CHOICE

FOUNDATION

EXEMPLARY PUBLIC CHARTER SCHOOLS

2017-2018
Pupil Progression Plan

Choice Foundation:
Lafayette Academy Charter School
Esperanza Charter School

James Swanson, Board of Trustees President
Mickey Landry, Executive Director

Submitted to
Orleans Parish School Board
February 1, 2018

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 standard approved by the board.

BESE has established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In October 2017, BESE approved, as Notice of Intent, revisions to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in *Bulletin 741 – Louisiana Handbook for School Administrators*, which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities and English learners, as well as students who transfer from other schools.

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, on an individualized basis, determine promotion or placement of each student. 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

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

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(Signature)

1-20-2018

(Date)

APPOINTED ADVISORY COMMITTEE

Mickey Landry, Executive Director, Choice Foundation

Monica Boudouin, Head of School, Lafayette Academy Charter School

Nicole Saulny, Head of School, Esperanza Charter School

Darlene Hills-Charlot, Choice Foundation Administrator

Kandace Madise, Director of Special Education and Student Support Systems

Susan Jurkunas, Systems Accountability Officer

Patricia Bowie, Math Coordinator

Sherie Garza, Division Head, Lafayette Academy Charter School

Stacey Labit, Teacher Leader, Esperanza Charter School

Natasha Doughty, Parent, Esperanza Charter School

Wayne Lumpkin, Consultant, Choice Foundation

Tanya Netter-Wilson, Parent, Lafayette Academy Charter School

PROGRESSION PLAN PUBLIC NOTICE

The 2017-2018 Pupil Progression Plan was reviewed and revised by a committee of educators and parents from Choice Foundation. A draft copy of the plan will be available at each school for community review from December 19, 2017, to January 17, 2018.

To ensure opportunity for input from all stakeholders, comment forms will be available.

CHOICE FOUNDATION
EXEMPLARY PUBLIC CHARTER SCHOOLS

2017-2018 LEADERSHIP CADRE

The Leadership Cadre is a professional learning collaborative for school leaders and potential school leaders. The sessions within the cadre are designed to ensure that all leaders have the tools, knowledge, and skills needed to successfully support teachers in analyzing data, using resources and programs with fidelity, facilitating the schoolwide plan, monitoring student achievement, and planning and delivering high-quality instruction.

Participants:
Required Participants - Division Heads, Assistant Heads of School, Sped/EL Coordinators, 504 Coordinators
Optional Participants (determined by HOS) - Teacher Leaders, Potential Teacher Leaders

Times:
Grades 5-8 9:00 am to 12:00 noon
Grades PK-4 12:30 pm to 3:30 pm
People who work with all grades - attend the time that is most convenient for your schedule

Location: Central Office Conference room, 3rd floor (off elevator, turn right, go down hall)

November 15, 2017 – AGENDA

1. Warm-up: Diagnostic
2. Followup from last meeting and updates
   - ✓ GoogleApps for Education – Josh should have contacted HOS
   - ✓ Criteria for LA Connect participation
   - ✓ EL Monitoring
   - ✓ LEAP 360 – Interim assessments
   - ✓ Fall Cadre Feedback – suggestions for Spring Cadre
3. Accountability
   - ✓ SPS information
   - ✓ School Finder
4. Pupil Progression Plan
   - ✓ Promotion requirements for 4th and 8th grade
5. Homework:
   - ✓ Review and update School Academic Plan
   - ✓ Enter SLTs using SPS information

CHOICE FOUNDATION
EXEMPLARY PUBLIC CHARTER SCHOOLS

Leadership Team Meeting
November 10, 2017

Agenda

1. Mickey
   1.1 Dunbar Updates
   1.2 Accountability Updates

2. James
   2.1 Transportation
   2.2 Staffing
   2.3 Technology Needs

3. Earl
   3.1 Guest Speakers
   3.2 Music Program

4. Susan
   4.1 Compass
   4.2 Pupil Progression Plan 2017-2018
   4.3 Curriculum Updates
   4.4 Fall Learning Cadres feedback
   4.5 ELL updates

CHOICE FOUNDATION

Board of Trustees Meeting Agenda
Wednesday, January 31, 2018
Esperanza School Campus, 4:15-6:15 pm

Agenda Item	Purpose	Action	Who	Materials	Time
I. Agenda and Minutes	Set, Review, Approve	Vote	Swanson	Agenda, Minutes	2 minutes
III. Report of the Board President	Review	Discussion	Swanson		20 minutes
IV. Report of the Executive Director **Esperanza** **Lafayette** **Choice Foundation Activity** **Pupil Progression Plan**	 Review Review Review Review		 Saulny Boudouin Landry Landry	Handouts, PPT	30 minutes
IV. In-depth report: **Assessment and Accountability**	Review	Discussion	Saulny Boudouin Landry	PPT	30 minutes
V. Committee Reports **A. Advancement** **B. Facilities** **C. Standards and Testing** **D. Finance** **F. Governance** **G. Athletics** **H Outreach**	 Werner Review	 Discussion	 Jonassen	 Handouts	10 minutes each
VI. New Business					
VII. Public Comment					
VIII. Executive Session					
IX. Adjournment					

CHOICE FOUNDATION
EXEMPLARY PUBLIC CHARTER SCHOOLS

MEMORANDUM

Date: February 1, 2018

To: Orleans Parish School Board

From: James Swanson, President, Board of Trustees

RE: 2017-2018 Pupil Progression Plan

This is to notify you that the Board of Trustees approved the Pupil Progression Plan for Lafayette Academy Charter School and Esperanza Charter School at its January 2018 board meeting.

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I. Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

- Have attended a full-day public or private kindergarten for a full academic year; or
- Have satisfactorily passed 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 out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily 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.

At the time of enrollment for first grade, students who have not attended a full-day public or private kindergarten, or are from out-of-state, will be administered an early literacy screening (DIBELS Next and Measure of of Academic Progress for Primary Grades in Reading) and early math screening (Measure of

Academic Progress for Primary Grades in Mathematics) or other appropriate assessment measure. These assessments are part of the screening and beginning of year diagnosis that is used by Choice Foundation in its assessment program. The results of these assessments shall be used to plan instructional programs for students.

If it is determined that the child has not attained the lowest "D" percentage, the student will be referred to the School-Building Level Committee (SBLC) for final placement.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required.
- Records, including 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 (state approved and not seeking state approval), any approved home study program, or 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.

If the student enters after thirty days from the first day of school, Choice Foundation staff will check student records to determine if a comparable assessment was administered in the other state's school. If so, the School Building Level Committee (SBLC) may make a determination to use the results of that assessment.

Students in grades K-8 coming from in-state nonpublic and home-schooled situations, or a Louisiana resident transferring from any out-of-state school, will be placed in the corresponding grade from the sending school and will be administered a screening examination that assesses the student's ability in ELA and math. Student placement may be adjusted as deemed necessary by the SBLC through review of records, screening interviews, and assessments.

Homeless students shall not be denied enrollment due to the lack of paperwork and records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. However, parent/guardian contact information is required. A homeless student is defined as any child or youth who lacks a fixed, regular and adequate nighttime residence; is sharing housing of other persons due to loss of housing, economic hardship, or similar needs; is living in motels,

hotels, trailer parks, or camping grounds due to lack of alternative alternate adequate accommodations;

is living in emergency or transitional shelters, cars, parks, abandoned buildings, substandard housing, or similar settings. Students who are homeless and do not have necessary paperwork will be placed age-appropriately and will be administered a screening examination that assesses the student's ability in ELA and math. Student placement may be adjusted as deemed necessary by the SBLC through review of screening interviews and assessments. The parent/guardian and student will be referred to the social worker and nurse for assistance in housing, obtaining records, and if necessary, receiving the required immunizations.

Students from another country cannot be denied enrollment. Page 12 of this document outlines placement procedures for students who speak a language other than English.

III. Promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individualized basis, determine 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.

All schools in Choice Foundation use the following grading scale and criteria for assigning grades:

<u>Grading Scale for PK and Kdg:</u>
Mastery = 83 to 100%
Developing = 66 to 82.9%
Beginning = 0 to 65.9%

<u>Grading Scale for grades 1-8:</u>
A = 93 to 100%
B = 85 to 92%
C = 75 to 84%
D = 67 to 74%
F = 0 to 66%

Additional grading guidance can be found in **Appendix B**.

Decisions to promote or retain elementary students will be based on successful completion of the curriculum as evidenced by mastery of Louisiana State Standards and fulfillment of state attendance requirements. Students shall receive intensive documented academic intervention services before retention can be considered. The chart on the following page outlines the promotion requirements for kindergarten and grades 1, 2, 3, 5, 6, and 7.

Promotion will not rest solely on the successful attainment of any one indicator, but will include all criteria. If the criteria indicate that s/he is not prepared for promotion to the next grade, the student will be referred to the SBLC for final placement decision.

Grade	Promotion Requirements
Kindergarten	▪ Attain mastery of at least 67% of required Louisiana State Standards in reading and math as evidenced by work samples, anecdotal records, photographs, assessment results, other) ▪ Have not more than fourteen days of unexcused absences
Grades 1, 2, 3, 5, 6, and 7	▪ Attain at least a D average in each content area – English language arts, math, science, and social studies – reflecting 67% mastery of Louisiana State Standards ▪ Have no more than ten days of unexcused absences ▪ Achieve "Basic" or above in at least 2 content areas tested on LEAP. (3rd grade only)

For a description of the types of absences, see **Appendix C**.

A student may be retained only one time in grades K-3 and one time in grades 4-8.

The SBLC and/or RTI committee are/is required to evaluate all promotion and retention instances. These committees are collaborative problem solvers of experienced and knowledgeable school personnel for the purpose of ensuring that each student has access to the appropriate services and support needed for success. Students who are struggling in school – academically, behaviorally, socially, or emotionally are referred to the RTI team. The team collects and analyzes information, recommends appropriate intervention(s), arranges support for the intervention, and assists and supports the school in implementing and monitoring the progress of the student.

Teachers refer struggling students to the RTI team as soon as a concern is identified. The RTI process is established to ensure that all resources and supports are considered and offered to the student for his/her success. The committee revisits and reviews each student's progress on a regular basis, making adjustments as needed. Communication with parents is established at the beginning and maintained throughout the process. At the end of the year, documentation and data are reviewed again for the students who are being considered for retention, and a decision is made by the SBLC committee regarding retention or promotion of the student.

IV. Promotion of students in Grade 4

- Each local education agency shall identify, based on a preponderance of evidence of student learning, third and fourth grade students who have not met an acceptable level of performance in at least two core academic subjects, including English language arts, mathematics, science, and social studies, that would enable them to successfully transition to the next grade level. Fourth

grade students who have not met such an 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, using a template provided by the Louisiana Department of Education (LDE), 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, 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 requiring an academic improvement plan shall be identified as such in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on 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 of the LEA.
- 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 LDE 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.

Additional guidance from Louisiana Department of Education (LDOE) and the Individual Academic Plan template, including the Parent/Legal Guardian Agreement Form, are located in **Appendices D-E**.

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 addition to the criteria listed above, in order to be promoted to the fifth grade, the student:

- Must attain at least a D average in each content area – English language arts, math, science, and social studies – reflecting 67% mastery of Louisiana State Standards; and
- Have no more than ten days of unexcused absences.

A student who has previously been retained in fourth grade for one year due to failure to score at or above the required "Basic" achievement level shall be promoted to fifth grade after attending summer remediation and will receive documented, intensive intervention throughout the school year (Individual Academic Plan in **Appendix E**.)

A student who has been retained in fourth grade for one year and will be 12 years old on or before September 30th of the next school year shall be promoted to sixth grade after attending summer remediation and will receive documented, intensive intervention throughout the school year (Individual Academic Plan in **Appendix E**.)

Additional guidance from Louisiana Department of Education (LDOE) and the Individual Academic Plan template, including the Parent/Legal Guardian Agreement Form, are located in **Appendices D-E**.

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

a. Promotion of students in Grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other 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 spring and summer, following the completion of summer remediation, may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the "Unsatisfactory" level in English language arts or mathematics, if the student scores at the "Basic" level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth

grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

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

- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 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.
- Students placed in the transitional ninth grade shall complete the summer remediation program offered by the LEA for any student who recently completed the eighth grade and is transferring into the LEA from another state or country after 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.
- 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.

Additional guidance from Louisiana Department of Education (LDOE) and the Individual Academic Plan template, including the Parent/Legal Guardian Agreement Form, are located in **Appendices D-E**.

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.

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 on LEAP in order to be considered proficient.

A first-time eighth-grade student who is determined to be non-proficient will be promoted to ninth grade and placed in a transitional ninth grade program if it is the collective decision of the School Building Level Committee (SBLC) to promote the student. A decision will be made after thorough review and consideration of the following data:

- Attendance and reasons for absences
- Grades in all subjects and GPA
- Anecdotal records and teacher input
- Student's academic growth throughout the school year as measured by benchmark assessments (Measure of Academic Progress, unit assessments in reading and math)
- Student's age
- Previous years' records, including history of academic and social interventions
- Previous years' academic records, including state test scores
- Previous retention(s)
- Student's social and emotional development
- Behavior records
- Student participation and progress in the summer remediation program

The chart on the following page outlines timelines to identify eighth graders who are at risk of not meeting regular promotional requirements, procedures for interventions throughout the year, and the steps for entering a transitional ninth grade program.

Steps for Transitioning Eighth Graders to Transitional Ninth Grade

Action Step	Responsible Party	Timeline
1. Identify 8th grade students at risk of not achieving proficiency on state exams and begin academic intervention.	SBLC team, teachers, RTI committee	October/November
2. Conference with family regarding potential at-risk factors for non-promotion. Determine an individual academic growth plan. Implement plan.	SBLC team, teachers	January to May
3. Review coursework, behavioral data, and other relevant data to determine the appropriate promotion decision.	SBLC team and 8th grade administration	After state testing, prior to the completion of school
4. Communicate to eligible families that completing remediation in non-proficient subject areas is required for promotion to Transitional 9th Grade.	School administrators, social workers	May
5. Make final retention or T9 promotion decisions and communicate those decisions appropriately with families and receiving high schools.	School administrators	By the end of June, after completion of summer remediation

The Choice Foundation school will collaborate with the receiving school to ensure that the student is appropriately placed in a transitional ninth-grade program and to plan the student's academic pathway.

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel) 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 preparing for high school and exploring educational and career possibilities.

Additional information and resources for creating the Individual Graduation Plan are located in **Appendix F** of this document.

b. High school promotion and transition considerations

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

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

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

1. **Complete the FAFSA**; or
2. **Complete the Louisiana TOPS form**; or
3. A parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA (sample: **non-participation LEA form**/**Letter**); or
4. Receive a waiver through the district hardship waiver process

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

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

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

Choice Foundation does not provide high school education.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standard 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" or "Effective: Proficient" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" or "Effective: Proficient" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
    - The student completes summer remediation.
    - Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
    - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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

- Use 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*).
- Teachers will be rated "Highly Effective" of "Effective: Proficient" pursuant to the teacher's most recent evaluation or have achieved a value-added rating of "Highly Effective" or "Effective: Proficient" on the most recent evaluation.
- Remedial instruction, below grade level instruction, shall be limited to only necessary and focused skills as identified from top quality assessments and cannot account for more than 35 percent of the total summer remediation instructional time.

For additional guidance from Louisiana Department of Education (LDOE), see **Appendices D and E**.

VII. Promotion and placement of certain student populations

a. Students with disabilities

- Students with disabilities who participate in the LEAP Alternate Assessments or LEAP Connect shall have promotion decisions determined by the IEP Team.
- Student with disabilities attending summer remediation shall receive special supports as needed.
- If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530, §405).

b. 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:

The school Individualized Education Plan (IEP) team will review records of students with disabilities who do not meet the promotional guidelines to determine promotion to the next grade level. If the IEP team determines that the student is not required to meet established promotional criteria, the team shall:

- Identify rigorous educational goals for the student
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies
- Outline an individualized, intensive instructional program
- Provide innovative methods to promote the student's advancement such as flexible scheduling, alternate learning environments, and online instruction.

Students with disabilities who participate in the LEAP Connect assessment shall have promotion decisions determined by the IEP Team.

English Learners:

a) Placement. Students who are English learners will be placed age-appropriately and will be provided EL services. English language proficiency screening and assessment results directly influence instructional service model placement. Choice Foundation uses the IPT-I and IPT-II, along with a writing sample for students in grades three through eight as language screeners for the 2017-2018 school year. If there is a discrepancy between the chronological age and the grade placement of the student based on records and/or screening, the student shall be place in the grade level of his/her age-mates.

b) Exit Criteria and 2-Year Monitoring. Each year, all EL students will be administered the ELPT. The results will be analyzed for each student and, based on the student's scores and other evidence (classroom assessments, grades, observations, student work, teacher recommendation, etc.) placement and services will be determined for the following school year. If the student scores at the proficient level (4 or 5) on the ELPT, the student will be reclassified as Fluent English Proficient and will be exited from the EL program. Notification will be sent to parents.

   Students who are reclassified will be monitored by the EL and regular education classroom teacher for two years. Regular education teachers will be required to complete a monitoring form twice a year for each student in their class that was exited from the EL program. The purpose of this process is to ensure that exited students are successful in the overall educational program.

   Students who demonstrate the ability to meaningfully participate in the regular education program do so with the general student population. Students not able to participate meaningfully in the regular education program are assessed to determine the reason for participation deficiencies (i.e., previous EL status, other academic deficits, special needs, social or cultural

factors, etc.) and provided appropriate services based on the results of the assessment(s). If necessary, the student will return to EL/LEP classification and be re-entered into the EL program.

The two-year monitoring begins in the next school year, or, if the student is reclassified mid-year, the monitoring will begin the second semester. The 2-Year Monitoring Form for Fluent English Speakers will be completed and kept in the student's EL file as well as documented in *Ellevation*.

c) EL students shall not be retained due to their limited language proficiency. Grades will be assigned on the basis of participation in activities, completion of assignments, and progress on the EL Connectors. The school leadership/EL team will review records of EL students who do not meet promotional guidelines and will review program placement and EL support, making adjustments as needed.

If the EL team determines that the student is not required to meet established promotional criteria, the team shall:

- Identify rigorous language goals for the student that align with the EL Connectors
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies
- Include an individualized, instructional program
- Provide innovative methods to promote the student's advancement in English and in grade level content standards.

Change in Grade Placement during the School Year:

Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

a) Grade placement for any student whose transcript/report card is not available at the time of registration may be changed, if warranted, after the transcript/report card has been received, examined, and evaluated to ensure proper grade placement.

b) Students receiving Special Education Services – in the event an error has been made in grade assignment and/or in the grade level of the state test administered, the leadership team in collaboration with the IEP team (with guidance from the Director of Student Support Services) will make the necessary adjustments on the IEP and in SER.

c) Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

d) A student's age appropriate to the grade level will be considered for grade placement during the school year. In most cases, this is a result of a student transferring from another school program.

e) Grade changes will occur after the SBLC team has met to determine the student's situation and make a final recommendation to the parent. If it is determined that a change in placement shall occur, school personnel will complete an Official Grade Change Form (**Appendix G**) and the copy signed by the parent will be kept in the student's cumulative file. Changes in placement should

occur by October 1 for students who enter school at the beginning of the year and meet grade placement change criteria. It is important that the school registrar is made aware of this change and the adjustment is made in the Student Information System (JCAMPUS.)

f) Eighth graders must take the eighth grade LEAP 2025 assessment before promotion to ninth grade can be considered.

VIII. 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.

Choice Foundation operates no alternatives to regular placement, but follows Orleans Parish School Board Policy when considering alternative educational settings for students.

IX. 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.

Choice Foundation mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any placement. Due process shall be defined as fair and reasonable approaches to all areas of placement and promotion on the part of all school officials in order not to arbitrarily deny a student the right to an appropriate education. Choice Foundation has due process procedures in place for teachers, parents, and students as related to student placement and promotion:

a) **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 Head of School to discuss the discrepancy. If further action must be taken, the Choice Foundation headquarters should be contacted.

b) **Students with disabilities** – In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the school Special Education Coordinator to discuss the discrepancy. If further action must be taken, the Choice

Foundation Director of Student Support Services should be contacted. Due process procedures for qualified students must be consistent with those defined in bulletin 1706.

c) **Section 504 students** – In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the school site administrator to discuss the discrepancy. If further action must be taken, the Choice Foundation Director of Student Support should be contacted. Due process procedures for qualified students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

Students, parents, guardians, teachers, administrators, or the Chief Executive Officer (superintendent) may initiate a review of student placement and promotion. The current Head of School will be notified in writing when a placement review is necessary or desired.

X. 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 Monitoring and Procedures for Retention

Academic Monitoring:

a) Academic reports are reviewed mid-quarter and at the end of each quarter by school administrators to identify potential needs for intervention/remediation, enrichment, and to address immediate concerns. If needed, the IEP team will reconvene to review special education services.

b) In April of each year (April 11, 2018), each school will submit to the Systems Accountability Officer and Director of Student Support Services a list of potential student retentions and supporting documentation. The documentation will be reviewed to ensure Foundation policies are being implemented accurately for retaining a student.

c) The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the RTI team. Ongoing parent communication and regular team meetings must be held in order to develop effective intervention strategies for the student. Student interventions will be evaluated for effectiveness and adjusted as needed. Strategies and adjustments will be documented in writing to the parent and appropriate teachers and included in the student cumulative file. The review process will be monitored by district administrators in an annual academic audit of schools. Student cumulative folders will be examined for appropriate documentation. Students receiving interventions will be assessed for the effectiveness of the intervention.

d) Maintenance, use, and dissemination of information shall conform to requirements of all applicable state and federal laws including the Louisiana Public Records Act, the Family Educational Rights and Privacy Act, and the Individuals with Disabilities Education Act.

Procedures for Retention:

a) Students must be afforded every opportunity through the process of RTI to avoid retention.

b) If, at any time, a student is being considered for retention, the parent/guardian must be notified and documentation of communication must be maintained.

c) Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented.

d) All documentation must reside in the student's cumulative folder and be forwarded to the SBLC if a student is recommended for retention.

e) If a student is promoted with deficiencies, an Individual Academic Plan will be created that outlines the responsibility of each party for student to move to grade-level proficiency by the end of the following year. This Plan shall be forwarded to the teacher of the next grade as well as a copy provided to the parent and a copy placed in the student's cumulative file. Throughout the following school year, collaboration between the student's former and current teachers shall occur to update the prescription with needed interventions.

f) The guide on the following page is to be used by all school personnel when considering retention for a student.

Choice Foundation Timeline for Student Retention

Due Date	Action Required	Documentation
October 2017 or as soon as problem is identified	▪ Parent conference to discuss concerns. ▪ Create and implement an Individual Academic Plan (Appendix E.)	Maintain documentation of interventions, progress, and ongoing communication with parent/guardian. Keep copies of letters with parent signature.
January 2018	▪ Letter to parent on school letterhead indicating that student is not meeting promotion requirements and may be retained; obtain parent signature ▪ Review Individual Academic Plan; adjust as needed ▪ Parent conference to discuss progress and concerns	
March 2018	▪ Parent conference to review student progress; obtain parent signature ▪ Review intervention plan; adjust as needed	
April 16, 2018	The school submits to the Systems Accountability Officer a list of potential student retentions and supporting documentation.	▪ Student name, grade, and ID# ▪ Signed Notification of Possible Retention letter ▪ Current Individual Academic Plan with documentation of student progress
May/June 2018	▪ Complete School Building Level Committee (SBLC) documentation of promotion/retention (Appendix H) with signatures ▪ Create a new Individual Academic Plan for interventions to begin at the start of the following school year.	Copy of signed SBLC promotion/retention form and new Individual Academic Plan placed in student's cumulative file to be implemented the following year

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **Choice Foundation 2017-2018 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: _____

Mickey Landry
_____
Superintendent

_____
Board President

APPENDICES

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APPENDIX A

DEFINITIONS

State Terms

Abbreviations /Acronyms

ADA	Americans with Disabilities Act
BESE	Board of Elementary and Secondary Education
ELL/EL	English Language Learner/English Learner
ELPT	English Language Proficiency Test
IDEA	Individuals with Disabilities Education Act; the special education law
IAP	Individualized accommodation program
LDE/LDOE	Louisiana Department of Education
IEP	Individualized Education Plan
LEA	Local education agency
LEAP	Louisiana Educational Assessment Program
LEP	Limited-English Proficient
RTI	Response to Intervention
PK	Prekindergarten
SBLC	School Building Level Committee

Definitions

Accommodation - any technique that alters the academic setting or environment. An *accommodation* generally does not change the information or amount of information learned. It enables students to show more accurately what they actually know.

Alternative School/Program - an educational school/program that deviates from the standards stated in Bulletin 7411 in order to meet the specific needs of a particular segment of students within the community.

Assessment - the act or process of gathering data in order to better understand the strengths and weaknesses of a student learning as by observation, testing, interviews, etc.

Attendance (Half-Day) – a student is considered to be in attendance for one-half day when he or she: 1) is physically present at a school site or is participating in an authorized school activity; and 2) is under the supervision of authorized personnel for more than 25 percent but more than half of the student's instructional day.

Attendance (Whole-Day) - a student is considered to be in attendance for a whole day when he or she: 1) is physically present at a school site or is participating in an authorized school activity;

and 2) is under the supervision of authorized personnel for more than 50 percent of the student's instructional day.

BESE Policy – a comprehensive statement that has been adopted by BESE pursuant to the APA process and that has the force and effect of law to govern and to bring uniformity in education throughout Louisiana.

Class Size – the maximum enrollment allowed in a class or section

Content Standards – grade level academic learning expectations of students

Cumulative Record – a current record of academic, health, and other special types of information maintained for each student throughout his progress in school.

Dyslexia – a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.

Elementary School – a school composed of any span of grades kindergarten through the eighth grade.

Evaluation – the in-depth process of review, examinations, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria.

Gifted – children or youth who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

Grade-Level Expectations – the concepts and skills that students should master at the end of a grade or course.

Head of School – in Choice Foundation schools, the chief administrative officer..

Homebound Student – a student who is enrolled in regular education and, who, as a result of healthcare treatment, physical illness, accident, or the treatment thereof, is temporarily unable to attend school, and who is provided instructional services in the home or hospital environment.

Individualized Compensatory Education Plan – is a written plan and record of intervention/remediation for students who have been granted a waiver for promotion because they have not met the criteria for promotion for the grade level. This applies to all IDEA students, 4th grade and 8th grade regular education students, and all LEP students. A copy of the ICEP form is located in the Pupil Progression Plan.

Individualized Education Program – a written statement of specially designed instruction developed, reviewed, and revised by a group of qualified education personnel and the parent/guardian for each student with exceptionality in public schools.

Instructional Time – shall include the scheduled time within the regular school day devoted to teaching courses outlined in the program of studies. *Instructional time* does not include such things as recess, lunch, change of class time, and parent/teacher conferences.

Language Arts – a broad subject area which includes reading, literature, speaking, listening, oral and

written composition, English grammar, and spelling. (Foreign language may be included as part of the language arts program.)

Local Educational Agency – a public board of education or other public authority legally constituted within the state either to provide administrative control or direction or, or to perform a service function for, public elementary or secondary schools in a city, parish school district or other political subdivision of the state. The term includes an educational service agency and any other public institution or agency having administrative control and direction of a public elementary or secondary school, including a public charter school that is established as an LEA under state law.

Louisiana Connectors for ELs – a set of standards for instruction of limited-English Proficient students. (Previously ELD Standards)

Louisiana Connectors for Students with Severe Disabilities (SWSD) – a set of standards for instruction of students with severe disabilities (previously LAA1)

Modification – any technique that alters the work product in some way that makes it different from the work required of other students in the same class. A *modification* generally does change the work format or amount of work required of students. It encourages and facilitates academic success.

Paraprofessional – a person who is at least 18 years of age, possess a certificate of good health signed by a physician, possesses an appropriate permit, and assists in the delivery of special educational services under the supervision of a special education teacher or other professional who has the responsibility for the delivery of services to exceptional children.

Prekindergarten – developmental programs for children ages 3-4, the minimum age being three by September 30 of the school year in which the student enters prekindergarten.

Principal – in a school, the chief administrative officer certified by the state Department of Education, except in the case of special schools in which the superintendent may be designated as the chief school administrator.

Promotion – a student's placement from a lower to a higher grade.

Retention – non-promotion of a student from a lower to a higher grade.

School Building Level Committee – a committee of at least three school staff members, requiring at least the principal/designee, classroom teacher, and referring teacher. This committee is a decision-making group that meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems.

Special Education – specially designed instruction, at no cost to the parent, to meet the unique needs of the student with exceptionality.

Talented – children or youth who give evidence of measurable abilities of unique talent in the visual and/or performing arts.

Local Terms

Abbreviations /Acronyms

AHOS	Assistant Head of School
DH	Division Head
DTC	District Test Coordinator
ELD	English Language Development
EL/ELL	English Learner/English Language Learner
ELPT	English Language Proficiency Test
HOS	Head of School
LDE/LDOE	Louisiana Department of Education
IAP	Individualized Academic Plan
IEP	Individualized Education Plan
LEA	Local Education Agency
LEAP	Louisiana Educational Assessment Program
MAP	Measure of Academic Progress
PD	Professional Development
PK	Prekindergarten
RTI	Response to Intervention
SPED	Special Education
SWSD	Students with Severe Disabilities

Definitions

Assistant Head of School – in a school, part of the leadership team and assistant to the school leader, the Assistant Head of School typically oversees school culture, including student management, safety, facilities, and extra-curricular activities.

At Grade Level – those students who are performing at the appropriate grade level with a passing grade and have performed at stanine 4 or 5 on a standardized norm-referenced test.

At-risk student – a student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, substance abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socio-economic status, unemployment, and other environmental conditions not conducive to success in school.

Attendance – present at school and actively participating in classroom and school activities

Behavioral Interventionist – school personnel that works with students and teachers with student management issues and school culture

Intervention or Remedial Programs – programs designed to assist pupils, including identified disabled pupils, to overcome educational deficits identified through the LEAP and other local criteria.

Division Head – school administrator who supervises and oversees teachers and students within a grade-span consisting of approximately 200 students.

Head of School – in a school, the chief administrative officer (principal)

Inclusion – refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend if he/she did not have a disability or limited-English proficiency. Inclusion involves bringing the support services to the child rather than moving the student to the services.

Limited English Proficient (LEP) – a language minority student whose listening, speaking, reading or writing English proficiency is below the average English proficiency level of English speaking students of the same age and/or grade.

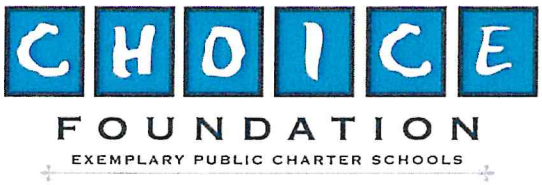
Louisiana Connect (previously LAA1) – Students with the most severe cognitive disabilities are eligible to take the LEAP Alternate Assessment Level 1, known as LAA1. The assessment is based on Extended Standards which capture the core academic content of academic standards. Student in 3-8 grade are assessed in ELA and math. Students in 4th and 8th grade are also assessed in Science.

English Learner Program – a structured program for limited-English proficient students designed to develop English language skills (listening, speaking, reading, writing) through language acquisition and development instructional strategies. Content instruction is integrated into the language instruction by skilled ELL teachers.

State Content Standards – written subject area statements as determined by the state of Louisiana that explain what students are expected to master throughout the school year at each grade level.

School Building Level Committee (SBLC) (can also be the Response to Intervention Team (RTI) – a designated school-based committee consisting of representatives of support personnel, teachers, school administrators to address individual and group needs at the school.

APPENDIX B



2017-2018 Grading Policy

Important Dates:

End of Quarter	Progress Reports Go Home	Parent conferences (report cards given out)	Report cards go home with students who did not attend conference
1st Quarter October 12, 2017 46 days	September 8, 2016	October 18, 2017 4:00-7:00 p.m.	October 20, 2017
2nd Quarter December 20, 2017 42 days	November 17, 2017	January 10, 2018 4:00-7:00 p.m.	January 12, 2018
3rd Quarter March 16, 2018 47 days	February 9, 2018	Conferences scheduled by school March 26-28, 2018	March 23, 2017
4th Quarter May 18, 2017 41 days	April 27, 2018	Conferences scheduled by school as needed	Report cards go home with students last day of school

Grading Scale for grades 1-8:
A = 93 to 100%
B = 85 to 92.9%
C = 75 to 84.9%
D = 67 to 74.9%
F = 0 to 66.9%

Grading Scale for PK and kindergarten:
Mastery = 83 to 100%
Developing = 66 to 82.9%
Beginning = 0 to 65.9%

Teachers will have a minimum of two grades per week for students for each subject. The following items will comprise grades for Choice Foundation schools that will determine the final grade for each quarter:

Exams, Tests, Quizzes, and Projects – 50%
Classwork and participation – 30%
Homework – 20%

It is the practice of Choice Foundation to report grades for students who have completed a minimum of fifteen days in class. There is insufficient information about pupils who have attended less than three full weeks of class to merit a grade. Teacher(s) will be able to provide information to parents as to the general efforts made by a student in attendance less than the required fifteen days.

Grading Guidelines:

1. All students should have a grade for the four content areas and each special class (in which they are participating) for the grading period.
2. All teachers are responsible for putting their own grades into JCAMPUS.
3. Division Heads are responsible for reviewing the report cards for their division prior to distribution.
4. Only the core subjects (ELA, math, social studies, and science) will be calculated for the student GPA.

Grading Guidance for English Learners (ELs)

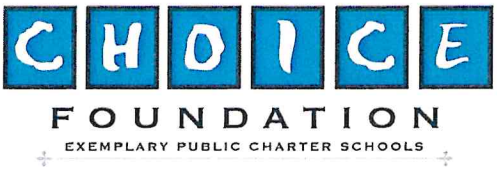
1. Regular education teachers are the Teacher of Record for EL students for ELA, math, science, social studies, and elective classes (PE, music, art, etc.).

   The possible exception to this would be with students in the Newcomer Class, where the students are with the EL teacher for ELA and social studies. In this case, the EL teacher is the Teacher of Record and will assign social studies and ELA grades to those students.
2. Grades will be determined through collaboration between the EL and regular education teachers, based on what the student can demonstrate within his/her language capabilities and growth evident using the descriptors of the EL Connectors. On the report card, these grades should be marked with an asterisk and teacher comment that the student is an English Language Learner. All EL students should receive a grade for the content areas (ELA, science, social studies, math).
3. Newcomer Class – students that have ELA and social studies classes with EL teacher in lieu of being in the general education classroom will be instructed in these content areas by the EL teacher. The EL teacher, in this case, will be the Teacher of Record and will assign grades to those students. As students transition from the Newcomer Class to another type of EL program service, the assigned Teacher of Record will be transferred to the regular education teacher.
4. All EL students will receive a grade for all content areas (ELA, science, social studies, math).
5. Everyone will monitor student grades (e.g., all teachers, Division Heads, EL Coordinator) in JCAMPUS. If a student receives two failing grades, the teachers (regular education and EL), Division Head, and EL Coordinator will meet to review the current curricular and instructional modifications and accommodations provided for the student, analyze the student's academic progress, and make adjustments as needed to ensure the student's success.
6. EL students shall not be retained due to their limited language proficiency. Grades will be assigned on the basis of participation in activities, completion of assignments to the degree that language proficiency allows.
7. The school leadership/EL team will review records of EL students who do not meet the promotional guidelines and will review program placement and EL support, making adjustments as needed.

Grading Guidance for Students with Disabilities (SPED)

1. All teachers, including SPED teachers and/or teachers instructing SPED students, will enter the actual score that a student makes on assignments.
2. Everyone (teachers, Division Heads, and SPED Coordinators) will monitor student grades and provide immediate intervention/remediation if it is evident that the student is struggling.
3. If a student receives 2 failing course grades (F: 0-66.9%), a meeting will be convened by the school's SPED Coordinator and/or SPED Teacher within 10 days to review the data and ensure all accommodations and modifications have been implemented properly.
    - The meeting should include the student's respective teachers (regular, SPED, Interventionists), Division Head, SPED Coordinators, and other staff, where appropriate.
    - If all accommodations and modifications have been implemented as outlined in the IEP, and the student is failing, a revision in the plan is required that may include but is not limited to, a behavior plan, an adjustment in the type of accommodations and or modifications, or consideration of a placement change.
    - If changes are made to the IEP, the parent will be contacted to participate in the IEP meeting and the communication documented in JCAMPUS.
    - Documentation of the meeting, the reason for the student failure, resolution plan, and summary of IEP revisions, where applicable, must be documented in JCAMPUS.

APPENDIX C



Choice Foundation Absence Policy

This document lists the types of absences that students may incur, the work make-up policy, and the guidelines for communicating with parents regarding tardies and absences from school.

General Guidelines:

1. Upon returning to school following an absence, the student must bring a note signed by parent/guardian or doctor explaining the reason for the absence. (A phone call from the parent is also acceptable and must be documented in JCAMPUS.)
2. Choice Foundation's student information system, JCAMPUS, shall be the official vehicle for maintaining attendance.
3. In all cases of suspensions, the parent/guardian shall receive written notice of the suspension, the reasons, and the terms.

Types of Absences:

Type of Absence	Description	Work Make-up Policy
Excused Absence	▪ Absences of two or fewer consecutive school days due to personal illness or serious illness in the family (parent communication required.) ▪ Extended hospital or recuperation from an accident stay in which a student is absent for three or more consecutive school days as verified by a physician, dentist, or nurse practitioner licensed in the state. ▪ Extended contagious disease within a family in which a student is absent for three or more consecutive school days as verified by a physician or dentist licensed in the state ▪ Observance of special and recognized holidays of the students' own faith. ▪ Visitation with a parent who is a member of the US Armed Forces or the National Guard who has been called to duty or is on leave from overseas deployment (shall not exceed five school days per school year.) ▪ Extended personal physical or emotional illness in which a student is absent for three or more consecutive school days as verified by a licensed physician or nurse practitioner.	▪ Work may be provided by the teacher for the student to complete and receive full credit. ▪ The student has one day to complete the work for each day absent. For example, if the student misses three days of school, the work must be turned in within three days of the student's return.

Unexcused Absence	Any absence not meeting the requirements set forth in the excused absence definition, including but not limited to, out of school suspensions.	▪ Work may be provided by the teacher for the student to complete and receive full credit. ▪ The student has one day to complete the work for each day absent. For example, if the student misses three days of school, the work must be turned in within three days of the student's return.
Half-Day Absence	Student is marked half-day absent if s/he misses more than 25% but less than 50% of the instructional day.	▪ Work missed may be assigned by the teacher. ▪ The student has one day to complete the work and may receive full credit if it is completed satisfactorily.
Out of School (OSS) Suspension of 10 Days or Less	Students who are removed from the classroom for disruptive, dangerous, or unruly behavior and receive a consequence of suspension out of school	▪ Work missed will be assigned by the teacher. ▪ The student may receive either partial or full credit for work if it is turned in within two weeks upon the student's return and completed satisfactorily.
Out of School (OSS) Suspension of More than 10 Days	A student who is suspended out of school for more than ten days for violation of school policy.	▪ Work missed will be assigned by the teacher. ▪ The student may receive either partial or full credit for work if it is turned in within two weeks upon the student's return and completed satisfactorily.
In-School Suspension (ISS) ***not considered an absence***	▪ A student is removed from the classroom for disruptive or unruly behavior and placed in a behavior intervention room on campus. ▪ Students that are recommended for in-school suspension shall avoid interruption to the instructional program and accrual of absences.	▪ A student who is assigned in-school suspension shall continue to receive assignments and work on schoolwork during their in-house suspension period. ▪ The student is not considered absent.

Tardies and Unexcused Absences:

Following a student's third unexcused absence or unexcused occurrence of being tardy, it shall be the responsibility of the teacher of record or homeroom teacher to contact the parent/guardian to notify them of the student's attendance status.

Use the table on the following page as a procedural guide.

Occurrence	Action Taken	Documentation
3rd unexcused absence or tardy	Teacher contacts parent regarding student's attendance or tardiness.	Document communication (in JCAMPUS) and maintain file of note(s) sent home and returned with parent signature.
5th unexcused absence or tardy	▪ Teacher contacts parent for parent conference. ▪ The purpose of this conference is for the parent to respond to inquiry regarding the nature of the absence(s) or tardies.	▪ During the conference, the parent/ guardian signs a receipt of the notification from the school of unexcused absences/tardies. ▪ The signature sheet of notification and attendance at the conference shall accompany information acquired during the conversation with the parent and both are to be maintained within the student's cumulative folder and documented in JCAMPUS.
6th unexcused absence or tardy	▪ Teacher refers student to school social worker and provides background information to assist social worker; social worker proceeds with consequences as defined by ACT No.745 of the Louisiana Legislature. ▪ School nurse follows up on medical reasons cited for absences (if applicable.)	Social worker communicates with teacher regarding progress/outcome of progress with parent; documentation is maintained by social worker in JCAMPUS.
7th unexcused absence or tardy	▪ Social worker continues to work with family and moves through established procedures. ▪ Social worker, student's teacher(s), nurse, and administration keep in communication and continue to implement interventions. ▪ Documentation is maintained in JCAMPUS.	

Overview

In October 2017, BESE approved revisions to Bulletin 1566 that support LEA flexibility with regard to student promotion. The new policy ensures that struggling students have plans in place to address their academic needs. This guidance provides information for school systems to implement the revised promotion and support policy.

- Struggling students must be identified early and receive intensive supports to ensure growth and the ability to stay on track towards graduation. BESE's approved policy promotes the following beliefs:
- Effective, targeted instructional support integrated into on-grade-level instruction using a top tier curricula is critical to success.
- Struggling students must be identified as early as possible.
- LEAs and schools must be accountable for the improvement of individual struggling students.
- Parents must be aware of their students' challenges and partner with the school to support student improvement.
- Students must feel supported, valued, but engaged in their improvement efforts.
- Success comes from instructional and counseling support but may also come from other interventions such as retention.

New Policy and Process (Bulletin 1566 §701 and §703)

The LDE will provide each LEA a roster of 3rd and 4th grade students who scored below "Basic" in at least two core academic subjects (ELA, math, science and social studies). Beginning in fourth grade, the student must receive an individual academic improvement plan, reviewed with and signed by the student's legal guardian(s). The plan must outline at least two allowable interventions (see next page) per "Basic" received by subject area. The individual academic improvement plan should continue until the student meets academic expectations.

The new process for promotion or retention determinations includes the following steps (see Attachment 2 for details):

At the end of the school year beginning in grade 4 and based on preponderance of evidence about student learning, the school system identifies students in need of additional academic supports and develops individual academic improvement plans:

- **Action Step 1: Identify students.** Identify students using all available information about student learning and the results/roster provided by LDE.
- **Action Step 2: Engage family and create a plan.** Engage family at school level to discuss intervention options for student. Create an individual academic improvement plan in partnership with teacher and family. Parent/legal guardian signs individual academic improvement plan/legal guardian agreement form.
- **Action Step 3: Determine status.** Continue individual academic improvement plan until student meets expectations; and per school system policy, determine final retention or promotion status.

Intervention Options

If a student is identified as needing an individual academic improvement plan, the school system is required to choose at least two high quality interventions for each core academic area from the list below. Those interventions must be included in the plan created at the parent/legal guardian meeting. The parent/legal guardian shall sign an agreement form indicating the selected interventions.

Options	Requirements and Resources
Enrollment in a summer program	Program uses a tier 1 instructional curricula or learning program Program taught by a Highly Effective or Effective Proficient teacher. No more than 35% of the instructional time can be made up of learning below the student's registered grade level. At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.
Additional in-school support	Additional learning minutes should come from free time during the school day or after school support. Student should never be pulled out of on grade level, core academic instruction with peers to receive below level instructional support. No more than 35% of the instructional time can be made up of learning below the student's registered grade level. At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.
Access to high quality (tier 1) curriculum	Use of a top tier program that includes built in instructional support.
Placement in classroom with a highly effective or effective proficient teacher	Student is placed in the classroom of a teacher rated highly effective overall or highly effective on value added model or has proven to grow students on the LDE roster in the past.
Additional in-school support resources: Louisiana Believes Teacher Support Toolbox (by grade and subject) K-12 Math Planning Resources: Helping students who struggle (by grade) Diverse Learners Guide and the Supports Flow Chart (ELA Guidebooks 2.0)	

Attachment 1: Bulletin 1566 Summary

Students are expected to score "Basic" in at least two core academic subjects, including ELA, math, science, and social studies; however, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning, including LEAP results.

If a student does not score "Basic" in at least two core academic subjects, the student shall be provided with an individual academic improvement plan, reviewed with and signed by the student's parent or legal guardian. The plan must outline at least two allowable interventions/supports to be provided during the school year and/or during the summer (see previous page for detailed description of interventions).

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

Summer instructional support programs shall use curriculum determined by the LDE to fully align to Louisiana State Standards. At the December 2017 BESE meeting, revisions were approved to Bulletin 1566 with regard to summer instructional support to allow for teachers rated "Effective: Proficient," in addition to those rated "Highly Effective," be able to serve as summer instructional support instructors. Remedial (below grade-level) instruction shall be limited to only necessary and focused skills as identified from top quality assessments and cannot account for more than 35 percent of the total summer instructional support instructional time. Students with disabilities attending summer instruction support shall receive special supports as needed. No summer retest will be provided or required.

Attachment 2: Promotion or Retention Determination Process

Per Bulletin 1566, promotion remains a local decision and there is no forced promotion at any grade. The process should include the following steps:

Action Step 1: Identify students.

The LDE will provide to each LEA a roster of third and fourth grade students who scored below "Basic" in at least two core academic subjects, including ELA, math, science, and social studies. The school system will use the roster to determine which students should be placed on an individual academic plan at the end of fourth grade.

Action Step 2: Engage family and create a plan.

If a student is identified as not meeting "Basic" in at least two subject areas by the end of fourth grade, then the school must hold an individual parent meeting with the child's family to build an individual academic plan in partnership with the teacher. The school and the family must sign an agreement stating each party's commitment to executing the plan.

This agreement must be kept on file and the department will monitor districts each year. Any district with less than 90% of documents on file will require further monitoring.

Action Step 3: Determine status.

Continue individual academic improvement plan until student meets expectations and when applicable, determine final retention or promotion status. The school system will make that determination based on available data.

If retention is deemed the appropriate action for the struggling student, the following requirements must be met:

- Criteria for determination should be listed in school system PPP and adhered to in all retention decisions
- District should consider recommendations from LDE on what leads to retention, including but not limited to:
    - Parent recommendation/agreement
    - Student maturity
    - Combination of at least 2+ test scores
    - Student work results throughout the school year
    - Teacher recommendation
- Summer school must be offered to student before retention takes effect
- Parent meeting must be held to ensure parents understand rights relative to retention and sign permission to retain document provided by LDE.

If promotion through instructional support is deemed the appropriate action for a struggling student in any given year, then instructional support plan must be developed or updated using the academic improvement plan template (**Appendix E**.)

APPENDIX E

DEPARTMENT of EDUCATION
Louisiana Believes

Individual Academic Improvement Plan

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete one template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
❑ Enrollment in a summer program	Teacher name/rating: Summer program curriculum: Progress monitoring plan:
❑ Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
❑ Guaranteed access to a tier 1/high quality curriculum	Curriculum:
❑ Placement in a classroom with a highly effective or effective proficient teacher	Teacher name/rating:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:

Documentation of Progress:

Date	Targeted Intervention	Progress and Next Steps	Reviewed Initials
			Parent: Teacher: Administrator:
			Parent: Teacher: Administrator:
			Parent: Teacher: Administrator:
			Parent: Teacher: Administrator:
			Parent: Teacher: Administrator:
			Parent: Teacher: Administrator:
			Parent: Teacher: Administrator:

DEPARTMENT of EDUCATION
Louisiana Believes

Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form

Your student, _____ (student name), shall be placed on an individual academic improvement plan in partnership with the Choice Foundation school (check appropriate box below)

☐ Lafayette Academy Charter School ☐ Esperanza Charter School

and teacher(s) _____ (teacher/s name/s) because s/he did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, your student has the right to at least two or more of the following interventions:

- Placement in a classroom with a teacher rated highly effective or effective proficient
- Access to instruction leveraging a high-quality (tier 1) curricula during school hours
- Additional in-school support where off-grade level instruction does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in a high-quality summer program that uses a high-quality (tier 1) curricula or learning program

Further, the parent/legal guardian of _____ (student name) understands:

Initial	(Your initials indicate you have read and understand each item below.)
	Student is entitled to participation in an academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention support available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by accessing resources available in the Family Support Toolbox Library (www.louisianabelieves.com) and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan: (In the box below, describe the policy for the student's grade level, or attach page(s) from the Pupil Progression Plan to this document.

DEPARTMENT of EDUCATION
Louisiana Believes

Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form

School System: **Choice Foundation**	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School:

Select at least two or more options from the intervention list below:

_____ Enrollment in a summer program

_____ Additional in-school support

_____ Guaranteed access to a tier 1/high quality curriculum

_____ Placement in a classroom with a highly effective or effective proficient teacher

I am a parent or legal guardian of the student reference above and I understand my rights as they relate to promotion and retention. I have selected and agreed to this course of action for my student.

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:

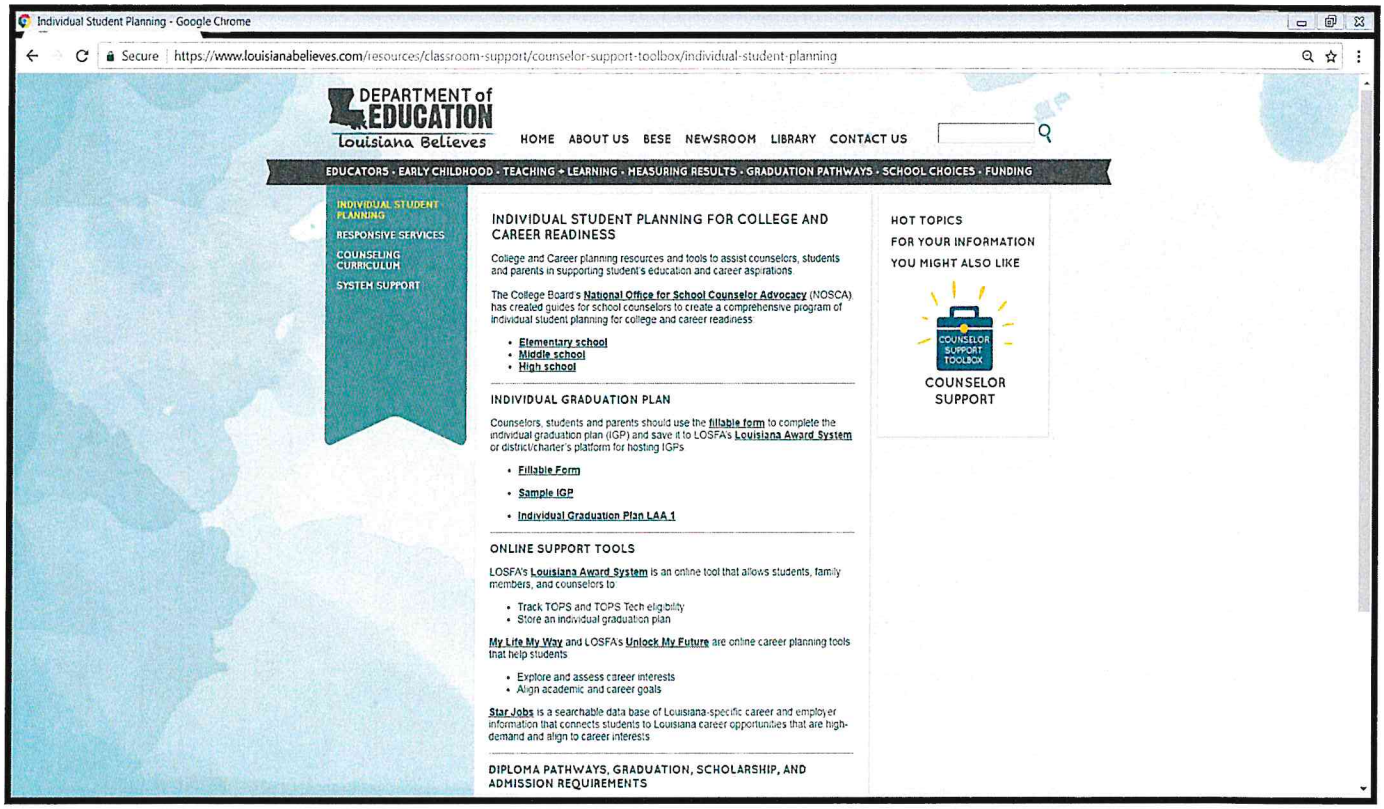
School Administrator Signature:	Date:

Individual Graduation Plan

By the end of eighth grade, every student (with the assistance of his/her parent or other legal custodian and school personnel) 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.

The Louisiana Department of Education has created an IGP template, along with a sample of a completed IGP and guidance documents for completing the plan. These resources are located on the LDOE website on the link below:

https://www.louisianabelieves.com/resources/classroom-support/counselor-support-toolbox/individual-student-planning



To assist in planning for high school, LDOE has created a *High School Planning Guidebook*. It can be accessed here:

http://www.louisianabelieves.com/docs/default-source/course-choice/high-school-planning-guidebook-(web).pdf?sfvrsn=32

CHOICE FOUNDATION

APPENDIX G

OFFICIAL GRADE CHANGE FORM

School:_____ Today's Date:_____

Student Name: _____ Student State ID#: _____

Current Age: _____ Date of Birth: _____

Student's Current Grade: _____ Promote to Grade: _____

Check if the student is: _____ SPED _____ EL _____ Gifted/Talented _____ 504

Rationale for the student receiving a grade change, attach needed documentation:

_____

_____

_____

_____

_____

Student Information:

Attendance: _____ days absent; _____ days tardy out of _____ days of school

Grades: ELA _____; math _____; social studies _____; science _____

Comments regarding behavior and social skills

_____

_____

_____

_____

Action Plan to fill in academic gaps that student will have as a result of this change in grade placement:

Strategy/Service	Date to begin	Person Responsible	Progress Check - date	Progress Check - comments
1.				
2.				
3.				

_____

Teacher's Signature Date

_____

Division Head's Signature Date

_____

Head of School's Signature Date

Copies: Teachers, Ops Manager, Parent, Cumulative File

CHOICE FOUNDATION

APPENDIX H

SCHOOL BUILDING LEVEL COMMITTEE
DOCUMENTATION OF PROMOTION/RETENTION

School: _____ **Date:** _____

Student: _____ **Student ID#:** _____

Date of Birth: _____ **Current Grade:** _____

Teacher(s): _____

_____ **STUDENT FAILED TO MEET STATE ATTENDANCE REQUIREMENTS.**

_____ **STUDENT FAILED THE FOLLOWING SUBJECTS:** _____

_____ **(GRADES 3-8) STUDENT DID NOT ACHIEVE MINIMUM PROFICIENCY LEAP CRITERIA**

The following areas have been reviewed to determine whether to promote or retain the student:

_____ Student's chronological age

_____ Previous test scores

_____ Class participation and social/emotional development

_____ Student progress

_____ Student attendance

_____ Participation in remedial/intervention programs

_____ Progress as a result of interventions (student must have received intervention and results of interventions must be documented)

_____ Level of family involvement

_____ Peer interactions

_____ Level of English Language Proficiency

_____ Other _____

After reviewing documentation on this student, the decision of the School Building Level Committee is to:

_____ PROMOTE the student to grade _____.

_____ PROMOTE the student to grade _____ contingent upon successful completion of the Summer Remediation Program.

_____ RETAIN the student in grade _____.

_____ ASSIGN the student to grade _____.

_____ RECOMMEND the student to attend the Summer Remediation Program.

_____ Other _____

_____

School-based Team Leader Signature Date

_____

Head of School's Signature Date

_____

Parent Signature Date