

2020-2021 Pupil Progression Plan

Local Education Agency:

The Maxine Giardina Alternative Charter School

Background and Purpose

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

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

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

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

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

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Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

Students must meet the unique mission-specific eligibility requirements for The MAX Charter School. The MAX Charter School offers educational services for school children who have been diagnosed with dyslexia or exhibit characteristics of dyslexia or a co-morbid learning difference related to dyslexia and as identified under Bulletin 1903.

The following assessments will be used if a student is attempting to enter first grade and has not met the prerequisite of attending Kindergarten. Required assessments may include, but will not be limited to one of the following:

- Desired Results Developmental Profile (DRDP-K)
- Developing Skills Checklist (DSC)
- *GOLD*©

Results from the assessment given will be used to determine if the student is eligible to enter as a first grader.

Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

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

Students must meet the unique mission-specific eligibility requirements for The MAX Charter School. The MAX Charter School offers educational services for school children who have been diagnosed with dyslexia or exhibit characteristics of dyslexia or a co-morbid learning difference related to dyslexia and as identified under Bulletin 1903.

Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

First, Second, and Third Grades

- Major Subjects: Reading, English, Mathematics
- Minor Subjects: Social Living, Phonics, PE/Health, Enrichment, Handwriting
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies. The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.

Fifth Grade

- Major Subjects: Reading, English, Mathematics, Science, Social Studies
- Minor Subjects: PE/Health, Enrichment
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies. The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.

Sixth, and Seventh Grades

- Major Subjects: Reading, English, Mathematics, Science, Social Studies
- Minor Subjects: PE/Health, Enrichment
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies. The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.

Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Fourth Grade

- Major Subjects: Reading, English, Mathematics, Science, Social Studies
- Minor Subjects: Phonics, PE/Health, Enrichment, Handwriting
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies. The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.

Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science, and social studies; however, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning, including LEAP results. See Bulletin 1566, section 701.

Policy Pertaining to the Development of Individual Academic Improvement Plan

The following actions will be implemented:

- Prior to spring testing, parents will be notified of individual academic improvement plan requirements.
- Once scores are received by the school, the data will be analyzed, and students needing an individual academic improvement plan will be determined according to the requirements set forth by the LDOE. These students will be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- As mandated, 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 team will review specific data sets including, but not limited to, STAR, LEAP 360, AIMSWeb, and DIBELS.
 - The plan will include 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 plan will include at least two of the following interventions/supports:
 - Placement in the classroom of a teacher rated “Highly Effective;”
 - Completion of summer remediation program that includes curriculum fully aligned to Louisiana State Standards and limits below grade-level content to no more than 35 percent of total instructional minutes;
 - Additional instructional time during or outside of the school day;
 - Grade-level instruction that is aligned to Louisiana State Standards, which may include limited below-grade level content and support needed to address the student’s identified weaknesses.

Students with Disabilities (Grade 4)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student’s IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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

Eighth Grade

- Major Subjects: Reading, English, Mathematics, Science, Social Studies
- Minor Subjects: PE/Health, Enrichment
- Promotion may occur provided that a student does not fail 2 or more major subjects and shall be in accordance with local retention policies. The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.

Summer remediation will be offered to eighth grade students who do not meet the promotion standard after taking the eighth grade state assessments in spring. Following the completion of summer remediation, may be placed on a high school campus in the transitional ninth grade.

Students with Disabilities (Grade 8)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

High School Considerations

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

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

Early Graduation

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

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

Credit Recovery

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

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

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

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

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

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

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

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

NCAA Policy

Nontraditional Courses

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

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

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

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

Information for school administrators

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

Credit recovery programs

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

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

Distance and E-Learning Environments

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

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

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

The MAX Charter School does not serve students in grades 9-12.

Support for students

School year support

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

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

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

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

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

Summer remediation

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

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

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

Promotion and placement of certain student populations

Students with disabilities

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

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

English learners

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

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

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

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

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

Students with Disabilities

Promotion criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

EL Students

Identification of English Learners Students (EL's) (K-12)

- All students entering the school system for the first time will complete the Home Language Survey
- A student may be considered an English Learner student if:
 - The student has scored below the fluency level on an oral English language proficiency test.
 - The Home Language Survey Questions indicate that:
 - His/her first learned language is other than English; or
 - He/she comes from a home where the language usually spoken is other than English; or
 - He/she usually speaks a language other than English.
- All students entering the school system for the first time will complete the Home Language Survey.
- Any student who completed Home Language Survey and indicates a language other than English on any one of the questions will be reviewed for possible assessment on the LAS Links Language Proficiency Assessment.
- Survey forms will be returned to the school for placement in Cumulative Folders.

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 Louisiana Student Standards Connectors for English Learners. 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.

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.

MAX Alternative Placement (MAP)

MAX Alternative Placement (MAP) is a program for any student suspended/expelled/excluded from school pursuant to the provisions of R.S. 17:416.2.

- The program establishes alternative sites for these students and requires that they complete classes at the sites or through distance learning before they can return to their own schools.
- Students will receive instruction in problem solving and conflict resolution that will help them avoid future problems and return to the normal school setting.

The MAX Charter Alternative School offers a computer-assisted program for suspended/expelled/excluded students. Students will receive instruction via computers at the site as well as at the home.

Through the Memorandum of Understanding with Nicholls State University, The MAX Charter School receives assistance when necessary from the Nicholls State University Police.

Program Goals

- Designed to continue the educational process in the general education curriculum at an alternative site;
- Develop the academic and social skills of these students to reenter the normal school setting;
- Develop social skills and civic skills necessary for the students to become responsible citizens; and
- Provide educational services to students suspended/excluded/expelled from schools.

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.

Due Process for 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.

Due Process for Special Education Students

The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEIA) Part B, LEA Application.

Due Process for 504 Students

Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD and other related disorders).

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

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

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

Attendance Policy

Elementary students shall be in attendance a minimum of 60,120 minutes a school year. (Bulletin 741, §1103.G) Students in danger of failing due to excessive absences may be required to make up missed time in class sessions held outside the regular class time.

Uniform Grading Policy

MAX shall use the following uniform grading system for students enrolled in Regular Courses:

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

Acceleration

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.

The student will be evaluated for the following criteria:

- Academic Maturity: The SBLC should utilize state standardized test scores; course grades, district assessment benchmarking data, and other pertinent information which may help determine acceleration eligibility and placement.
- 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.

After review of all information, the SBLC shall submit a written determination to all parties involved in the decision-making process. All documentation shall remain in the student's permanent record. A request to consider acceleration is presented to the principal 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.

Distance Learners

Students who have opted out of face to face instruction will be exempt from the following courses: PE/Health, Enrichment

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) The Maxine Giardina Alternative Charter School 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President

APPENDIX A

Minutes of Pupil Progression Plan Committee Thursday, October 15, 2020 The MAX Charter School

Principal Rebecca Walker called the meeting to order at 2:00 P.M., and then proceeded to recognize the members present for the initial gathering and preliminary discussion of the 2020-2021 Pupil Progression Plan for the upcoming school year.

EDUCATORS PRESENT: Principal Rebecca Walker; Data Coordinator Alison Borne; Teacher Marie Ledet; Teacher Christie Waguespack; Teacher Renee Fields

PARENTS PRESENT: Brittney LeBlanc

As done in previous years, Mrs. Walker 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 2020-2021 template on the Promethean Board for all present committee members to see the document. LEA policies from the 2019-2020 school year were added to each section prior to the meeting.

The committee spent time reviewing the current Pupil Progression Plan. The committee spent discussing Distant Learning and added that students opting out of Face to Face instruction would receive an E(Exempt) for Enrichment and PE/Health.

There being no further business to discuss, the meeting was adjourned at 2:45 P.M.