

2026-2027 Pupil Progression Plan

V. B. Glencoe Charter School

September 28, 2026

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Background and Purpose

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

[RS 17:24.4](#) 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 purpose of this document is to assist LEAs in developing their required PPP in accordance with applicable laws and regulations and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the 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.

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

Questions about this document should be directed to PPP@La.Gov.

I. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 30th 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 regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in 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 who meet attendance criteria must also achieve promotion requirements to enter first grade as outlined in section II of this plan.

All students transferring from another state who do not meet the kindergarten attendance requirement must achieve at least an 80% accuracy in the areas of ELA and Math on the school academic readiness screener in order to be enrolled in first grade. Screening data and data from the Louisiana Literacy and Math screeners will be used to determine student placement and required remedial programming.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section VI. Support for students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.

General requirements for promotion in grades K, 1, 2, 4, and 5 are as follows:

- Students are expected to attend school a minimum of 167 days per year, except for absences otherwise excused under applicable law and Bulletin 741.
- A nine-week grading period will be used to report student progress to parents/guardians. Progress reports will be issued weekly through the school's established reporting system.
- Promotion decisions will be based on a preponderance of evidence of student learning, including classroom performance, standards-aligned assessments, teacher judgment, and applicable state assessments/screeners.
- Students in grades 1–5 will be expected to demonstrate proficiency in grade-level Louisiana Student Standards. For courses using letter grades, the school will apply the state uniform grading scale and local quality-point requirements described in this plan.
- A student in grades 1–5 must earn four quality points to pass a course for the year with the following stipulations:
 - Two quality points must be earned during the second semester,
 - and the student must pass the fourth grading period.
 - If either requirement is not met, the course will be recorded as an F consistent with the school's student information system.
- Students with disabilities participating in a state-mandated alternate assessment, including LEAP Connect, will have promotion decisions determined by the IEP team/SBLC as applicable and in accordance with Bulletin 1530 and Bulletin 1566.
- If an administrator has a question regarding placement, or a student is being considered for retention for two or more years, the school will convene a Review of Placement meeting through the SBLC. Documentation of the meeting, placement decision, and recommended supports will be maintained in the student's cumulative record.

Kindergarten:

- Beginning in 2026–2027, kindergarten will use a standards-based report card. The report card will communicate student progress toward grade-level standards using performance descriptors established by the school and aligned to the Louisiana Student Standards.
- Students must demonstrate proficiency in kindergarten skills as defined in Louisiana Content Standards. Kindergarten Grade Level Expectations for promotion:
 - Language Arts - 80% mastery
 - Mathematics - 80% mastery
 - Teacher/Principal Recommendation
- The standards-based report card is intended to provide clearer information about specific skills and standards mastered, developing, or requiring additional support; it does not change the school's responsibility to make individualized promotion decisions based on grade-level proficiency.

Grades 1–2:

- In addition to the above listed criteria, students must demonstrate proficiency in grade level skills as defined by the Louisiana State Standards, by meeting the following requirements:
 - Students must earn at least a "D" average or have 4 quality points in English Language Arts;
 - Students must earn at least a "D" average or have 4 quality points in Mathematics.

Grades 4–5:

- In addition to the above listed criteria, students must demonstrate proficiency in grade level skills as defined by the Louisiana State Standards, by meeting the following requirements:
 - Students must earn at least a "D" average or have 4 quality points in Mathematics, ELA, and one other major subject (Science, Social Studies)
 - Students in grade 4-6, at the discretion of the Executive Director, may be offered the opportunity to attend a school/district-approved summer program for promotion, remediation, or strengthening of skills, subject to program availability and applicable state requirements.
 - Students who fail 3 or more subjects will not have a summer school promotional option.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

General requirements for promotion in grade 3 are as follows:

- Students are expected to attend school a minimum of 167 days per year, except for absences otherwise excused under applicable law and Bulletin 741.
- A nine-week grading period will be used to report student progress to parents/guardians. Progress reports will be issued weekly through the school's established reporting system.
- Promotion decisions will be based on a preponderance of evidence of student learning, including classroom performance, standards-aligned assessments, teacher judgment, and applicable state assessments/screeners.
- Students in grade 3 will be expected to demonstrate proficiency in grade-level Louisiana Student Standards. For courses using letter grades, the school will apply the state uniform grading scale and local quality-point requirements described in this plan.
- A student in grade 3 must earn four quality points to pass a course for the year with the following stipulations:
 - Students must earn at least at "D" average or have 4 quality points for the year with the following stipulations:
 - Two quality points must be earned during the second semester,
 - and the student must pass the fourth grading period.
 - If either requirement is not met, the course will be recorded as an F consistent with the school's student information system.
- Students with disabilities participating in a state-mandated alternate assessment, including LEAP Connect, will have promotion decisions determined by the IEP team/SBLC as applicable and in accordance with Bulletin 1530 and Bulletin 1566.
- If an administrator has a question regarding placement, or a student is being considered for retention for two or more years, the school will convene a Review of Placement meeting through the SBLC. Documentation of the meeting, placement decision, and recommended supports will be maintained in the student's cumulative record.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

General requirements for promotion in grades 6 and 7 are as follows:

- Students are expected to attend school a minimum of 167 days per year, except for absences otherwise excused under applicable law and Bulletin 741.
- A nine-week grading period will be implemented to report progress to parents. Progress reports will be issued each mid-point.
- A student in grades 7-8 must earn at least a "D" average or have 4 quality points to pass a course for the year with the following courses and stipulations:
 - Students must pass ELA, Mathematics, Science, and Social Studies
 - Two quality points must come in the second semester.
 - The student must pass the fourth grading period.
 - If a course is failed because of either of these requirements, the computer will record "F" and note "*automatic F due to failed 2nd semester or final nine weeks."
- Students with disabilities who participate in state mandated alternate assessments, LEAP Connect, shall have promotion decisions determined by the School Building Level Committee.
- If the administrator has a question about placement or if a student is considered for retention for two or more years, a Review of Placement meeting must be held with the SBLC Committee. Documentation of the meeting and any decisions regarding placement and recommended remediation will be recorded on a Review of Placement form and placed in the student's cumulative folder.
- Students in grades 6 and 7 may, at the discretion of the Executive Director, be offered the opportunity to attend a school/district-approved summer program for promotion, remediation, or strengthening of skills, subject to program availability and applicable state requirements.
- Students who fail 3 or more subjects will not have a summer school promotional option.

Note: Students in Grade 8 who score Advanced or High Mastery on ELA or Mathematics Leap 2025 tests may at the discretion of the director and with parental permission be enrolled in English I and/or Algebra I in their 8th grade year.

III. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth-grade students shall score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other subject in order to be promoted to the ninth

grade. Students who do not meet the promotion standard after taking the eighth-grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
 - the student scored *approaching basic* or above on the science and social studies components of LEAP;
 - the student had an overall 2.5 grade point average on a 4.0 scale;
 - the student had a minimum 92 percent attendance during the school year;
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
 - The student has attended a LEAP summer remediation program offered by the LEA.
- *LEP Waiver* - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
 - a physical illness or injury that is acute or catastrophic in nature;
 - a chronic physical condition that is in an acute phase
 - physical illness - appropriate documentation must include a 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.

- court-ordered custody issues.
 - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

General requirements for promotion in grade 8 are as follows:

- Students are expected to attend school a minimum of 167 days per year, except for absences otherwise excused under applicable law and Bulletin 741.
- A nine-week grading period will be implemented to report progress to parents. Progress reports will be issued each mid-point.
- A student in grades 7-8 must earn at least a "D" average or have 4 quality points to pass a course for the year with the following courses and stipulations:
 - Students must pass ELA, Mathematics, Science, and Social Studies
 - Two quality points must come in the second semester.
 - The student must pass the fourth grading period.
 - If a course is failed because of either of these requirements, the computer will record "F" and note "*automatic F due to failed 2nd semester or final nine weeks."
- Students with disabilities who participate in state mandated alternate assessments, LEAP Connect, shall have promotion decisions determined by the School Building Level Committee.
- If the administrator has a question about placement or if a student is considered for retention for two or more years, a Review of Placement meeting must be held with the SBLC Committee. Documentation of the meeting and any decisions regarding placement and recommended remediation will be recorded on a Review of Placement form and placed in the student's cumulative folder.
- Students in grades 6 and 7 may, at the discretion of the Executive Director, be offered the opportunity to attend a school/district-approved summer program for promotion, remediation, or strengthening of skills, subject to program availability and applicable state requirements.
- Students who fail 3 or more subjects will not have a summer school promotional option.

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

High school promotion and transition considerations

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

Financial Aid Planning: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or a certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade, determined by the LEA, must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

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

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

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.

- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course, and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

Credit recovery programs

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

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

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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

Only LDOE approved Course Choice Providers or Certified teachers will be utilized for all online classes offered to students for credit or credit recovery.

V. Individual Graduation Planning

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, [career coach](#)) or IEP team (when applicable) shall begin to develop an [IGP](#). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

Glencoe will provide career coaching and Individual Graduation Planning through the school counselor, designated career personnel, and other appropriate school staff. By the end of Grade 8, each student and parent/guardian, with IEP team participation when applicable, will begin an IGP. The IGP will guide the student's next-year coursework and career/postsecondary planning.

The school will document at least one middle-school career-related activity each year, update career-interest inventories in Grades 7 and 8, document parent/guardian participation, offer available vocational training opportunities, and review the IGP annually.

V. Placement of transfer students

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

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

Students will not be refused admittance as in accordance with LA. Statute R.S. 17:221. Administration, teachers, and SBLC should have access to prior standardized test scores to further evaluate current grade placement. Transfer students will be placed based on state law, Bulletin 1566, the student’s prior educational record, and available evidence of academic performance. Glencoe will review transcripts, report cards, assessment results, attendance, and other relevant records to determine appropriate grade/course placement.

For students transferring from out of state or from home study/nonpublic settings, the school will obtain and review available records and administer any assessments required by state law or LDOE policy. Transferring students receiving special education will be enrolled in the appropriate special education program.

Students entering V. B. Glencoe Charter School in the 5th and 9th grade from any in-state nonpublic school or home study program will be required to take the English language arts and mathematics portions of the LEAP placement test.

Achievement on placement tests and certified transcripts showing records of grade level and course completion will be used to determine final grade level placement.

Students who have scored below the "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

Students entering grades 1, 2, 3, 4, 6, and 7 may still be required to take the English language arts and Mathematics portions of the LEAP placement test or appropriate grade level placement test to determine student needs and abilities that will promote success.

Placement decisions may be reviewed by the administration/SBLC when additional information is needed. Members of the SBLC team may review transcripts and test scores to determine final placement.

Students in grades 9-12 transferring from a home study program or a non-accredited school, in or out-of-state, shall be required to take a proficiency credit examination for all units for which credit is claimed.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Kindergarten will use a standards-based report card beginning in 2026–2027. Grades K–5 students who are below proficiency in literacy and/or numeracy will receive the required Individual Academic Support Plan and supports described below.

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted

small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.

- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *Bulletin 1566*. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Glencoe may offer summer remediation consistent with R.S. 17:401.12, Bulletin 1566, and LDOE guidance. When summer remediation is provided, the school will ensure that required curriculum alignment, teacher qualifications, transportation requirements, and special supports for students with disabilities are addressed. Students requiring literacy support will receive science-of-reading-based literacy intervention consistent with applicable state requirements.

VIII. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:
 - Provide information on activities that can be done at home to support the student's literacy proficiency.
 - Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

IX. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability,

and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;
 - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

X. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support 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*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

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:

1. Promotional decisions for students with disabilities will be made in conjunction with IEP or IAP teams. To retain a student with a disability, the IEP team must convene for a review. It must be documented that accommodations, modifications, and instructional support took place.

Identification of Limited English Proficient (LEP) Students and Placement

1. The English Language Proficiency Screener (ELPS) is administered to all identified language minority students within the first 30 days of registering in the district. Designated school staff members are trained in the administration of the ELPS to determine language proficiency.

2. ELPS will determine the level of proficiency, clarifying if the child is Emerging, Progressing or Proficient. Scoring proficient on the ELPS, indicates that the student will not enter the district's LEP program.

3. Students identified as English Learners (ELs) will be coded LEP in JCampus.

4. Placement for students enrolling in U.S. schools for the first time.

- K-8- chronological age-appropriate placement of identified ELs, age as indicated by the I-94 or Birth certificate or other available documents.
- 9-12- evaluation of student's transcript by a qualified counselor; placement in appropriate grade level based on earned credits or if no credits have been earned the student will be placed as a T9.
- All students with records will follow regular placement procedures.
- Review of placement of English Learners will be considered when appropriate.

Parent Notification

1. Once notified that their child has been identified as an EL, they must either accept or refuse ESL services in writing, at the time of initial screening, and again at the beginning of each new school year. This initial communication must take place within 30 days of the student registering in the district. A parent may request ESL services any time during the school year.

2. All notices to parents shall be provided, to the extent practicable, in a language that parents can understand. The rights of LEP students and parental rights shall be respected and accommodated as mandated by Federal laws: Fourteenth Amendment, Lau v Nichols, Title VI of the Civil Rights Act, Equal Education Act of 1974.

EL Accommodations Plan (Checklist)

1. At the beginning of each school year, ELPT and state testing scores are reviewed to determine needed EL accommodations for the new school year. Teachers may refer to prior EL Checklists located in the student's permanent records.
2. All teachers will provide EL accommodations as documented on the plan/checklist for EL students, regardless of parent acceptance or refusal of services.

Specialized Language Program/Instructional Program

- A Structured Immersion Program will be used for LEP students.
- Goal is fluency in English while achieving in the content areas

- Students served in mainstream classroom, receiving instruction in English with some native language support if needed
- Students will receive instruction in small groups in classes and lab settings, including Language services from SLP,, Reading and Math Lab Interventions, and other digital programming.

Grading Policy

1. Any EL, unable to comprehend the language of instruction due to limited English proficiency, must not be assigned failing grades in the content area subjects. If a failing grade is assigned, that teacher shall provide documented evidence of accommodations/modifications of lessons showing appropriate materials, resources, and assessment instruments used in EL instruction.
2. Students may receive a failing grade due to lack of effort, non-participation in class, or unsatisfactory work. Documentation of academic intervention must be noted on the Academic Review Form.
3. Grades should be based on the student's cooperation, effort, and participation in classwork to the degree that the English language proficiency allows.
4. Therefore, these students should receive a grade no lower than a "D" on report cards with a LEP notation added code #24 as well as code #84 indicating modified grades. These students may still earn an "A", "B", "C" or D" if abilities warrant such grades. An "F" may be assigned only in accordance with #2 and #3 above.
5. Students in grades K-3 who could be assigned S, N or U in content area subjects, should not be given a "U". An "N" on report cards is given with a LEP notation added code #24 as well as code #84 indicating modified grades.
6. Content courses at the secondary level are modified according to the EL's English proficiency level. It is recommended that teachers provide concreteness by extensively using graphic material, visuals and electronic translators, adult tutor models or peer tutors whenever possible.
7. Content, instruction, and evaluations should be developed according to the level of English proficiency determined by the ELPT given annually. Every attempt must be made to provide English Learner Accommodations to EL students to secure a student's right to an equal education.
8. To retain an EL, the School Building Level Committee (SBLC) must meet and review the student's academic proficiency. It must be documented that comprehensible instruction appropriate for his/her English proficiency level took place. The SBLC, by majority decision and with parental input, may retain the EL student in his/her current grade. To retain any EL student with a disability, the IEP team must convene for a review.

State Testing for ELs

1. For an EL to receive any accommodations/modifications on any state test, it must be documented on the student's EL checklist and provided in the classroom throughout the year.
2. Accommodations should be documented on the EL checklist no later than 30 days prior to the opening of the state testing window. Newly registered or identified ELs are the exception.

3. ELs will take all required state/standardized testing (including ELPT). State assessment for ELs who have been in US schools for less than 24 months should have test documents coded 81.

4. EL checklist accommodations can not be used on the ELPT.

5. Parents and students must be notified of ELPT scores.

Exit Procedures from LEP Status

1. To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 or level 5 on all four ELPT domains including speaking, listening, reading, and writing.

2. Once a student has achieved overall proficiency on ELPT, the student is no longer classified as LEP, will be reclassified as Fully English Proficient, and identified in JCampus as such. Schools must notify parents through a notification letter which is sent home along with the students 'ELPT results.

3. Schools must document the exit date on the EL's pink folder. This EL folder shall be filed in their cumulative folder for the remainder of the student's educational career within the district.

4. Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status, and whose disability impacts language acquisition, may be reclassified and exempt from future ELPT participation but will still be required to take statewide assessments. In such cases, if the IEP team determines that the student's disability directly impacts language acquisition, then the student's exit is decided by consensus of the members of the SBLC. Students who meet the participation criteria for LEAP Connect may exit sooner until such time as an alternate ELPT is available (Bulletin 111).

Monitoring of Exited Students

1. Coding - Once a student exits the LEP status, the Title III office will code the student as 01-Fully English Proficient in JCampus.

2. The Title III office will keep documentation on all newly proficient students, monitoring 9 weeks grading periods as well as state assessments. Students can be identified in JCampus using the program codes ELPT Year 1 Monitor (EY1) and ELPT Year 2 Monitor (EY2).

3. Monitoring students do not take the ELPT and will not receive accommodations/modifications.

4. If academic progress is not met at any time during the two-year monitoring process due to lack of language, the student will be given the ELPS. If academic progress is not met due to other issues, the student should be referred to SBLC.

ELs with Disabilities

1. Students identified as having a disability according to IDEA criteria or Section 504 shall receive instruction in accordance with their individual educational plan or their individual accommodation plan. Each plan shall include any language related needs, with regards to instruction or accommodations in the regular and special education classroom setting. Language related needs shall be determined by the IEP or SBLC committee. To

assist in determining language related needs, each EL teacher shall provide the committee with the student's EL Accommodations Checklist.

2. Any evaluation of an English Learner shall include language free measures to ensure that any disability is not the result of a language barrier.

XI. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.
 - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;
 - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
 - graduates or withdraws from high school;
 - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XII. 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 - Louisiana Handbook for School Administrators*, §2903 and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

An advisory Committee meeting will be held for students who are not succeeding in the traditional educational setting. V. B. Glencoe Charter does not provide an alternative setting. If an alternative setting is required, the student shall return to his/her regular public school district.

XIII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

Regular education students

- Due process is provided to teachers, students, and parents by the V. B. Glencoe Charter School Board.
- Inquiries of parents or guardians concerned about their child's grade level placement in various remedial or compensatory programs shall be accomplished in accordance with the following steps:
 1. Informal Hearing - Any complainant who has a grievance about placement of his/her child shall discuss it first with the principal and/or teacher(s).
 2. Formal Grievance - If the grievance is not resolved, the complainant may initiate a grievance in writing to the principal within five working days giving the full details of the complaint. The Director shall communicate his decision to the grievant and the School Board in writing within five working days of receipt of the written grievance.
 3. The Appeal Committee - If the grievance remains unresolved, the complainant may request a hearing by the Appeal Committee of the School Board no later than five working days after receipt of the decision. The committee will be appointed by the Board president and will consist of a Board Member, the Director, and a teacher of the same grade or near grade level. A hearing shall be held within five working days. The committee shall give its decision in writing to the complainant.
 4. Board Review - If the complainant disagrees with the decision of the Appeal Committee, the complainant may appeal to V. B. Glencoe School Board in writing within five working days. The Board will conduct a hearing within twenty working days and notify the complainant in writing within five working days after the hearing.
 6. Court Action: If the complainant disagrees with the V. B. Glencoe School Board's review, they may file formal proceedings with the Sixteenth Judicial District Court.

Students with disabilities

- Due process procedures for disabled students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, Consolidated Application.
- Due process procedures for qualified students with disabilities must be consistent with federal and state law.
- Special Education students' due process procedures are governed by state and federal legislation.
- No student is placed in a special program without parental or guardian consent.

Section 504 students

- Due process procedures for qualified 504 students must be consistent with federal and state law.
- Due process procedures are governed by state and federal legislation.

XIV. Additional LEA policies related to student placement and promotion

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

High School Considerations:

- Students attending high school will be required to receive a minimum of 7,515 instructional minutes for one Carnegie credit. In order to be granted one-half Carnegie credit, students must be in attendance a minimum of 3,758 minutes.
- All students enrolled as incoming freshmen (2019 and beyond) are required to adhere to all graduation requirements as outlined in Bulletin 741 and detailed in the Louisiana Department of Education – *Louisiana High School Planning Guidebook*.

Grade level classifications:

High school students will be classified by Carnegie units earned and sessions attended as follows:

Sessions	Classifications	Credits
0-2	Freshman	0 - 5.5 credits
3-4	Sophomore	6 - 11.5 credits
5-6	Junior	12 - 17.5 credits
7+	Senior	18 or more credits

Note: Seniors must schedule a minimum of 2 courses each semester.

Course Grades

- Students in grades 9-12 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- In grades 9-12, the nine-week grade shall be based on a minimum of 600 points from at least 6 major grades.

LEAP 2025 / EOC Tests

- The EOC score shall count as 20% of the student's average for the final course grade.
- A final grade average of 1.0 must be earned and will be inclusive of 2 grading periods and the EOC grade.

If a student passes the LEAP 2025 / EOC and fails the course, the LDOE does not require the student to retake the LEAP 2025 / EOC when repeating the course.

Final Cumulative Exams

- A final cumulative (entire year/entire course) exam is mandatory.
- The Final Exam shall count for 20% of the student's Final Grade.
- The LEAP 2025 test score is the Final Exam Grade for Algebra I, Biology, English I, English II, Geometry, and United States History and/or Civics. (NOTE: For students with an active IEP the LEAP 2025 High School Assessment will be 5% of the final course grade.)
- The final cumulative exam for a one-semester / one-credit course will be weighted 20% of either the Second Nine-Weeks or the Fourth Nine-Weeks grading period, depending on the semester the student is enrolled in the course for credit.
- A weighted average of two nine-week grades and the EOC/Final Exam Grade shall be used in determining a student's final grade in a course. The 1st nine weeks' grade will be 40%; The 2nd nine

weeks' grade will be 40%; and the EOC/Final Exam grade will be 20%. For a final grade percentage of 100%.

Course Recovery

High school students may repeat a course for self-improvement or to establish eligibility to participate in extracurricular activities requiring specific standards. For the purpose of establishing eligibility, students may enroll in an accredited summer school program sanctioned by the Board of Elementary and Secondary Education. The first recorded grade will remain on the transcript but with the notation added to indicate that the course was repeated along with the resulting grade.

Carnegie Credit

- To be eligible to receive Carnegie credit, a student must earn a final course grade of at least a "D." A student earns credit for a course by achieving a minimum final average of 1.0 quality point (D). The final course grade shall be determined by adding the quality points earned during each of the two grading periods and dividing the total by two.
- Exception: A student who earns a total of 1 quality points across the two grading periods but earns 0 quality points (F) during the final grading period must earn a score of Approaching Basic or above on the applicable LEAP 2025 or EOC assessment in order to receive the Carnegie unit for the course.

Grading Scale for Grades 9-12

A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	0% – 50

Courses taken for regular credit will have the final Grade Point Average (GPA) based on a 4 point scale; Courses taken as Honors credit will have a weighted GPA based on a 5 point scale.

Courses Taken for College Credit

College courses taken by students while enrolled in high school (concurrent enrollment independent of dual enrollment opportunities offered as an LEA course) must have the prior approval of the principal and school counselor before enrollment. College credit received will carry weighted credit. The counselor must verify the college course is on a higher level than the last course taken by the student in the subject.

Courses, which carry one or two hours of credit at an approved two-year or four-year institution, will earn one-half of a Carnegie unit towards graduation at the high school level. Those courses which earn three to five semester hours of college credit, will earn one full Carnegie unit.

Graduation Planning:

- An Individual Graduation Plan (IGP) shall be developed for each student with assistance of the parent, legal custodian, counselor, and IEP team, if applicable.
- Information will be provided to students and parents who wish to complete a FAFSA for Higher education financial assistance.

Graduation Requirements:

In order to participate in the official graduation ceremony, students must have completed the required course work, testing, and have paid fees for the school and graduation.

Students must earn, at minimum:

- 24 Carnegie credits for Tops Core and 23 Carnegie credits for Jump Start Pathways as outlined in Bulletin 741,
- meet the state's requirements on EOC assessments,
- and attend school for the required number of minutes to be eligible for graduation.

A student shall not be allowed to participate in the graduation exercise if she/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan / Student Handbook. All students who participate in the graduation exercise shall have been certified and deemed eligible by the principal of the school from which the student is graduating. However, the principal shall have the discretion to allow students to participate in graduation exercises when warranted by exceptional circumstances.

Class Rankings:

In order to determine class ranking, a cumulative high school grade point average will be computed utilizing all course grades, including those that have been repeated for the purpose of calculating class rankings. The student with the highest GPA is the valedictorian and the second highest GPA will be named the salutatorian. Students transferring from other schools offering honors courses other than those offered at V. B. Glencoe Charter School may not use any additional points they may have earned when computing class ranking. Individual grading period scores in math, science, language arts, and social studies will be used to separate students if there is a tie. If this does not resolve the issue, each person tied will be awarded the honor.

Graduation Honors for Grades 9-12

3.7500 - 4.0000 Summa Cum Laude

3.5000 - 3.7499 Magna Cum Laude

3.0000 - 3.4999 Cum Laude

In cases where a student transfers and has completed a year of study and has received only yearly grades with no semester grades indicated, the yearly grades will be doubled in ranking.

Example: Physical Science; receives C for the 1st semester, C for the 2nd semester.

Additional Considerations for SPED Students:**A. The April Dunn Act**

The April Dunn Act is a state law which enables eligible students with Individualized Education Plans (IEPs) to pursue standard graduation requirements through alternate means. Criteria for the April Dunn Act eligibility centers on students with disabilities who did not achieve a combination of Basic/Approaching Basic on Math and ELA in two of the three most recent school years (6th, 7th and 8th grades), or did not achieve a score of Approaching Basic or above after two attempts of the same LEAP 2025 high school assessment.

Timelines: The April Dunn Act states that within 30 days of an eligible student entering a course, the IEP team must establish minimum performance requirements for the course in the student's IEP.

Graduation Requirements :

Requirement I:

1. Earn all Carnegie credits and Industry Based Skills for the diploma pathway they are pursuing
2. Take the ACT or WorkKeys exam

3. Demonstrate proficiency in each of the three areas traditionally assessed with LEAP 2025 . If unable to meet the LEAP 2025 requirements, The April Dunn Act students are able to meet this requirement by alternative means determined by the IEP team in the first 30 days of the course
Requirement 2:

1. Employment in inclusive integrated environments
2. Demonstrate mastery of specific employability skills
3. Assess services that are not provided by the school, employment or education options

The April Dunn Act will provide guidance for the IEP teams to make decisions in multiple places in the IEP Document:

1. Student eligibility on the General Student Information page including previous assessment scores resulting in eligibility.
- 2 . Indicate application, IEP goal(s) & objectives, progress monitoring and progress reports on the student's Instructional Plan, throughout the course, IEP goal(s) must be aligned to the standards for specific courses.
3. Eligibility on the program services page by checking "yes" and documenting criteria results.
4. Eligibility on the April Dunn Act Eligibility Criteria Determination Form for students in T9-12 and 8th grade if appropriate.
5. Anticipated exit date, exit document, years to exit on the Transition Page of the IEP.
6. Transition goal in the student's instructional plan with informal assessment data in the current performance and or progress reports.
7. Supporting Documents to the IEP will include Individual Graduation Plan for each year in high school and

Summary of Performance form during the exit year.

After completion of the IEP, the counselor at the base school must enter April Dunn Act special codes indicating if determined by the IEP committee:

1. Alternate 5% scale on EOC: ACS
2. April Dunn Act potential student: ACP
3. April Dunn Act student: AC8
4. Declined: ACD

Documentation for alternate credentials must be written into the student's IEP.

L Goals and supporting objectives are developed by the IEP team (including the teacher of record) for the credential by using Jump Start Industry-Based Certification Standard/Curriculum.

2. Accommodations/modifications for testing should be indicated for testing (alternate assessment) in the April Dunn Act goals/objectives.

IEP team coordination will result in:

1. The CTE teacher assigning the grade must monitor progress bi-weekly.
2. Progress reports done by CTE teacher will be shared with IEP holder every nine weeks.
3. Copy of grade book and work samples will be given to the IEP holder at the end of the school year.

The teacher of record determines if the student will receive credit for the course based on the performance criteria outlined in the student's individual education program (IEP) using the student's portfolio, progress monitoring, and progress reports.

B. Certificate of Achievement

A certificate of Achievement is n exit document issued to a student with a disability after he or she has achieved certain competencies and has met specific conditions as listed below:

- a. The student has participated in LEAP Connect.
 - a. The student has completed at least 12 years of school, or has reached the age of 22 (not to include students younger than 16).
 - b. The student has met attendance requirements according to Bulletin 741.
 - c. The student has addressed the *Louisiana Connectors for Students with Significant Disabilities* as reflected in the student's IEP.
 - d. Transition planning has been completed and documented.
- ***The receipt of a Certificate of Achievement does not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22. The student must be identified as having the disability under the Individuals with Disabilities Education Act (IDEA).****

Alternative Pathways

The alternative pathway for a high school diploma is designed for students eligible for the LEAP Connect and not receiving a Certificate of Achievement. One of the following requirements must be met:

- a. The student participates in integrated employment and/or inclusive work environments. The student's abilities, local employment opportunities, and sufficient self-help skills will enable the student to maintain employment without direct and continuous educational support from the school district.
- a. The student has demonstrated mastery of specific employability and self-help skills that indicate that he/she does not require direct and continuous educational support for the school district.
- b. The student has access to services that are not within the responsibility of public education or employment or education options for which the student has been prepared by the academic program.

Academic Probation: Students, who have not met the requirements for promotion in the school year and have been retained or promoted through SBLC, will be tracked throughout the school year. Interventions will be given as deemed necessary. Students that are not making adequate progress due to reasons not related to academic disabilities will be referred to the Advisory Committee for possible recommendation to an Alternative Program in neighboring districts.

XV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this V. B. Glencoe Charter School

2026-2027 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:

September 28, 2026

Loren Decuir, Executive Director

Anthony Baham, Board President