

2020-2021 Pupil Progression Plan

Local Education Agency:

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

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

Questions about this document should be directed to ppp@la.gov.

Table of Contents

Placement of students in Kindergarten and Grade 1	4
Placement of transfer students	6
Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7	7
Promotion of students in grade 4	10
Promotion and support of students in Grade 8	13
High School Considerations	15
Support for students	19
Promotion and placement of certain student populations	20
Alternative education placements	23
Due process related to student placement and promotion	24
Additional LEA policies related to student placement, promotion, etc.	25
LEA assurances and submission information	28

Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

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

All kindergarten and grade one students are administered DIBELS 8 at least once during the year to monitor reading. The screening must be conducted the first 30 days of school and data must be reported to LDOE by September 30.

Children who are entering first grade (age 6 by September 30) and have not attended a state approved kindergarten program will be administered DIBELS 8 (Dynamic Indicators for Basic Early Literacy Skills). Grade specific, DIBELS 8 benchmark goals shall serve as the academic readiness criteria for screened students. All final placement decisions shall be made by the SBLC utilizing all available data points. All K-3 DIBELS 8 and DRDP-K screeners shall be administered as formative assessments to inform placement and instruction; therefore, no student shall receive a grade for DIBELS 8 or DRDP-K assessments.

Schools may administer their choice of the following assessments as an academic readiness screener:

- DIBELS Nonsense Word Fluency-Correct Letter Sounds: students must receive a minimum score of 27
- FAST: students must score on or above level o Fountas & Pinnell Phonograms: students must score on or above level
- STEEP Nonsense Word Fluency: students must score on or above level
- STEP Reading Record: students must score on or above level

It is recommended that schools administer the academic readiness screening prior to the start of the school year to ensure the student is placed in the appropriate grade. However, as students are assigned to schools in OPSB's LEA via the OneApp common enrollment system, the time of enrollment will be defined as the first school day after the student is assigned. In the event that a student is assigned after the first day of school, the school will have 5 school days to administer the academic readiness screener.

OPSB's LEA schools will each administer the academic readiness screener to students assigned to their school.

Failure of the student to pass the academic readiness screening required for placement in the First Grade will not jeopardize the student's placement at the school in an appropriate grade. (e.g., the school may re-assign the student to an appropriate grade).

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.

For students experiencing homelessness, the requirement to produce a properly certified transcript with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned shall be waived. OPSB's LEA homeless liaison will serve as an enrollment advocate for unaccompanied youth to these students in securing their immunization(s), medical records, and other documentation.

For students in grades 5 and 9, it is recommended that schools administer the LEAP placement test prior to the start of the school year to ensure the student is placed in the appropriate grade. However, as students are assigned to schools in OPSB's LEA via the OneApp common enrollment system, the time of enrollment will be defined as the first school day after the student is assigned. In the event that a student is assigned after the first day of school, the school will have five (5) school days to administer the LEAP placement test.

OPSB's LEA schools will each administer the LEAP placement test to students assigned to their school.

Failure of the student to pass the LEAP placement test required for placement in the fifth or ninth grade will not jeopardize the student's placement at the school in an appropriate grade. (e.g., the school may re-assign the student to an appropriate grade).

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.

Unless specified in school-specific criteria, schools will use the following criteria to determine the promotion of each student in grades 1 and 2:

- Performance on course-average requirements
- Performance on end of the year readiness requirements as indicated on a standardized measure such as DIBELS, Gates-MacGinitie, ITBS, SESAT, Fountas and Pinnell etc.
- Completion of a school-provided remediation program

Unless specified in school-specific criteria, listed below, schools will use the following criteria to determine the promotion of each student in grades 3,4,5,6, and 7:

- Performance in the subjects of reading, English/language arts (oral and written communication, handwriting, and spelling), mathematics, science and social studies based on the required grade level benchmarks.
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided remediation program

Each school's principal will review and may either approve or reverse each determination of student promotion made by a teacher at the school.

The LEA, through its superintendent, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences.

A student must earn four quality points in order to pass a core subject (when totaling the combined quality points earned during all four of the nine week grading periods). A student may not pass an individual core subject if an "F" is earned in both 3rd and 4th nine weeks in the same subject.

For promotion purposes, a student must meet the passing standard in both reading and math (an annual average of 1 quality point must be earned).

Students are expected to score "Basic" in at least two core academic subjects, including ELA, math, science and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 5th

grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC waiver process.

Parents must be given a review of their child's progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

Grading Scale for Kindergarten*		
Grade	Percentage	Quality Points
O (Outstanding)	100 - 93	4
S (Satisfactory Work)	92 - 85	3
S (Satisfactory Work)	84 - 80	2
NI (Needs Improvement)	79 - 67	1
U (Unsatisfactory Work)	66 - 0	0

Non-Core, Non Academic Ancillary classes also utilize the Kindergarten (O, S, NI, U) grading scale:

- Physical Education (grades 1-5)
- Science and Social Studies (grades 1-2)
- Music/Art/Foreign Language/Computer courses
- ELL Beginners (grades 1-8 all courses)

Grading Scale for Grades 1 - 8		
Grade	Percentage	Quality Points
A	100 - 93	4
B	92 - 85	3
C	84 - 80	2
D	79 - 67	1
F	66 - 0	0

A score less than 50% may NOT be entered in the electronic gradebook.

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

Grading

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

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

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

Promotion via SBLC and/ or Retention

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

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

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

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.

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

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

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

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

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

- Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”;
- Completion of summer remediation program that includes curriculum fully aligned to the Louisiana state Standards and limits below grade level content to no more than 35% of total instructional minutes;
- Additional instructional time during or outside of the school day;

- Grade level instruction that is aligned to the Louisiana State Standards, which may include limited below grade level content and support needed to address the student’s identified weaknesses.

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

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

Promotion and support of students in Grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

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

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

Transitional 9th Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

The LEA will implement determinations about 8th grade regular promotions and promotions waivers made by the 8th grade school.

The LEA, through its superintendent, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences.

High School Considerations

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

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

Early Graduation

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

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

Credit Recovery

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

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

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

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

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

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

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

NCAA Policy

Nontraditional Courses

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

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

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

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

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

Credit recovery programs

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

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

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

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

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Charter schools are exempt from requirements to provide a minimum number of instructional minutes.

It is recommended that schools complete each student's Individual Graduation Plan (IGP) by the end of the student's 8th grade year.

Support for students

School year support

The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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

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

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

Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

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

English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

All students registering must have a completed Home Language Survey on file.

If a language other than English is indicated, then the student will be screened for English language proficiency. Trained staff will administer the English Language Proficiency Screener (ELPS) which measures listening, speaking, reading, and writing. If a language minority student has current state English Language Proficiency Test (ELPT) scores (or similar tests from other states), then those scores are used to determine English Learner status.

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

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

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

As detailed in the Office of Civil Rights guidance, English Learners can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and

comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers. EL students who meet the LDOE exit criteria described below will not be considered EL, but will be monitored for academic progress for two years during which time they will continue to be included in the ELL subgroup for State Accountability System calculations.

All district policies and procedures related to English Proficiency will be governed by Bulletin 111. Chapter 40.

OPSB establishes and monitors compliance with civil rights requirements for students with disabilities through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAS receiving IDEA funds. All LEA schools, whether they benefit directly from IDEA funds or not, are required to comply with all district monitoring requirements.

OPSB establishes and monitors compliance with civil rights requirements for English Learners through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAS receiving Title III funds. All LEA schools, whether they benefit directly from Title III funds or not, are required to comply with all district monitoring requirements.

OPSB establishes and monitors compliance with civil rights requirements for students experiencing homelessness through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAS receiving Title IIA and McKinney-Vento funds. All LEA schools, whether they benefit directly from Title IIA and McKinney-Vento or not, are required to comply with all district monitoring requirements.

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.

OPSB's LEA schools does not include any alternative schools.

Students in secure-care facilities are automatically enrolled in the district's alternative education programs operating in the Youth Study Center and Orleans Justice Center. OPSB LEA students interested in attending alternative schools/programs within the Parish (or Type 2 charter programs in surrounding parishes) may enroll in such programs via the OneApp common enrollment system.

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

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Specialist of Student Support Services to discuss the discrepancy.

Parents/guardians may request an appeal of a disputed grade through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

A high school student who has failed due to an end of the quarter grade may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

Upon the request of the SENIOR student who has failed a course(s)/semester necessary for graduation, the student shall be afforded the privilege of requesting an examination in each of the courses failed. The examination will be comprehensive, and the grade earned on the examination will be considered the final grade for the course/semester. The request for the examination(s) will be contingent upon the student's having met the minimum attendance requirements. The examination will be scheduled not later than twelve (12) days prior to the date set for graduation.

Students with disabilities

Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the School Building Level Committee (SBLC). This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the SBLC.

Section 504 students

Section 504 students shall follow the guidelines set forth for the regular education students.

Students experiencing homelessness

OPSB's LEA employs and makes available a Homeless Liaison, who serves as an enrollment advocate for unaccompanied youth, and assists such youth in choosing and enrolling in schools, consults and considers such youth's wishes, provides notice of right to appeal enrollment decisions, and assists youth in enrolling in school immediately pending the resolution of any dispute that may arise over school enrollment or placement and in the mediation of any such disputes.

If a dispute arises over school selection or placement, OPSB will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute.

Such enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act.

Additional LEA policies related to student placement, promotion, etc.

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

Note: This may include course pre-reqs, class ranking, etc.

School Building Level Committee (SBLC)

The SBLC is comprised of knowledgeable persons who oversee the identification and screening process and functions to:

- (a) Plan, develop, and coordinate appropriate actions and/or programs for students in need.
- (b) Increase appropriate communications among school staff members relative to students with disabilities or difficulties and avoid duplication of services
- (c) Provide a screening vehicle for referral to pupil appraisal services.
- (d) Serve as a vehicle for parents to participate in decisions regarding their child. Parental participation is a federal mandate under the Individuals with Disabilities Education Improvement Act (IDEIA). A parent request for an initial evaluation of a regular education student will be referred to the SBLC for appropriate review. The decision to conduct an initial evaluation is an SBLC decision and includes parent participation. A physician's request for an evaluation will be referred to the SBLC.
- (e) Consider documented evidence to determine an appropriate change in placement for students in Kindergarten through eighth grade.
- (f) Recommend to the principal a change in placement for students who have been retained only when significant documentation has been reviewed and the promotion would benefit the student's academic growth.

Uniform grading policy

OPSB's LEA schools shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. This grading scale shall also apply for advanced course work, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

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

Equity for special populations

OPSB's LEA will regularly review and monitor retention decisions for students with disabilities.

James M. Singleton Charter School Grading Policy

Minimum Number of Grades Required per Nine Weeks

Grade Levels	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Kindergarten	ELA & Math 6 test grades (Checklists, rubrics, performance tasks) Science/ Social Studies (non-promotional) 2 participation grades per subject	ELA & Math 6 test grades (Checklists, rubrics, performance tasks) Science/Social Studies (non-promotional) 2 participation grades per subject	ELA & Math 6 test grades (Checklists, rubrics, performance tasks) Science/Social Studies (non-promotional) 2 participation grades per subject	ELA & Math 6 test grades (Checklists, rubrics, performance tasks) Science/Social Studies (non-promotional) 2 participation grades per subject
1st-2nd	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies (non-promotional) 3 participation grades per subject	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies (non-promotional) 3 participation grades per subject	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies (non-promotional) 3 participation grades per subject	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies (non-promotional) 3 participation grades per subject
3rd – 8th	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies 7 test grades 7 participation grades per subject	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies 7 test grades 7 participation grades per subject	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies 7 test grades 7 participation grades per subject	ELA & Math 7 test grades 7 participation grades per subject Science & Social Studies 7 test grades 7 participation grades per subject
Physical Education K – 5th	2 assessment grades 7 participation grades	2 assessment grades 7 participation grades	2 assessment grades 7 participation grades	2 assessment grades 7 participation grades
Physical Education 6th – 8th	2 assessment grades 7 participation grades 7 PE uniform grades	2 assessment grades 7 participation grades 7 PE uniform grades	2 assessment grades 7 participation grades 7 PE uniform grades	2 assessment grades 7 participation grades 7 PE uniform grades
Band Electives ESL	2 assessment grades 7 participation grades	2 assessment grades 7 participation grades	2 assessment grades 7 participation grades	2 assessment grades 7 participation grades

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) James M. Singleton Charter School 2020-2021 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