Grade (percentage grades) shall be used in determining a student’s final grade in a course. Example: 1st nine weeks 94% A 2nd nine weeks 75% C 3rd nine weeks 86% B 4th nine weeks 80% C Final Exam 80% C Total percentage $415/5 = 83\% = C$
Final Grade $83\% = C$ (Course grade x 0.80) + (Final Exam test score x .20) = Final Grade

Course Recovery

High school students may repeat a course for self-improvement or to establish eligibility to participate in extracurricular activities requiring specific standards. For the purpose of establishing eligibility, students may enroll in an accredited summer school program sanctioned by the Board of Elementary and Secondary Education. The first recorded grade will remain on the transcript but with the notation added to indicate that the course was repeated along with the resulting grade.

Carnegie Credit

- To be eligible for Carnegie credit, the final grade of at least a “D” must be earned. To earn credit in a course, a student shall make a 1.0 (D) average by earning four quality points. Students must earn a **minimum of 2 quality points in the second semester and earn at least one quality point in the final grading period**. Final course grades will be determined by adding the quality points of grades earned from the four grading periods and dividing the sum by four.
- Students, earning 4 quality points, but failing to earn a quality point the final grading period, must earn Approaching Basic or Above on the respective LEAP 2025/EOC tests to receive the Carnegie unit for the course.

Grading Scale for Grades 9-12

Regular Courses: (4.0)

A	93% – 100%
B	85% – 92%
C	75% – 84%
D	67% – 74%
F	0% - 66%

Honors Grading Scale: (5.0)

A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	0% – 50

Courses Taken for College Credit

College courses taken by students while enrolled in high school (concurrent enrollment independent of dual enrollment opportunities offered as an LEA course) must have the prior approval of the principal and school counselor before enrollment. College credit received will carry weighted credit. The counselor must verify the college course is on a higher level than the last course taken by the student in the subject.

Courses, which carry one or two hours of credit at an approved two-year or four-year institution, will earn one-half of a Carnegie unit towards graduation at the high school level. Those courses, which earn three to five semester hours of college credit, will earn one full Carnegie unit.

Any course taken for high school and college credit will be classified as Honors.

Financial Aid and Planning

- 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 state's requirements for Financial Aid and Planning, which include:
 - 1) Completing the FAFSA, 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:

In order to participate in the official graduation ceremony, students must have completed the required course work, testing, and have paid fees for the school and graduation.

Students must earn, at minimum:

- 24 Carnegie credits for Tops Core and 23 Carnegie credits for Jump Start Pathways as outlined in Bulletin 741,
- meet the state's requirements on EOC assessments,
- and attend school for the required number of minutes to be eligible for graduation.

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

Class Rankings:

In order to determine class ranking, a cumulative high school grade point average will be computed utilizing all course grades, including those that have been repeated for the purpose of calculating class rankings. The student with the highest GPA is the valedictorian and the second highest GPA will be named 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.

Graduation Honors for Grades 9-12

3.7500 - 4.0000 Summa Cum Laude

3.5000 - 3.7499 Magna Cum Laude

3.0000 - 3.4999 Cum Laude

In cases where a student transfers and has completed a year of study and has received only yearly grades with no semester grades indicated, the yearly grades will be doubled in ranking.

Example: Physical Science; receives C for the 1st semester, C for the 2nd semester.

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.

Students entering V. B. Glencoe Charter School in the 5th and 9th grade from any in-state nonpublic school or home study program will be required to take the English language arts and mathematics portions of the LEAP placement test.

Achievement on placement tests and certified transcripts showing records of grade level and course completion will be used to determine final grade level placement. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

Students entering grades 1, 2, 3, 4, 6, and 7 may still be required to take the English language arts and mathematics portions of the LEAP placement test or appropriate grade level placement test to determine student needs and abilities that will promote success. Members of the SBLC team 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.

Students in grades 9-12 transferring from a home study program or a non-accredited school, in or out-of-state, shall be required to take a proficiency credit examination for all units for which credit is claimed.

Transferring students receiving special education will be enrolled in the appropriate special education program in accordance with current IEP.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.

- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

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

IX. Literacy Support Standard for Grades 3 and 4

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

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.

- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

Students with Disabilities:

Promotional decisions for students with disabilities will be made in conjunction with IEP or IAP teams. To retain a student with a disability, the IEP team must convene for a review. It must be documented that accommodations, modifications, and instructional support took place.

The April Dunn Act

The April Dunn Act is a state law which enables eligible students with Individualized Education Plans (IEPs) to pursue standard graduation requirements through alternate means. Criteria for the 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 Approaching Basic or above after two attempts of the same LEAP 2025 high school assessment.

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.

Graduation Requirements:

Requirement 1:

1. Earn all Carnegie credits and Industry Based Skills for the diploma pathway they are pursuing
2. Take the ACT or WorkKeys exam
3. Demonstrate proficiency in each of the three areas traditionally assessed with LEAP 2025 . If unable to meet the LEAP 2025 requirements, The April Dunn Act students are able to meet this requirement by alternative means determined by the IEP team in the first 30 days of the course

Requirement 2:

1. Employment in inclusive integrated environments
2. Demonstrate mastery of specific employability skills
3. Assess services that are not provided by the school, employment or education options

The April Dunn Act will provide guidance for the IEP teams to make 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 9-12 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 informal assessment 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.

IEP team coordination will result in:

1. The CTE teacher assigning the grade must monitor progress 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.

Certificate of Achievement

A certificate of Achievement is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specific conditions as listed below:

- a. The student has participated in LEAP Connect.
- b. The student has completed at least 12 years of school, or has reached the age of 22 (not to include students younger than 16).
- c. The student has met attendance requirements according to Bulletin 741.
- d. The student has addressed the *Louisiana Connectors for Students with Significant Disabilities* as reflected in the student's IEP.
- e. Transition planning has been completed and documented.

****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).****

Alternative Pathways

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:

- 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.
- 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 for the school district.
- 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.

Identification of Limited English Proficient (LEP) Students and Placement

1. The English Language Proficiency Screener (ELPS) is administered to all identified language minority students within the first 30 days of registering in the district. Designated school staff members are trained in the administration of the ELPS to determine language proficiency.
2. ELPS will determine the level of proficiency, clarifying if the child is Emerging, Progressing or Proficient. Scoring proficient on the ELPS, indicates that the student will not enter the district's LEP program.
3. Students identified as English Learners (ELs) will be coded LEP in JCampus.
4. Placement for students enrolling in U.S. schools for the first time.
 - K-8 – chronological age-appropriate placement of identified ELs, age as indicated by the I-94 or birth certificate or other available documents.
 - 9-12 – evaluation of student’s transcript by a qualified counselor; placement in appropriate grade level based on earned credits or if no credits have been earned the student will be placed as a T9.
 - All students with records will follow regular placement procedures.
 - Review of placement of English Learners will be considered when appropriate.

Parent Notification

1. Once notified that their child has been identified as an EL, they must either accept or refuse ESL services in writing, at the time of initial screening, and again at the beginning of each new school year. This initial communication must take place within 30 days of the student registering in the district. A parent may request ESL services any time during the school year.
2. All notices to parents shall be provided, to the extent practicable, in a language that parents can understand. The rights of LEP students and parental rights shall be respected and accommodated as mandated by Federal laws: Fourteenth Amendment, Lau v Nichols, Title VI of the Civil Rights Act, Equal Education Act of 1974.

EL Accommodations Plan (Checklist)

1. At the beginning of each school year, ELPT and state testing scores are reviewed to determine needed EL accommodations for the new school year. Teachers may refer to prior EL Checklists located in the student’s permanent records.
2. All teachers will provide EL accommodations as documented on the plan/checklist for EL students, regardless of parent acceptance or refusal of services.

Specialized Language Program/Instructional Program

A Structured Immersion Program will be used for LEP students.

- Goal is fluency in English while achieving in the content areas
- Students served in mainstream classroom, receiving instruction in English with some native language support if needed
- Students will receive instruction in small groups in classes and lab settings, including Language services from SLP,, Reading and Math Lab Interventions, and other digital programming.

Grading Policy

1. Any EL, *unable to comprehend the language of instruction due to limited English proficiency*, must not be assigned failing grades in the content area subjects. If a failing grade is assigned, that teacher shall provide documented evidence of accommodations/modifications of lessons showing appropriate materials, resources, and assessment instruments used in EL instruction.
2. Students may receive a failing grade due to lack of effort, non-participation in class, or unsatisfactory work. Documentation of academic intervention must be noted on the Academic Review Form.
3. Grades should be based on the student’s cooperation, effort, and participation in classwork to the degree that the English language proficiency allows.
4. Therefore, these students should receive a grade no lower than a “D” on report cards with a LEP notation added code #24 as well as code #84 indicating modified grades. These students may still earn an “A”, “B”,

“C” or “D” if abilities warrant such grades. An “F” may be assigned only in accordance with #2 and #3 above.

5. Students in grades K-3 who could be assigned S, N or U in content area subjects, should not be given a “U”. An “N” on report cards is given with a LEP notation added code #24 as well as code #84 indicating modified grades.
6. Content courses at the secondary level are modified according to the EL’s English proficiency level. It is recommended that teachers provide concreteness by extensively using graphic material, visuals and electronic translators, adult tutor models or peer tutors whenever possible.
7. Content, instruction, and evaluations should be developed according to the level of English proficiency determined by the ELPT given annually. Every attempt must be made to provide English Learner Accommodations to EL students to secure a student’s right to an equal education.
8. To retain an EL, the School Building Level Committee (SBLC) must meet and review the student’s academic proficiency. It must be documented that comprehensible instruction appropriate for his/her English proficiency level took place. The SBLC, by majority decision and with parental input, may retain the EL student in his/her current grade. To retain any EL student with a disability, the IEP team must convene for a review.

State Testing for ELs

1. For an EL to receive any accommodations/modifications on any state test, it must be documented on the student’s EL checklist and provided in the classroom throughout the year.
2. Accommodations should be documented on the EL checklist no later than 30 days prior to the opening of the state testing window. Newly registered or identified ELs are the exception.
3. ELs will take all required state/standardized testing (including ELPT). State assessment for ELs who have been in US schools for less than 24 months should have test documents coded 81.
4. EL checklist accommodations can not be used on the ELPT.
5. Parents and students must be notified of ELPT scores.

Exit Procedures from LEP Status

1. To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 or level 5 on all four ELPT domains including speaking, listening, reading, and writing.
2. Once a student has achieved overall proficiency on ELPT, the student is no longer classified as LEP, will be reclassified as Fully English Proficient, and identified in JCampus as such. Schools must notify parents through a notification letter which is sent home along with the students ELPT results.
3. Schools must document the exit date on the EL’s pink folder. This EL folder shall be filed in their cumulative folder for the remainder of the student’s educational career within the district.
4. Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status, and whose disability impacts language acquisition, may be reclassified and exempt from future ELPT participation but will still be required to take statewide assessments. In such cases, if the IEP team determines that the student’s disability directly impacts language acquisition, then the student’s exit is decided by consensus of the members of the SBLC. Students who meet the participation criteria for LEAP Connect may exit sooner until such time as an alternate ELPT is available (Bulletin 111).

Monitoring of Exited Students

1. Coding – Once a student exits the LEP status, the Title III office will code the student as 01-Fully English Proficient in JCampus.
2. The Title III office will keep documentation on all newly proficient students, monitoring 9 weeks grading periods as well as state assessments. Students can be identified in JCampus using the program codes ELPT Year 1 Monitor (EY1) and ELPT Year 2 Monitor (EY2).
3. Monitoring students do not take the ELPT and will not receive accommodations/modifications.
4. If academic progress is not met at any time during the two-year monitoring process due to lack of language, the student will be given the ELPS. If academic progress is not met due to other issues, the student should be referred to SBLC.

ELs with Disabilities

1. Students identified as having a disability according to IDEA criteria or Section 504 shall receive instruction in accordance with their individual educational plan or their individual accommodation plan. Each plan shall include any language related needs, with regards to instruction or accommodations in the regular and special education classroom setting. Language related needs shall be determined by the IEP or SBLC committee. To assist in determining language related needs, each EL teacher shall provide the committee with the student's EL Accommodations Checklist.
2. Any evaluation of an English Learner shall include language free measures to ensure that any disability is not the result of a language barrier.

XI. Alternative education placements

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

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

An advisory Committee meeting will be held for students who are not succeeding in the traditional educational setting. V. B. Glencoe Charter does not provide an alternative setting. If an alternative setting is required, the student shall return to his/her regular public school district.

XII. Due process related to student placement and promotion

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

Regular education students

- Due process is provided to teachers, students, and parents by the V. B. Glencoe Charter School Board.
- Inquiries of parents or guardians concerned about their child's grade level placement in various remedial or compensatory programs shall be accomplished in accordance with the following steps:
 1. Informal Hearing - Any complainant who has a grievance about placement of his/her child shall discuss it first with the principal and/or teacher(s).
 2. Formal Grievance - If the grievance is not resolved, the complainant may initiate a grievance in writing to the principal within five working days giving the full details of the complaint. The Director shall communicate his decision to the grievant and the School Board in writing within five working days of receipt of the written grievance.
 3. The Appeal Committee - If the grievance remains unresolved, the complainant may request a hearing by the Appeal Committee of the School Board no later than five working days after receipt of the decision. The committee will be appointed by the Board president and will consist of a Board Member, the Director, and a teacher of the same grade or near grade level. A hearing shall be held within five working days. The committee shall give its decision in writing to the complainant.
 4. Board Review - If the complainant disagrees with the decision of the Appeal Committee, the complainant may appeal to V. B. Glencoe School Board in writing within five working days. The Board will conduct a hearing within twenty working days and notify the complainant in writing within five working days after the hearing.
 5. Court Action: If the complainant disagrees with the V. B. Glencoe School Board's review, they may file formal proceedings with the Sixteenth Judicial District Court.

Students with disabilities

- Due process procedures for disabled students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, Consolidated Application.
- Due process procedures for qualified students with disabilities must be consistent with federal and state law.
- Special Education students' due process procedures are governed by state and federal legislation.
- No student is placed in a special program without parental or guardian consent.

Section 504 students

- Due process procedures for qualified 504 students must be consistent with federal and state law.
- Due process procedures are governed by state and federal legislation.

XIII. Additional LEA policies related to student placement and promotion

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

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.

Algebra I in 8th Grade: 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 administration. Students in this class will take Algebra I in addition to 8th grade math and will be required to take the Algebra I EOC test, as well as the 8th grade LEAP 2025.

XIV. LEA assurances and submission information

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

Date approved by local school board or governing authority: August 31, 2023

Loren M. Decuir
Loren Decuir, Superintendent

Alison Provost
Alison Provost, Board President