

# **2023-2024 Pupil Progression Plan**

**Local Education Agency:**

**Northshore Charter School**

## Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#).

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

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

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

### Grade 1

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

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

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

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

The Desired Results Development Profile (DRDP-K) and DIBELS 8th Edition will determine student's ELA and Math proficiency in Kindergarten critical skills and recommendation for placement.

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

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

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

### **Promotion: Kindergarten**

In addition to governing policy, students in Kindergarten must complete the following:

1. Meet attendance requirements according to Bulletin 741.
2. Master the following skills on the Mastery Skills Checklist:
  - a. Identify upper & lower case letter names with 92% accuracy.
  - b. Identify letter sounds (consonants and short vowels) with 85% accuracy.
  - c. Identify numerals 1-10 with 90% accuracy.
  - d. Match sets of concrete items with numerals 1-10 with 90% accuracy.
  - e. Read a curriculum-based high frequency word list with 67% accuracy.
  - f. Adding and subtracting within 5 with 85% accuracy.
  - G. Orally counting to 100 with 85% accuracy.

### **Promotion: 1st grade and 2nd grade**

In addition to governing policy, a student must meet the following criteria to be promoted to the second grade:

1. Meet attendance requirements according to Bulletin 741.
2. Earn a passing grade (67%) in both English Language Arts and Mathematics  
The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second semester will be calculated by averaging the third and fourth nine-week grades. The yearly average will be calculated by averaging the grades of the four nine-week periods. (Semester grades will not be averaged to determine the yearly grade.)
3. Students must master the following skills:
  - a. Identify letter sounds from the school-developed curriculum-based sound symbol chard with 85% accuracy.
  - b. Identify curriculum-based high-frequency words up to grade level with 85% accuracy.

### **Promotion: 5th grade, 6th grade, and 7th grade**

In addition to governing policy, a student must meet the following criteria to be promoted:

1. Meet attendance requirements according to Bulletin 741.
2. Earn a passing grade of 67% in at least 3 of the following major subjects: English Language Arts, Mathematics, Science, and Social Studies.
  - a. The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second semester grade will be calculated by averaging the grades for the third and fourth nine-week periods. The yearly average will be calculated by averaging the grades from each nine-week period. (Semester grades will not be averaged to determine the yearly grade.)
3. The student must meet the State high-stakes testing policy outlined above.
4. If a discrepancy exists between provision 1 and provision 2 above, a decision on promotion or retention will be made by SBLC through a review of the following: academic performance, report card grades, state testing policy, which will take precedence in the decision-making process, age, attendance, and special circumstances.

### III. Promotion of students in grade 3

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

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

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

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

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

In addition to governing policy, a student must meet the following criteria to be promoted:

1. Meet attendance requirements according to Bulletin 741.
2. Earn a passing grade of 67% in at least 3 of the following major subjects: English Language Arts, Mathematics, Science, and Social Studies.

The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second semester grade will be calculated by averaging the grades for the third and fourth nine-week periods. The yearly average will be calculated by averaging the grades from each nine-week period. (Semester grades will not be averaged to determine the yearly grade.)

3. The student must meet the State high-stakes testing policy outlined above.
4. If a discrepancy exists between provision 1 and provision 2 above, a decision on promotion or retention will be made by SBLC through a review of the following: academic performance, report card grades, state testing policy, which will take precedence in the decision-making process, age, attendance, and special circumstances.

#### **IV. Promotion of students in grade 4**

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

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

- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

In addition to governing policy, a student must meet the following criteria to be promoted:

1. Meet attendance requirements according to Bulletin 741.
2. Earn a passing grade of 67% in at least 3 of the following major subjects: English Language Arts, Mathematics, Science, and Social Studies.  
The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second semester grade will be calculated by averaging the grades for the third and fourth nine-week periods. The yearly average will be calculated by averaging the grades from each nine-week period. (Semester grades will not be averaged to determine the yearly grade.)
3. The student must meet the State high-stakes testing policy outlined above.
4. If a discrepancy exists between provision 1 and provision 2 above, a decision on promotion or retention will be made by SBLC through a review of the following: academic performance, report card grades, state testing policy, which will take precedence in the decision-making process, age, attendance, and special circumstances.

Struggling students (those not scoring at least “Basic” in two academic subjects) will be identified and an Individual Academic Improvement Plan will be developed.

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

### **Regular Grade 8 Promotion**

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth



grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

### **Grade 8 Promotion Waivers**

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

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

### **Transitional 9<sup>th</sup> Grade**

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

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

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

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

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

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

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

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

In addition to governing policy, a student must meet the following criteria to be promoted:

1. Earn a passing grade of 67% in at least 3 of the following major subjects: English Language Arts, Mathematics, Science, and Social Studies.

The first semester grade will be calculated by averaging the grades for the first and second nine-week periods. The second semester grade will be calculated by averaging the grades for the third and fourth nine-week periods. The yearly average will be calculated by averaging the grades from each nine-week period. (Semester grades will not be averaged to determine the yearly grade.)

2. The student must meet the State high-stakes testing policy outlined above.
3. If a discrepancy exists between provision 1 and provision 2 above, a decision on promotion or retention will be made by SBLC through a review of the following: academic performance, report card grades, state testing policy, which will take precedence in the decision-making process, age, attendance, and special circumstances.

### **High school promotion and transition considerations**

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

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

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

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

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

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

### **Credit Recovery Courses and Units**

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

7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

### **NCAA Update**

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

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

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

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

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

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

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

**Credit recovery programs**

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

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

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

**Information for school administrators**

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

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

Not applicable to Northshore Charter School
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## VI. Placement of transfer students

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

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

**Transfer Grade - Approved Schools:**

Percentages and letter grades from the previous school system will be recorded as received. However, in cases where percentages are not recorded by the previous school, the lowest percentage for the letter grade at Northshore Charter School will be recorded until the formal written notification is provided by the student, parent, or previous school.

**Home Study and Unapproved Schools:**

The principal and school test coordinator will make placement recommendations based upon the following:

A placement test may be administered to any student transferring to NCS from home-schooling and unapproved schools in grade 3, 4, 6, 7, and 8. DIBELS 8th Edition and grade promotion guidelines will apply to grades 2-3 students.

## VII. Support for students

### School year support

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

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

### Summer remediation

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

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

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

### **VIII. Support Standard for Grades Kindergarten-3**

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

### **IX. Literacy Support Standard for Grades 3 and 4**

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

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



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

## **X. Promotion and placement of certain student populations**

### **Students with disabilities**

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

### **English learners**

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

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

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

All students at Northshore Charter School are held to the same Pupil Progressions standards. When there is a question regarding promotion, we meet through the SBLC or IEP Team to review all documentation in order to make an individualized, informed decision that is in the best interest of the child. This standard holds true for any student: regular education, 504, EL, or SPED.

When there is the possibility that a student will be retained, the SBLC shall meet. This committee shall be composed of all stakeholders responsible for the education of the student, at least two of which will be the Director of Curriculum and Instruction or a designee, Director of Special Education or a designee (if student with disabilities) AND the school principal.

The committee shall, on an individual basis, determine placement of each student. Documentation and supportive evidence will be reviewed by the committee and a decision will be made in the best interest of the student.

### **LEP**

Every student entering a school in the district will complete a Home Language Survey. When answers on the survey indicate a home language or first language other than English, an assessment of the student's language will be made. A copy of the survey is submitted to the EL coordinator and the original is placed in the student's cumulative folder. The EL coordinator will schedule further screening, if necessary.

Identified students will be screened with the English Language Proficiency Screener (ELPS) in order to determine language proficiency, as needed.

EL students entering the school with no records shall be placed in the grade appropriate to his chronological age. English as a Second language will be provided as part of the language arts curriculum. Instruction in EL will follow the curriculum in the English Language Arts Curriculum Guide for EL K-8.

Once a student has exited LEP status, his/her academic progress will be monitored for two years by the district. The district EL coordinator, school counselors, school EL contact person, and classroom teachers will monitor the exited student's performance to ensure continued proficiency. In the event of regression, a student could possibly be reclassified as LEP if a review of the academic achievement indicates a need to do so.

## Grading

- **K-8** A LEP student will be assigned grades in the content area based on effort, corporation, and participation in classroom assignments to the degree his/her English language proficiency allows. Consideration shall also be given to include the following: pays attention in class; follows directions; has required materials; completes homework assignments; shows progress in skill mastery.
- **Middle School** teachers of EL students are expected to modify instruction, pacing, materials, assessments, and grading practices as necessary and appropriate to meet the needs of their students.
- No LEP student shall be retained solely because of limited English proficiency. LEP students cannot be assigned less than a D for lack of understanding of the English Language if they are putting forth the effort (attending class with the appropriate materials and making an attempt to meet the course requirements) and language is a barrier to their success. An F can only be given after the following occurs:
  - Documentation of educational interventions used in the regular education class and documentation of incidents of behavior disruptions, and
  - A conference with the regular education teacher, EL personnel, Principal, and parent/guardian of the student.

## XI. Alternative education placements

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

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

Recommendation for expulsion may result in an alternative placement off campus following a disciplinary hearing at the school. The offense will determine the length of placement. Coursework will be delivered equivalent to core instruction delivered in regular education setting through online curriculum.

The classroom will operate from 8:00 until 2:30, Monday through Friday during the school year.

## XII. Due process related to student placement and promotion

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

The following due process procedures shall apply to students, parents, and teachers as it relates to the regular education program.

- In cases where there are grievances from individual students, parents, or teachers concerning pupil placement in the regular program, the individual may file a complaint with the Principal of the school. The Principal will arrange for a conference within five calendar days following the complaint. At this point, the Principal will direct continuation or modification of the placement.
- Following the Principal's conference and decision, should the party continue to be aggrieved, a written request may be filed with the President of the school board within ten days after the Principal's conference. The President or his designee shall schedule a hearing within ten calendar days after receiving the complaint. A final decision will be made at that point.
- The aggrieved party has the right to appeal the decision of the board President. A written request may be filed with the Superintendent of the authorizing LEA within ten days after the President's conference. The Superintendent or his/her designee shall schedule a hearing within ten calendar days after receiving the complaint. A final decision will be made at that point.
- The party involved has the right to appeal the Superintendent's decision. Within 30 calendar days following the Superintendent's decision, the party may submit a written request to the appropriate bureau in the State Department of Education for a review of the findings of the Authorizing LEA's decision.
- Northshore Charter School's due process procedures do not contradict the due process rights defined in the EHA-Part B.

#### Students with Disabilities

- In the case of a student with a disability or for exceptional student, due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA), part B, LEA Application.
- Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

#### Students served under Section 504

- Northshore Charter School does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities. Any alleged discriminatory practices within the scope of Section 504 of the Americans with Disabilities Act should be addressed through the grievance procedure that follows.
- The primary purpose of this procedure is to secure, the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept confidential at each step in the process.

**Step 1:** Proper levels of authority and communications are to be followed if a student or a parent wishes to discuss a complaint or a grievance. The student or parent *first contacts the teacher or school personnel with whom the problem occurred* for a conference. In the event that the situation is not resolved, the following persons are to be contacted in order until satisfactory resolution is achieved: the *School Building Level Committee (SBLC) Chairperson*, the *Counselor*, and finally, the *School Administrator/Principal*.

**Step 2:** If, as a result of the discussion, the matter is not resolved, the grievant may request a conference with the appropriate *Central Office Staff* member (Director of Instruction, Supervisor of Child Welfare and Attendance, Supervisor of Support Personnel, Section 504 Coordinator, etc.). Full details of the grievance shall be initiated in writing or a Section 504 Grievance Form (see Appendix B) shall be completed by the grievant within five (5) days following the conference with the principal. The appropriate Central office staff member shall communicate the decision to the grievant in writing within five (5) school days following the date of submission. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

**Step 3** If the grievance is not resolved, the grievant may no later than five (5) schools days after receipt of the Central Office staff member's decision appeal it to the Assistant Superintendent or designee who will attempt to resolve the complaint through mediation. The appeal must be made in writing and must give details as to why the decision was unsatisfactory. The Assistant Superintendent shall notify the grievant of the date of the mediation meeting and of his/her right to present the complaint at said meeting. The grievant will be notified in writing ten (10) school days. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have not further right with respect to said grievance.

**Step 4:** If the grievance is still not resolved, the grievant may appeal the decision within five (5) school days to the Superintendent, who will review the facts and efforts made to resolve the problem and will make a decision in writing to the grievant within five (5) school days. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

**Step 5:** If the grievant is not satisfied with the decision of the Superintendent, within five (5) school days after receipt of the decision, he/she may request a review by the School Board. The request shall be made in writing through the Superintendent who shall attach all papers relating to the grievance. The grievant's appearance to present his appeal before the School Board shall be scheduled in accordance with regular procedures adopted by the School Board. The grievant may appear alone at this meeting with the grievant. Unless the grievant appeals the decision in writing within five (5) school days of the written decision, the grievance shall be deemed resolved.

Hearing Procedure: An impartial due process hearing will be used to resolve differences involving the education of any student that qualifies under Section 504 when such differences cannot be resolved by mediation or a less formal procedure. In this instance, due process is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the SBLC regarding application of Section 504. A Section 504 due process hearing may be called at the request of the School Board or a parent, guardian, or surrogate of an affected student. The proceedings will be presided over and decided by an impartial hearing officer, a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties. This person is one who is agreeable to both the parent and the school system, who is not employed by the school system or involved in the education of the child, or who otherwise has any personal or professional interest in the hearing. The grievant has the right to see a statement of the qualifications of the hearing officer.

In all related hearing matters, the following definitions shall apply:

**SBLC** - refers to the School Building Level Committee

**Section 504** - refers to the Rehabilitation Act of 1973

**Days** - means calendar days

**Section 504 Individual Accommodation Plan (IAP)** - means the specific program of accommodations/interventions developed to meet the needs of the eligible Section 504 student.

**Parent(s)** - refers to the student's parent(s), legal guardian(s), or surrogate parent.

**BESE** - refers to the Louisiana Board of Elementary and Secondary Education.

Parents or the School Board may initiate a due process hearing on a matter related to:

- Eligibility and related procedures
- Procedural safeguards, or
- Provisions of free and appropriate public education for the student.

Requests for a due process hearing must be submitted in writing to:

**Northshore Charter School  
Dee Dee McCoullough, Principal/Chief Executive Officer  
111 Walker Street  
Bogalusa, Louisiana 70427**

Hearing notifications to the parent shall be given no less than fifteen (15) days and no more than thirty (30) days from the request is received.

Hearing notifications to the parent(s) shall contain:

- A statement of time, place, and nature of the hearing. Time and place must be reasonably convenient to parent(s) and child.
- A statement of the legal authority and jurisdiction under which the hearing is being held. The hearing must be conducted in accordance with guidelines developed by the school system with the approval of BESE.
- A reference to the particular section of the statutes and rules involved.
- A statement of the availability of relevant records for examination.
- A short and plain statement of the matters asserted.
- A statement of the right to be represented by counsel. The grievant has the right to be told of any free or low cost legal or other relevant services available. He/she must also be informed that attorney's fees may be recoverable in accordance with the provisions of Section 1415 of the Education of the Handicapped Act as amended (20 USC 1401-1485).

All written correspondence shall be provided in English and/or interpreted in the primary language of the grievant.

Hearing Procedures shall be presided over by the Hearing Officer, who shall conduct the proceedings in an impartial manner so that all parties involved have an opportunity to:

- Present their evidence
- Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to the problems with students with disabilities.

Parent(s) involved in the hearing will be given the right to:

- Have the student present at the hearing.
- Open the hearing to the public.
- Have an interpreter, when language differences are determined to exist.
- Present evidence and confront, cross-examine and compel the attendance of witnesses employed by the school system.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) days before the hearing.
- Have the child remain in his/her present educational placement during the pendency of the administrative proceedings, unless parent and the school system agree otherwise.
- Have the child, if not enrolled in the program, placed in a program operated by the school system until the hearing and review process is final.

Duties of the Hearing Officer shall be to:

- Review all relevant facts concerning the education placement.
- Determine, subject to appeal by an appellate process or judicial review, whether the School Board has met all procedural aspects of the Section 504 IAP.
- Render a decision, subject to an appellate process or judicial review, which is binding on all parties except that in all cases any action taken must comply with current Louisiana Revised Statutes and Federal Court decisions.

Further, the Hearing Officer shall ascertain that:

- The procedures used in determining the student's needs have been appropriate in nature and degree.
- The student's rights have been fully observed.
- The provision of aids, services, or programs to the student may afford a free and appropriate education.
- If the parent(s)' primary language is other than English, then the Hearing Officer shall appoint an interpreter.

A copy of the Hearing Officer's decision shall be delivered to the School Board and to the parent(s) within ten (10) days following completion of the hearing, which in no event shall be later than forty-five (45) calendar days after receipt of the request for a hearing. Notification will include a statement that either party may appeal the decision. The Hearing Officer only at the written consent of either party may grant extensions of the Due Process Hearing timelines to the Hearing Officer. The decision of the Hearing Officer is binding on all parties concerned; it is subject to an appellate process or judicial review.

- Upon receipt of the decision in a due process hearing under Section 504 of the Rehabilitation Act of 1973, an aggrieved party may appeal such decision to the school system's Section 504 Coordinator within thirty (30) days of the date of the decision. If no party files an appeal within the thirty (30) day time period specified above, the written decision of the Section 504 hearing Officer will be regarded as the final decision on the complaint at the expiration of that period.
- The Section 504 Coordinator, upon receipt of timely appeal, shall arrange for the establishment of an impartial review [anal composed of three (3) impartial reviewers, at least one of whom shall have received training in Section 504. The review panel shall meet and review the decision of the Section 504 Hearing Officer. The grievant has the right to be afforded the opportunity, at the appeal, for oral and/or written arguments, at the discretion of the reviewing panel, and to have the oral arguments conducted at a time reasonably convenient to the parent. By majority decision, the review panel shall have the right to affirm, reverse or modify the decision of the Section 504 Hearing Officer based solely on the merits of the case. The review panel shall have forty-five (45) operational days from the date that the request for review is received by the Section 504 coordinator in which to disseminate its decision to both parties. Any party aggrieved by the decision of the review panel shall have the right to appeal that decision as allowed by law.
- A written or taped recording of the Section 504 Due Process Hearing shall be on file at the School Board office and will be available for review upon request of the parent(s) and/or any of the involved parties. Parent(s) may have a copy of the proceedings, in English and in the primary language of the home.
- If an agreement is not reached between the grievant and the school system, an appeal may be made in court within 30 days of the decision rendered.
- At any time after appealing to the Central Office of the school system if a grievant feels that an impasse or no resolution will be forthcoming, he may appeal to the Office of Civil Rights.

### **XIII. Additional LEA policies related to student placement and promotion**

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

#### **Grading Scale for Regular Courses, Grades 1-8**

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

#### **Grading Systems for Kindergarten**

Kindergarten report cards will reflect student progress toward mastery of course content in all subject areas of that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences and/or JCampus Student Progress Center. All assessments shall be fair and reasonable as determined by the Principal/CEO or designee. The evaluation key is as follows:

- Report by letter grade: S, N, and U: Reading, Writing, Speaking and Listening, Language, and Mathematics.
- Report by letter grade: S and N: Social/Emotional Development, Fine Motor Development.

Emphasis will be placed on regular communication with parents through formal and informal conferences. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter the class. The teacher is responsible for marking report cards. Supplementary marks may be added. Modifications to grades will be in accordance to applicable individual Education Plans or Individual Accommodation Plans. Students shall be promoted if they show satisfactory progress at the end of the 4th grading period. Students showing Needs Improvement on available criteria will be referred to the SBLC to determine promotion or retention, with parent advisement. There shall be no Honor Roll in Kindergarten.

#### **Grading Systems for Grades 1-8**

- Report cards will reflect student progress toward mastery of course content in all subject areas of that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences and/or JCampus Student Progress Center. All assessments shall be fair and reasonable as determined by the Principal/CEO or designee.
- Grade points are to be given for course-related academic work only (i.e. projects, tests, quizzes, assignments, homework). Grades shall not be given based on non-content related requirements (i.e. returning papers, attending functions, behavior, etc).
- Each student must have at least (1) grade/score per subject/period recorded each week in the class record book with a minimum of eleven (11) grades/scores recorded per nine-week period in each subject/period. At least four (4) of the recorded grades/scores are to include tests or major projects assessing the major concepts taught during each grading period.
- Bonus Points may only be given if all students are given equal opportunity to receive the points. Bonus work must be relevant to the course content and be a learning experience. Bonus points may not be given for behavior or participation. If given, bonus points carry a relatively small amount weight of the overall points for the nine weeks grade.
- Ceiling of 100% - No student may receive more than 100%. In relations to bonus points, students will not receive full bonus points earned if it brings their grade over 100%.
- Floor of 45% - No student will receive lower than a 45% as a 9-week, midterm, or final grade. The only exception is if the student refused to take or make up the midterm or final exam.
- Nine-weeks exams, grades 4-8: Teachers are expected to have a minimum of one (1) grade per week. At least four (4) of these grades are to include tests. These tests will include the major concepts taught during each testing period.

**High School Credit in grades 6, 7, and 8:** Middle school students can take courses for Carnegie credit. Courses offered included: Introduction to Business Computer Applications, World Geography, Journey to Careers, Health, or Fine Arts Survey. Course availability will depend on certified staff and availability of resources. The student shall receive a letter grade on his or her transcript.

**The School Building Level Committee:** (SBLC)'s function is to convene and consider all appropriate material that relates to the student's classwork and use the criteria in place as described in the Pupil Progression Plan to determine appropriate placement. Based on the review of records available, the SBLC will make recommendations concerning student promotion and retention. An exceptional promotion as determined by the SBLC on a case-by-case basis may be considered where allowed by BESE policy only under any one or more of the following circumstances:

- If the student has been in the same grade for two years,
- If the student is two years above his age group and has been enrolled one full year in each preceding elementary grade,
- Exceptions are allowed by the state-mandated assessment accountability guidelines.
- In rare and extreme cases, as allowed by law, the SBLC may recommend to the principal that a child with other extenuating circumstances be promoted. If the promotion involves moving from one school to another, the principals must communicate. Following this communication and review of the case, consultation will be help with the parents and a final recommendation will be made. In cases where an agreement cannot be reached, final decision approval rests with the Principal/CEO.

**Homebound Services:** Hospital/Homebound is an alternative educational setting provided to students for the provision of educational services according to an Individualized Education Program or Homebound approval. Parents seeking homebound services for a student should request an application from the school. IEP or SBLC teams will review the request, medical information, or other supportive documentation. The Principal/CEO will then make a determination. Homebound instruction will be provided in the core academic subjects by a certified teacher: English Language Arts, Mathematics, Science, and Social Studies. However, if homebound services are required for less than twenty school days, instructional services may be provided by a consultative model (certified regular or special education teacher consults with the homebound teacher). Homebound and school-based teachers will determine material to be covered that is similar to the school-based program.

#### XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) \_\_\_\_\_ 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: \_\_\_\_\_

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President