



Louisiana Believes

2016-17
Pupil Progression Plan
Format and Content

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March 2016

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**. Anything highlighted in **yellow** has been revised to reflect recent policy updates.

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• a local contact information page	
• a listing of the committee of educators appointed by the superintendent	
• a listing of the parents appointed by the school board	
• documentation of input into the PPP by educators/parents, and	
• copies of the public notice of the PPP prior to approval of PPP (dates and location)	
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Pupil Progression Plan

for

The MAX Charter Alternative School System

for

(2016-2017)

Submitted to Louisiana Department of Education

10/24/2016

(Date Submitted)

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SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

Formal Submission Statement

Assurance is hereby made to the State Department of Education that the MAX Charter Alternative School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

Linda K. Musson
Superintendent

Karen L. Chauw
School Board President

10-21-2016
Date

10-24-16
Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Rebecca Walker

Telephone Number (985) 227-9500

E-mail Address rbwalkermx@yahoo.com

If Applicable:

LEA Contact Person (Secondary) Alison Borne

Telephone Number (985) 227-9500

E-mail Address taborne@yahoo.com

Rebecca Walker

(Primary Signature)

10.21.16

(Date)

PUPIL PROGRESSION PLAN COMMITTEE

**THE MAXINE GIARDINA CHARTER ALTERNATIVE SCHOOL
THE MAX SCHOOL
2015-2016**

EDUCATORS

**Linda M. Musson, Teach to Teach, LLC,
Director**

**Rebecca Walker
Principal**

Carol “Boo” Broussard, Retired Educator/Grades 7-12

Alison Borne, Data Coordinator

Cindy Grandin, Special Education Teacher, Grades 1-8

W. Keith Wommack, Teacher, Grades 6-8

PUPIL PROGRESSION PLAN COMMITTEE

**THE MAXINE GIARDINA CHARTER ALTERNATIVE SCHOOL
THE MAX SCHOOL
2015-2016**

PARENTS

Sue Cressione

Wendie Darcey

Crystal Guillot

MINUTES OF PUPIL PROGRESSION PLAN COMMITTEE

THURSDAY, SEPTEMBER 1, 2016

MAX CHARTER SCHOOL

Director Linda Musson called the meeting to order at **11:25 A.M.**, and then proceeded to recognize the members present for the initial gathering and preliminary discussion of the **2016-2017 Pupil Progression Plan** for the upcoming school year.

EDUCATORS PRESENT: Director Linda Musson; Principal Rebecca Walker; MAX Board of Directors Vice President Carol “BOO” Broussard; Data Coordinator Alison Borne; Special Education Teacher Cindy Grandin; Teacher W. Keith Wommack

PARENTS PRESENT: Sue Cressione, Wendie Darcey, Crystal Guillot

As done in previous years, Ms. Musson explained that the Pupil Progression Plan (*Bulletin 1566*) is a comprehensive plan developed and adopted by each LEA—based on student performance on the Louisiana Educational Assessment Program and aligned to state laws and BESE policies—that every school district in the state of Louisiana is required to have and submit to the state department by the end of August every school year.

Alison Borne projected the current 2016-2017 template on the Promethean Board for all present committee members to see the changes as they were made. Committee members viewed the 2015-2016 PPP on paper copies. It was explained that the text printed in **green** was mandated by the Louisiana Department of Education (LDOE) and text highlighted in **yellow** has been revised by the LDOE to reflect recent policy updates. Alison Borne also explained that all text printed in **black** are explanations or instructions and a response is needed. Responses specific to The MAX Charter School are printed in **blue**.

The committee composed a response to describe the following:

- Placement Tests Administered (located in I. Placement, B.2. page 10)
MAX no longer administers Stanford Achievement Test (SAT). Any mention of SAT was changed to California Achievement Test. MAX no longer utilizes the Read 180 Program; therefore, the assessment component of this program will no longer be used. Read180 was removed from the list.
- Testing fee for nonpublic/home-schooled students and summer remediation (located in I. Placement, B. 2. c. on page 12)
MAX will no longer reimburse the testing fee.
- Monitoring the performance of former Limited English Proficient students (located in I. Placement, C.1. d. on page 15)
MAX no longer utilizes the Read 180 Program; therefore, the school will use the Assessment component of Renaissance.
- Remediation for students in the 4th and 8th grades (located in IV . Promotion, A. 10 page 18)
MAX will no longer offer summer remediation; however the school will remediate students | during school hours.
- Promotion (located in IV. Promotion, A. 10. page 18 and IV. Promotion, B. page 19)
MAX will no longer use the guidelines of the High Stakes Testing Policy to determine promotion; performance in class, assignments, and/or benchmark assessments will be used to determine promotion.
MAX will no longer use attendance in summer remediation as a factor to consider when determining promotion. The school will use in-school remediation as a factor to consider.

A future meeting will be scheduled if necessary.

There being no further business to discuss, the meeting was adjourned at 1:24 P.M. by Linda Musson.

**MINUTES OF PUPIL PROGRESSION PLAN COMMITTEE
THURSDAY, SEPTEMBER 8, 2016
MAX CHARTER SCHOOL**

Director Linda Musson called the meeting to order at **3:15 P.M.**

EDUCATORS PRESENT: Director Linda Musson; Principal Rebecca Walker; MAX Board of Directors Vice President Carol “BOO” Broussard; Data Coordinator Alison Borne; Special Education Teacher Cindy Grandin; Teacher W. Keith Wommack

PARENTS PRESENT: Sue Cressione, Wendie Darcey, Crystal Guillot

Linda Musson explained that this meeting was necessary to revise one section that was not revised during the initial meeting.

The committee composed responses to describe the following:

- The district’s plan for documenting evidence of achievement/growth of students who are participating in school year remediation (located in VIII. Remediation, D. on page 30)

A future meeting will be scheduled if necessary.

There being no further business to discuss, the meeting was adjourned at 3:45 P.M. by Linda Musson.

PUBLIC NOTICES
MAX CHARTER SCHOOL
2016-2017 PUPIL PROGRESSION PLAN



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X000432403, Publication 08/23/2016
The MAX Charter School Pupil Progression Plan Committee has scheduled its first review meeting at MAX Charter School on Thursday, September 1, 2016, at 11:00 A.M. A second meeting, if needed, will be held on the following Thursday, September 8, 2016, at 3:00 P.M. Parents and the public are invited and encouraged to attend. The 2015-2016 plan will be reviewed, and suggestions on revisions and amendments to the 2016-2017 Pupil Progression Plan will be discussed. Please call the school or refer to the school's web site www.mymaxcharterschool.org for more information.

SECTION II

STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program (LEAP) and is aligned to state laws and BESE policies.

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
 - ▶ Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)
The MAX Charter Alternative School serves students in Grades 1-8 and does not have kindergarten.
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. 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. (Bulletin 741 §1111 D.)
 - b. 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 the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)
 - ▶ Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.
Not applicable. The MAX Charter Alternative School serves students in Grades 1-8 and does not have kindergarten.
 - c. 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. (Bulletin 741 §1111 C.2.)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

All entering first grade students without kindergarten experience will be administered one or more of the following: the DIBELS, Project Read, Math-U-See, AIMSweb, and/or Singapore Math.

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement. (Bulletin 741 §325 C.)

► Name the Developing Skills Checklist, DSC, criterion used for placement of every child entering kindergarten for the first time.

Not applicable. The MAX Charter Alternative School serves students in Grades 1-8 and does not have kindergarten.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed 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. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. For students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
 - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

- c. For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

► Describe the placement policies for transfer students entering transitional 9th grade.

Not applicable

► Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

- Approved schools within the state (public/nonpublic)
- Approved out-of-state schools (public/nonpublic)
- Home Study and Unapproved schools (public/nonpublic)
 - Student entering 5th or 9th grade
 - Names of the entrance tests used to determine grade placement
 - The procedure used for determining Carnegie credit for high school students

► List the placement test(s) administered to the above-mentioned transfer students, if applicable.

Students transferring into the MAX Charter School shall be placed according to the previous educational system attended:

State-Approved Schools (Public/Non-Public, Within State)

- Students transferring from a state-approved school will be allowed credit for work successfully completed in his/her former school--provided that a properly certified copy of the student's cumulative record (K-8) is received by The MAX Charter School. This record must show the student's record of attendance and achievement.
- In the absence of a properly certified record/transcript the student shall be administered one of the following placement examinations, based on age, grade level, and previous educational services:
 - Iowa Test of Basic Skills
 - Woodcock-Johnson Test of Achievement
 - Wechler Individual Achievement Test
 - Peabody Individual Achievement Test
 - Diagnostic Achievement Battery
 - Kaufman Test of Educational Achievement
 - DIBELS
 - Project Read
 - AIMSweb
 - Singapore Math
 - California Achievement Test

State-Approved Schools (Public/Non-Public, Out-of-State)

- Students transferring from a state-approved school will be allowed credit for work successfully completed in his/her former school provided that a properly certified copy of the student's cumulative record (K-8) is received. This record/transcript must show the student's record of attendance and achievement.
- In the absence of a properly certified record/transcript the student shall be administered one of the following placement examinations, based on age, grade level, and previous educational services:
 - Iowa Test of Basic Skills
 - Woodcock-Johnson Test of Achievement
 - Wechler Individual Achievement Test
 - Peabody Individual Achievement Test
 - Diagnostic Achievement Battery
 - Kaufman Test of Educational Achievement
 - DIBELS
 - Project Read
 - AIMSweb
 - Singapore Math
 - California Achievement Test

Unapproved Schools (Public/Non-Public, In/Out-of-State)/Foreign Systems

- Students transferring from unapproved schools/foreign systems in Grades K-8 shall be administered one of the following placement examinations, based on age, grade level, and previous educational services:
 - Iowa Test of Basic Skills
 - Woodcock-Johnson Test of Achievement
 - Wechler Individual Achievement Test
 - Peabody Individual Achievement Test
 - Diagnostic Achievement Battery
 - Kaufman Test of Educational Achievement
 - DIBELS
 - Project Read
 - AIMSweb
 - Singapore Math
 - California Achievement Test

Fees covering the cost of administering, scoring, and reporting results may be charged.

Guidelines for Nonpublic and Home Schooled Students Transferring to the Public School Systems: Participation in the LEAP

- Students entering the Louisiana Public School System at grade 5 from either an in-state non-public school, a home schooling program, or a Louisiana resident* transferring from an out-of-state school, shall be required to take the LEAP English Language Arts **and** Mathematics tests.

- Fourth grade students must score *Basic* or above on either the LEAP English Language Arts test or the LEAP 21 Mathematics test and *Approaching Basic* or above on the other one.
- Eighth grade students must score *Basic* or above on either the LEAP English Language Arts test or the LEAP 21 Mathematics test and *Approaching Basic* or above on the other one.
- The following guidelines shall apply:
 - Students may take LEAP during a spring administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system, or Local Education Agency (LEA), District Test Coordinator to register for the test.
 - The nonpublic school and the parent(s) (or home school parent[s]) are responsible for providing to the LEA District Test Coordinator the appropriate documentation required for requested standard testing accommodations at least ten (10) working days prior to the testing date.
 - Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will be based on a recommendation from the SBLRC.
 - LEA's may charge a fee for the testing of nonpublic and home schooled students.
 - Students who participate in a spring administration and fail to score at the required achievement level(s) will be referred to the SBLRC.
 - The local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

**A Louisiana resident transferring from any out-of-state school is defined as a student who lives in Louisiana but attends school in an adjacent state.*

- The student shall be administered one or more of the following:
 - Iowa Test of Basic Skills
 - Woodcock-Johnson Test of Achievement
 - Wechler Individual Achievement Test
 - Peabody Individual Achievement Test
 - Diagnostic Achievement Battery
 - Kaufman Test of Educational Achievement
 - DIBELS
 - Project Read
 - AIMSweb
 - Singapore Math
 - California Achievement Test

In the event that a student qualifies for Advanced Placement, The MAX Charter School will follow the existing policy for Advanced Placement.

C. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

► Describe the procedures the LEA has established to identify language minority students.

Limited English Proficient Students (1-8)

Definition - A **Limited English Proficient Student (LEP)** is a student as declared by his/her parent or guardian who first learned a language other than English, **or** comes from a home where the language spoken is other than English, **or** usually speaks a language other than English, **and** student scores significantly below the average district score for students of the same age on a nationally normed language arts achievement test.

Identification - At the time a parent registers a student in The MAX Charter Alternative School, parent(s) will complete the Home Language Survey. The purpose of this survey is to determine a primary or home language other than English. The survey will be translated in the major languages represented in the service area. Every effort will be made to translate the survey into any language other than those common to the parish. The charter school's registration form and/or Home Language Survey will determine the following information:

- First language learned by student
- Language other than English used at home
- Language student uses most often

All students whose completed survey form indicates a home language other than English will be further assessed. All completed survey forms will be placed in the student's cumulative folder.

Foreign exchange students are expected to be proficient in English; if they are not, they will still receive English language services.

b. Establish procedures to determine if language minority students are Limited English Proficient.

► Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.

All students whose completed survey form indicates a home language other than English will be assessed for their English language proficiency using the following:

Language Assessment Scale (LAS)

Parents will be notified of the results. The assessment and parental notification timeline for these students in the beginning of the school session will be thirty (30) days. During the school year, the timeline for administering the assessment and parental notification will be fifteen (15) days.

Any newly enrolled students completing the Home Language Survey with previous school records indicating that they meet the ESL criteria above may be exempt from formal assessment for placement in the ESL programs. However, new students enrolling without such records must be assessed for their English language proficiency.

The Louisiana Department of Education has established that the English Language Development Assessment (ELDA) will be administered annually to assess Grades 1-8 Limited English Proficiency students' progress in acquisition

of the English language. This assessment reports independently measured scores for progress in acquisition of listening, speaking, reading, and writing, and also reports a measure of comprehension.

Assessment scores will be reported as follows:

NEP - Non-English Proficiency

LEP - Limited English Proficiency

FEP - Fluent English Proficiency

- c. 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.

► Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

Instructional Programs

The MAX Charter Alternative School has adopted curricula for English language arts that meet the needs of the LEP students as well as the needs of the entire school population --*Project Read*.

LEP students shall be provided instructional programs that foster their success in math, science, social studies, and language arts (alternative programs and alternative methods may be necessary). The regular classroom teacher has the primary responsibility of making the course work accessible to the student through modified methods.

Since the assessment scores will tell us the student's proficiency level, every effort will be made to place the student at the correct level. Appropriate instructional materials for English as a Second Language (ESL) will be used to correlate with State Grade Level Standards. Particular emphasis will be placed on the English Second Language (ESL) Curriculum Guide ([Bulletin 1832](#)).

Certified teachers will give instruction to LEP students. LEP Students will address the Grade Level Standards as they are prescribed in the State Grade Level Standards Guide.

All support services and activities (Federally Assisted Programs including, but not limited to, Titles I, II, Migrant, Guidance Counseling, Community Liaison, Extra Curricular Activities, Summer Programs, Library Services, and Staff Development) will be accessible to the LEP student.

Grading for LEP Students

Placement, grading, or promotion/retention of regular or special education LEP students must comply with established criteria in the Pupil Progression Plan.

If a LEP student is passing with or without modifications, the letter grade (*A-B-C-D-F*) should be issued.

If the student is receiving instructional modifications in the regular classroom and is not passing but is trying to participate to the best of his/her language abilities, an *N* (needs improvement) should be issued.

If the student is receiving instructional modifications in the regular classroom and still making no attempt at course work, an *F* should be issued.

For students completing work and tests with modifications as determined by the teacher, these modifications shall be reviewed and modified as the student progresses.

Retention for LEP Students

Students in Grades 1-8 cannot be retained if their deficiencies are the result of limited English proficiency. No LEP student shall be retained based solely on the lack of English proficiency.

- d. Establish procedures to monitor former Limited English Proficient students for two years.
 - ▶ Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

The MAX Charter Alternative School will use one or more of the following LEAP, DIBELS, PROJECT READ, and/or Renaissance testing instruments to monitor students. Monitoring is ongoing throughout the school year
- e. No LEP student shall be retained solely because of limited English proficiency. *Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)*

D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).
 - ▶ Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

The MAX Charter Alternative School is its own system and unique entity. As a result, a Pupil Progression Plan (PPP) committee has been formed to develop a plan, as required by state law, which addresses the unique needs of the students it serves.

All faculty members will receive in-service training with regard to Pupil Progression Plan implementation. As changes occur, the plan will be revised, and faculty members will be advised regarding changes.

It shall be the responsibility of the director to ensure that promotion, retention, and placement policies are implemented in accordance with the PPP and that they are implemented in a uniform manner. Periodic monitoring of regular instruction shall consist of an examination of academic progress as well as other educational and socio-economic considerations. The director is also responsible for informing parents of the provisions of and any changes to the PPP.

A designated evaluator or evaluators of the director is/are charged with the task of monitoring the director and teachers to assure uniform implementation.

Any exceptions made to these policies, whether made by the teacher, director, or member(s) of the board, shall include parental involvement.

A review of general placement policies may be initiated, at any time, upon request from parents/guardians, teachers, the director, or The MAX Charter Alternative School Board members.

A review of policies, as they affect an individual student may be initiated by the student's parent/guardian by submitting a written request to the director. Upon receipt of this request, a conference will be initiated within ten (10) school days. The director will invite the appropriate teacher(s) or supervisor, or both, to attend the conference. After reviewing the policies and their implementation as they affect the student, further questions and concerns will be resolved using the "Due Process" procedure.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. (Bulletin 741, §1103.G)

III. Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31)(A)] (Bulletin 741 §2302.Uniform Grading Policy)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

► List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

MAX Charter Alternative School will adhere to the uniform grading policy to determine advanced coursework and End of Course test determines if the Carnegie unit is earned.

IV. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to

students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)
4. At the conclusion of the 2016-2017 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 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 in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
6. Beginning in spring 2015 and in accordance with procedures set forth by the LDE, 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 on any assessment for 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)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)

8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)

10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

The goal of the Max Charter Alternative School is to provide intervention and remediation prescribed by each student's unique needs. This intervention and remediation is on-going throughout the school year.

► Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

Taking into high consideration student growth, a SBLRC will utilize a weighted scale, including but not limited to the following resources: report card, progress monitoring data, attendance, age, participation in annual after-school tutoring, and participation in in-school remediation.

► Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.

The goal of the MAX Charter Alternative School is to provide intervention and remediation prescribed by each student's unique needs. This intervention and remediation is on-going throughout the school year. The MAX Charter Alternative School does not have a 9th grade.

► Describe the function of the SBLC as it relates to student promotion and retention. A committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973, Bulletin 1566, Bulletin 1508, and Bulletin 1903, is formed to conduct assessment and referral activities and to document, review, and recommend actions needed to improve academic performance. The committee must be comprised of at least four (4) members:

- The child's teacher and the director or principal or appropriate administrator
- Two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
 - Reading specialist
 - Guidance counselor
 - Language/speech therapist
 - Curriculum specialist in language arts

- Master degreed teachers in reading, language arts, special education, elementary education
- School psychologist
- Assessment teacher
- Occupational therapist

B. High Stakes Testing Policy

1. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)
 - ▶ Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to meet requirements of local progression plans. The MAX Charter alternative School will refer the student to the SBLRC. The SBLRC will use such evidence, but not be limited to, performance on classroom assignments or benchmark assessments.
 - ▶ Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 D.)

The MAX Charter Alternative School's School Building Level Review Committee (SBLRC) will consult with a student's parent(s) or legal guardian(s) before making a recommendation to the Director/Principal to seek a waiver from the Department of Education to promote the student to the fifth grade. The Director/Principal will only seek a waiver if two conditions are met:

 - Promotion to the fifth grade is in the best interest of the student and;
 - Retention in the fourth grade is detrimental to the student and other students in the fourth grade.
2. At the conclusion of the 2016-2017 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B 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 relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)
 - ▶ Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

As an alternative school, MAX Charter School services students in grades 1-8. Eighth grade students are promoted based on a weighted scale, including but not limited to the following resources: report card, progress monitoring data, attendance, age, participation in annual after-school tutoring, and participation in in-school remediation. Transitional status and support will be provided by their receiving school.

► Explain how an individual student’s progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

Transitional status, progress monitoring, and support will be provided by their receiving school.

► What Career Readiness Course Opportunities will be provided to the students?

MAX Charter School’s eighth grade students receive career options instruction through the ELA curriculum. They research varied careers and compose papers comparing and contrasting varied career options. Career Readiness Course Opportunities will be provided by their receiving school.

► How will an appropriate T9 curriculum be identified and implemented?

We do not understand question.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student’s achievement of the standards. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)
► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing the state mandated assessments, list any additional requirements.

Elementary School Grading and Curriculum (Grades 1 – 5)

First, Second, and Third Grade

- Major Subjects: Reading, Language, Mathematics
- Minor Subjects: Social Living, Spelling, PE/Health
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies.

Fourth and Fifth Grade

- Major Subjects: Reading, Language, Mathematics
- Minor Subjects: Social Living, Spelling, PE/Health
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies.

Middle School Grading and Curriculum (Grades 6 – 8)

Sixth and Seventh Grades

- Major Subjects: Reading, Language, Mathematics, Science, Social Studies
- Minor Subjects: Spelling, PE/Health
- Promotion may occur provided that a student does not fail 2 or more major subjects or 1 major subject and 2 minor subjects and shall be in accordance with local retention policies.

Eighth Grade

- Major Subjects: Reading, Language, Mathematics, Science, and Social Studies
- Minor Subjects: Spelling, PE/Heath
- Promotional consideration will be determined based on the High Stakes Transition 9th Grade Promotion Policy.

▶ Describe the elementary foreign language program for academically able students in grades 4–8.

The Max Charter Alternative School was issued a waiver of the foreign language requirement.

▶ Explain the local definition of the term “grade level” or “on grade level.”
Not applicable

V. High School Graduation Requirements

A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

1. Students may earn Carnegie credit as middle school and high school students in these ways
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.

7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
 - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.
 - ▶ List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.
Not applicable
 - ▶ Describe the LEA's policy for awarding ½ unit of credit.
Not applicable
 - ▶ List the set of courses for which students will have the opportunity to earn credit by proficiency.
Not applicable

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade in 2014-2015 and beyond
5. Graduation requirements for the Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)

7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or United States History
 - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
 - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:

a. Course requirements;

b. Assessment requirements;

c. Workforce-Readiness and Career Education requirements; and

d. Transition requirements.

9. 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).

VI. Retention Policy

► State the number of times a student may be retained in each grade or level.
A student in Grades 1-4 may be retained only one time based on academic performance.
A student in Grades 5-8 may be retained only one time based on academic performance.

► Describe any additional LEA policies that may determine student retention.
Students who fail to meet the promotion criteria described in the placement section of this plan shall be retained.

MAX Charter School Board Policies

- A student in Grades 1-3 who does not pass reading shall be retained upon recommendation of the SBLRC.
- The teacher must document that the student, having received appropriate instruction on all of the grade level benchmarks, failed to achieve minimum required subject mastery of the material taught in the reading curriculum, despite documented intervention, modifications, and individualization of instruction.
- A student in Grades 1-3 and 5-7 shall be retained who fails two or more major subjects or who fails one major subject and two or more minor subjects upon recommendation of the SBLRC.
- A student in Grades 4 or 8 who does not meet the required achievement levels of the LEAP test, as per the state's High Stakes Testing Transition Policy, shall be retained.

Retention of Students with Passing Grades

- Parents requesting that their child be retained in a grade that the student successfully completed based upon the Pupil Progression Plan must make that request in writing to the SBLRC. The request must outline compelling reasons why the child should be retained. The request must be forwarded to the Director for consideration.
- The appropriate member(s) of the SBLRC will review the request, and an appropriate recommendation will be made.
- Parents will be given written notification of the decision.
- The decision of the Director shall be final.

► Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

The MAX Charter Alternative School offers in-school tutoring in individual and small group settings for students in Grades 1-3 as a remediation/intervention strategy.

VII. Acceleration

► Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

It is believed that lateral or vertical acceleration is permitted if it is in the best interest of the child with final determination by the SBLRC.

GRADES 1-8: A request to consider acceleration is presented to the director from a parent or teacher(s) prior to the end of the first semester. Said request shall be forwarded to the SBLRC for review and final decision.

Grade 9-12: The MAX Charter Alternative School serves Grades 1-8 only.

► Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

The student shall have been previously evaluated and classified as gifted per [Bulletin 1508](#).

The student will be evaluated for the following criteria:

- [Academic maturity](#) - Student will have scored in the 98th percentile in math and reading on a nationally normed test of academic achievement.
- [Intellectual maturity](#)-Student will have demonstrated an intellectual functioning level in the 99th percentile on a nationally normed test of academic aptitude or "I.Q."
- [Physical maturity](#)- Student should fit within the physical range of the next grade level.
- [Social maturity](#)- Student's interests should be basically the same as those of the older students.
- [Emotional maturity](#)- Student should have a high degree of persistence, drive, and motivation for learning. Student should be able to withstand frustrations inherent in addressing new, more difficult tasks.
- [Attendance](#)- Student should attend school regularly to achieve skills necessary for academic success.
- [Other factors](#)-The committee shall also utilize course grades, scores from appropriate standardized tests, and other pertinent information that may help determine appropriate placement.

After review of all information, the IEP Committee shall submit a written recommendation to all parties. All documentation shall remain in the student's permanent record

► Describe any applicable policies and procedures for grade "skipping."

- If vertical acceleration is recommended, the IEP Committee shall design a written plan for acceleration.
- The Director shall submit the acceleration plan to the SBLC for review.
- The Director shall schedule a meeting of parents and all school personnel involved to coordinate implementation of the IEP Committee's acceleration plan.
 - Under NO circumstances will a 3rd grade student be accelerated to the 5th grade without meeting the required achievement levels on both the English Language Arts and Mathematics Components of the 4th grade LEAP test.
 - Under NO circumstances will a 7th grade student be accelerated to the 9th grade without meeting the required achievement levels on both the English Language Arts and Mathematics Components of the 8th grade LEAP test.

► Describe any policies governing services for gifted students.

The MAX Charter Alternative School has chosen the local option to provide enrichment services for students based upon the specific needs of each gifted/talented child as noted in the IEP. The state policies and laws that govern the education of gifted students are followed and are cited below:

- **Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.)**
- ***Bulletin 1706 Subpart B-Regulations for Gifted/Talented Students Louisiana Department of Education; August 1, 2000***

- **§1101. Free Appropriate Public Education**
The Louisiana State Board of Elementary and Secondary Education (BESE) shall be responsible for the assurance of free appropriate public education for all G/T students ages (3) three through twenty-one (21) years, and it shall exercise supervision and control of public elementary and secondary education.
 - **§1261. Program Options**
The Department shall ensure that each LEA shall take steps to ensure that its G/T students residing in the areas serviced by the LEA have available to them the variety of educational programs and services available to all other students in the school.
- ▶ List any Carnegie credit courses that will be offered on an “accelerated” schedule.
Not applicable

A. Early Graduation

1. 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. (Bulletin 741 §2317)
 - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
 - ▶ Describe the components and requirements of the local early graduation program.
Not applicable

VIII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
 - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring state mandated assessments for English Language Arts and/or Mathematics.
 - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring state mandated assessments or who failed to achieve the required level on the state mandated assessments.
 - ii. All students with disabilities who participate in testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
 - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the state mandated summer remediation programs.
 - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the state mandated Science and Social Studies tests.
 - d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the state mandated Science and Social Studies tests.
 - e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.

D. School Year Intervention/Remediation Program

- ▶ List the objectives for your school year intervention/remediation program.

The remedial program during the school year shall be based on performance objectives related to education achievement in grade-appropriate skills addressed through the statewide curriculum standards for required English language arts, mathematics, social studies, and science, and shall provide services designed to meet the educational needs to include:

 - Meeting the measurable objectives shall be met with appropriate instruction.

- 50% of the 4th grade students receiving remediation in English language arts during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 4th grade ELA LEAP assessment.
- 40% of the 4th grade students receiving remediation in mathematics during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 4th grade mathematics LEAP assessment.
- 50% of the 8th grade students receiving remediation in English language arts during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 8th grade ELA LEAP assessment.
- 40% of the 8th grade students receiving remediation in mathematics during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 8th grade mathematics assessment.
- 40% of the 4th grade students receiving remediation in science and/or social studies, due to scoring **Approaching Basic** in science and/or social studies on LEAP, will demonstrate growth in the area(s) of deficiency/deficiencies on the 5th grade iLEAP test.
- 40% of the 8th grade students receiving remediation in science and/or social studies, due to scoring **Approaching Basic** in science and/or social studies on LEAP, will demonstrate growth in the area(s) of deficiency/deficiencies.
- These objectives may be greatly impacted, positively or negatively, depending upon when a student enters The MAX Charter Alternative School.

The objectives of the program apply to students with disabilities and shall include, where appropriate, supplemental education services. Beyond the goal of student achievement in grade-appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school (R.S. 17:395 B.)

► Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.

Since The MAX Charter Alternative School accomplishes its school year intervention and remediation using primarily Title I and IDEA funds, students eligible for intervention/remediation must first be eligible based on Title I and IDEA criteria and whose parents consent to their participation.

► Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?

- In Grades 4-8, the regular classroom teacher can provide remediation during the regular school day. Flexible scheduling may be used according to revisions in Bulletin 741, 2313.
- In some instances, a para-professional who will work under the direction of the certified teacher could be employed.
- Where school numbers allow, computer-assisted instruction can be provided utilizing a software program to provide remediation in math and language arts.

- After-school tutoring will be provided if the student needing remediation qualifies under Title I/IDEA and has parental permission.

► Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

The MAX Charter Alternative School uses a highly structured curriculum that is sequential and cumulative and is delivered through direct, explicit instruction incorporating all modalities of learning.

- Instruction, giving attention to various learning styles, shall include but not be limited to the philosophy, the methods, and the materials included in the state content standards, the benchmarks, and grade-level expectations.
 - Instruction in English language arts shall emphasize the various forms of communication skills such as reading, comprehending, and responding; writing competently; using the conventions of language; locating, selecting, and synthesizing information; reading, analyzing, and responding to literature; and applying reasoning and problem-solving skills. Students will spend time responding to a variety of writing prompts.
 - Instruction in mathematics shall include number and number relations; algebra; measurement; geometry; data and probability; patterns and relations, and function. Emphasis will be placed on using mathematics in real-world situations and solving constructed response problems.
 - Instruction in science shall include inquiry, physical science, life science, earth science, space science, and environmental science. Emphasis will be placed on conceptual understanding of all the sciences.
 - Instruction in social studies shall include geography, civics, economics, and history.
- Included in the instruction shall be the mastery of the prerequisite skills in the areas of deficiency.
- Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program (SBESE Policy.)
 - Materials used may include the supplemental materials provided by the State Department of Education, those materials used in the regular program, and other methods and materials that address deficit skills.
 - Included above may be released test items, exemplars, summer tutoring guides, PASS on Paper, PASS, GLE Focus lessons, comprehensive curriculum, ancillary materials including computer software, calculators, paperback books, novels, periodicals, newspapers, and practice books.
- In order to enhance the remediation endeavor, teachers will employ methods that facilitate the achievement of planned objectives, encourage student interaction, and accommodate the developmental and ability levels of students. Persons providing remedial instruction will use procedures that are most appropriate for remediation (i.e., individualized instruction, special materials, manipulatives, hands-on activities, audio-visual materials, guided practice, etc.)

► Describe the form of documentation collected from students/parents who refuse school year remediation services.

The MAX Charter Alternative School will make every effort to provide needed remediation to all eligible students. However, if students and parents refuse these efforts, this refusal will be documented and kept on file. A parent and/or guardian will

be expected to sign a form stating that he/she does not give permission for his/her child to participate in a school-year remediation service.

► Describe how science and social studies remediation is implemented.

The MAX Charter Alternative School does not have an independent remediation program for science and social studies. Remediation in these subjects is via individualized instruction, independent practice, recess practice, and assigned homework.

► Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

The school-year remedial education program to be held at The MAX Charter Alternative School shall be integrated with locally funded and/or federally funded remedial education programs. State funds for the remedial education program shall not be used to supplant other state, local, or federal funds being used for the education of those students in the remediation program. Using IDEA and Title I funds to supplement the school's remediation programs for maximum growth may be an option since those funds enable special education and at-risk students to participate in computer-enhanced remediation during the school year to supplement remediation efforts.

► Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

- Students will be taught, tested, re-taught, and re-tested as warranted. The ultimate aim for each remedial student is to increase growth, proficiency, and achievement at grade-level criteria. This proficiency will be monitored and recorded in individual student/remediation folders. Information will be forwarded to appropriate personnel as necessary.
- Released sample LEAP/iLEAP items, questions from EAGLE, and tutoring materials will be used to assess skill mastery. These tests provide items that parallel those tested on the state criterion-referenced tests. The performance standards (percent of items correct) approved by BESE will be used as mastery criteria for each grade and area tested.
- The MAX Charter Alternative School will also use Renaissance Assessments and curriculum literacy tests to illustrate student growth and or the need for remediation.
- The MAX Charter Alternative School Staff in conjunction with its SBLC shall assist in this documentation and analyses and shall make recommendations as needed. Evidence of achievement/growth of students participating in school-year remediation will be documented by students' performance on the LEAP/iLEAP assessment and Renaissance Assessments.

Summer Remediation Program

► List the objectives for your summer remediation program.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

► Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

► Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

► Describe the materials and methodology to be used throughout the district in summer remediation.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

► Describe the form of documentation collected for students and parents who refuse summer remediation services.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

► Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

► Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

Summer remediation is no longer required. Students in grades 4th and 8th will be given the option to attend after-school remediation and will be provided with in-school remediation.

EOC Remediation

► Describe the EOC remediation provided for students. Include the following:

Not applicable

- Program Description
- Student selection criteria
- Pupil/Teacher ratio
- Instructional time
- Selection criteria for teachers and/or paraprofessionals
- Materials and methodology to be used
- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply

- Documentation of students' and parents' refusal to accept remediation
Not applicable
- Plan for coordination of state, federal, and local funds for remediation
Not applicable
- Evaluation plan for documenting evidence of achievement/growth of students
Not applicable

IX. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

▶ List the written policies for all alternatives to regular placements.

The Max Charter Alternative School provides alternatives for students who require another placement outside the normal school setting. At this time, such alternatives include virtual school and/or after school tutoring.

▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Students will be taught on their entering level from the school and will be tested at the end of the tutoring session.

▶ Describe the LEA's procedures for placement in adult education programs.

Not applicable

▶ Describe the curriculum used to deliver coursework for alternate education programs.

Not applicable

X. Other Policies and Procedures

A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

▶ Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

- Regular education students
 - The parent or guardian of a child who has been recommended for a change of placement shall be notified promptly in writing of such intention. No change in placement shall be made without this official notice to parent or guardian.
 - Such intention shall contain a statement informing the parent or guardian that he/she is entitled to review data upon which the determination is made and the procedure for such placement. The parent or guardian shall have access to any reports, records, or other material that supports the recommended placement.
 - The MAX School Board, through a system of procedures designed to produce the best possible judgments, provides *due process* to teachers, students, and parents. Under due process, each student, parent, and teacher shall be guaranteed in writing notice of a hearing, a fair hearing, a fair judgment, a written record of the decision, and notice of the right to appeal the decision.
 - A clear, orderly, fair way of making a decision by providing "procedural safeguards or a procedural guarantee" in the placement of students in various programs, designed to recognize and hopefully alleviate specific weaknesses through remedial, tutorial, or other compensatory programs, is necessary. Parents or guardians concerned about their child's grade level placement in various remedial programs, tutorial programs, or other compensatory programs shall be afforded the opportunity to present a grievance/complaint in accordance with School Board policy.
 - All grievances shall be handled expeditiously and according to the procedures adopted by the Board.

- Students with disabilities
 - Due process procedures for students with disabilities must be consistent with those described in the approved **Individuals with Disabilities Education Act (IDEA'97/IDEA 2004/IDEA 2008) Part B** and must follow federal and state law.
 - Due process procedures for special education students are also governed by state and federal legislation that mandates no students be placed in a special program without parental or guardian's consent.

- Section 504 students
 - **The Rehabilitation Act of 1973**, commonly known in the schools as "**Section 504**," is a federal law the purpose being to prohibit discrimination against persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, 504 laws ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students. Hence, due process procedures for qualified 504 students at The MAX Charter Alternative School are governed by state and federal legislation and are consistent with federal and state law.

SECTION III

LOCAL POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
 - A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
1. *Acceleration*— Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508.
 2. *Alternate Assessment*— The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments
 3. *Alternative to Regular Placement*— Placement of students in programs not required to address the State Content Standards
 4. *Content Standards*— Statements of what we expect students to know and be able to do in various content areas.
 5. *Summer Remediation Program*- The summer school program offered by the LEA for the specific purpose of preparing students to meet the proficiency standards in ELA and Math
 6. *Promotion*— A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines
 7. *Pupil Progression Plan*— "The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain test as determined by SBESE before he or she can be recommended for promotion."
 8. *Regular Placement*— The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan...Placement includes promotion, retention, remediation, and acceleration.
 9. *Remedial Programs*— Programs designed to assist students including students with disabilities and Non/Limited English Proficient (LEP) students, to overcome

educational deficits identified through the Louisiana Education Assessment Program and other local criteria

10. *Remediation*— See *Remedial Programs*.

11. *Retention*— Non-promotion of a pupil from a lower to a higher grade

- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
1. **Academically Able Student** - A student who is functioning at grade level...Those who have shown at least average progress in English language arts and/or mathematics studies are considered to be academically able students.
 2. **Accommodation** – Any technique that alters the academic setting or environment
 3. **Accountability** - Shared responsibility for actions relating to the education of children... These respective responsibilities must be shared by the following groups: The MAX School Board, the administrator (s), the director/principal, teachers, and other personnel, as well as the State Department of Education, parents, students, and other governing authorities as specified by the Constitution and laws of this state.
 4. **Action Plan** – The education program for those students qualifying under Section 504 of the Rehabilitation Act of 1973
 5. **At-Risk** – Refers to a student identified as exhibiting one or more of the following factors:
 - Has been retained academically one or more years
 - Has exhibited excessive absenteeism
 - Has achieved less than a 2.0 grade point average on a 4.0 scale
 - Comes from a low socio-economic level.
 6. **Bulletin 741** – Handbook for School Administrators—a comprehensive guidebook issued by the State Department of Education
 7. **Bulletin 1508** – Pupil Appraisal Handbook
 8. **Bulletin 1566** – Guidelines for Pupil Progression
 9. **Bulletin 1706** – Regulations for Implementation of the Exceptional Children’s Act
 10. **Bulletin 1903** – Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Students with Dyslexia
 11. **Charter School Evaluation Team** – A team, contracted by The MAX School, composed of a school psychologist, a qualified social worker, and an educational diagnostician who is responsible for identification and determination of students with exceptionalities
 12. **Concentrated Program** - A curricular program in any specific discipline that exceeds the minimum hours of instructional time.
 13. **Committee of Knowledgeable Persons** - See **School Building Level Committee**

14. **Criterion Reference Test (CRT)** - A test designed to measure a particular domain and specific objectives within that domain
15. **Due Process** - A course of legal proceedings carried out regularly and in accordance with established rules and principles
16. **Dyslexia** – A language processing disorder that 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.
17. **ELL** - English Language Learner
18. **ESL** - English as a Second Language
19. **Exceptional Child** – A child evaluated in accordance with the Regulations for Implementation of the Exceptional Children’s Act and Louisiana Department of Education Bulletin 1508
20. **FAPE** - Free and Appropriate Public Education
21. **Grade Level** – Refers to students who consistently demonstrate mastery of the grade-level expectations for the expected grade...Often referred to as “on grade level”
22. **Hearing Officer** - A school official trained and designated by the Director to review the placement of a student.
23. **IEP** - Individual Educational Program
24. **IAP** – Individual Accommodation Plan
25. **Initial Screening** - The first assessment of a student to determine if an exceptionality exists
26. **ITP** - Individual Transitional Program
27. **Kinesthetic Skills** - Those skills concerning loco-motor manipulations
28. **Least Restrictive Environment** - An appropriate setting for a child with a disability which provides an educational program as normal as possible without removing the child from the regular class or school setting unless absolutely necessary
29. **LEP** - Limited English Proficiency...In **Bulletin 741**, usually refers to students who have little or no social and/or academic proficiency in the English language
30. **Madeline Hunter Philosophy**-A philosophy of teaching that produces positive results...It incorporates the following:
 - **Teacher Behavior**
 - Selecting Appropriate Objectives at Correct Level of Difficulty
 - Teaching to the Objective
 - Monitoring and Adjusting
 - Using Principles of Learning
 - **Principles of Learning**
 - Motivation
 - Retention

- Reinforcement
- Effective Practice
- Active Participation
- Transfer

○ **Instructional Plan**

- Anticipatory Set
- Stated Objective and Purpose
- Input
- Modeling
- Check for Understanding
- Guided Practice
- Independent Practice

31. **MFP** - Minimum Foundation Program

32. **Mastery** - A pre-determined criteria indicating successful performance on a specific objective

33. **Multi-disciplinary Evaluation** - A diagnostic evaluation of the student's degree of learning in various subject matter areas

34. **Modification** – Any technique that alters the work required in some way that makes it different from the work required of other students in the same class

35. **Multisensory-Structured Language Program** – Direct, explicit instruction in the code of written language (letter-sound system)...The code and the rules governing written language are taught in a sequential, cumulative manner.

36. **Regular Education Program** - A program of studies followed by students who have not been identified as having exceptionalities or has been modified to address students with special needs

37. **School Building Level Committee (SBLC)/ School Building Level Review Committee (SBLRC)** - A committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973, Bulletin 1566, Bulletin 1508, and Bulletin 1903, to conduct assessment and referral activities and to document, review, and recommend actions needed to improve academic performance. The committee must be comprised of at least four (4) members:

- The child's teacher and the director/principal/appropriate administrator
- Two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
 - Reading specialist
 - Guidance counselor
 - Language/speech therapist
 - Curriculum specialist in language arts
 - Master degreed teachers in reading, language arts, special education, elementary education
 - School psychologist

- Assessment teacher
 - Occupational therapist
38. **Socio-Economic Status (SES)** - Factors affecting the social and economic status of an individual or group of individuals
39. **State-Approved School** - A school that meets the standards set by the State Board of Elementary and Secondary Education (BESE)
40. **Systematic** – Refers to the science of classification characterized by the use of method or orderly planning
41. **Tracking System** - A method of monitoring a student's degree of progress through a portion of the curriculum
42. **Unapproved School** - A probationally approved school that has not corrected the stated deficiencies within the time fixed by the State Department of Education
- Any other additional members including the parent/guardian and student and the pupil appraisal team members when necessary.
 - Additional information that you wish to add would begin with Appendix B.