

2022-2023 Pupil Progression Plan

Local Education Agency:

369002 ReNEW Laurel Elementary
369003 ReNEW Dolores T Aaron Elementary
369006 ReNEW Schaumburg Elementary

Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In March 2022, BESE approved, as a Notice of Intent, revisions to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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

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

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Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

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

Grade 1

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

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

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

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

A child may enter kindergarten early if s/he meets the kinder readiness definition by achieving an AIMSweb LWSF (Letter Word Sound Fluency) score of 7-7 (50th percentile) and is determined ready for kindergarten by the school leadership team, or if their placement is determined as such on the student's Individualized Education Plan (IEP).

For initial placement in first grade, a child who has not attended a full day public or private kindergarten for a full year must demonstrate academic readiness as indicated on the AIMSWeb ORF (Oral Reading Fluency) assessment by achieving a 29-29 (50th percentile) or higher. If the student enters after the month of September, ReNEW staff will check student records to determine if a comparable assessment was administered in the other state school. If so, the School Building Level Committee (SBLC) may make a determination to use the results of that assessment.

Students who do not attend a full-day state-approved kindergarten will not be held to the same standards than those who do. Students must show evidence of academic and developmental readiness for initial placement in first grade, or they may be placed in kindergarten. Continued placement in first grade will require that the students demonstrate readiness as determined by a professional evaluation conducted by a classroom teacher.

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

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

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

Students who are not truant and receive a passing grade in all core content academic classes are promoted to the following grade level upon recommendation of the school leader. For students not meeting these criteria, the SBLC will review academic performance as measured by grades, classroom assessments, benchmark exams, LEAP scores, and nationally normed assessments. The SBLC will also review the educational history of the student, their age and social development. In addition to the aforementioned data, criteria that the SBLC will consider when making placement decisions includes but is not limited to:

- The total number of unexcused absences
- Scoring less than proficient on state end of year tests in any subject
- Scoring less than proficient on any benchmark assessment in any subject
- Receiving less than a passing end of year grade in any subject
- Below grade level in reading or math as determined by locally selected universal screening and assessment tools

Students and families will be notified of their student's academic and attendance standing on a quarterly basis through report cards and parent teacher conferences. Ultimately, in consultation with families the SBLC will determine the placement that best serves the needs of the individual student who is not receiving special education services; all students receiving special education services will have placement decisions made by their IEP team.

Promotion of students in grade 3

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

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

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

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

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

Students who are not truant and receive a passing grade in all core content academic classes are promoted to the following grade level upon recommendation of the school leader. For students not meeting these criteria, the SBLC will review academic performance as measured

by grades, classroom assessments, benchmark exams, LEAP scores, and nationally normed assessments. The SBLC will also review the educational history of the student, their age and social development. In addition to the aforementioned data, criteria that the SBLC will consider when making placement decisions includes but is not limited to:

- The total number of unexcused absences
- Scoring less than proficient on state end of year tests in any subject
- Scoring less than proficient on any benchmark assessment in any subject
- Receiving less than a passing end of year grade in any subject
- Below grade level in reading or math as determined by locally selected universal screening and assessment tools

Students and families will be notified of their student's academic and attendance standing on a quarterly basis through report cards and parent teacher conferences. Ultimately, in consultation with families the SBLC will determine the placement that best serves the needs of the individual student who are not receiving special education services; all students receiving special education services will have placement decisions made by their IEP team.

Promotion of students in grade 4

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

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

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

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

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

Students who are not truant and receive a passing grade in all core content academic classes are promoted to the following grade level upon recommendation of the school leader. For students not meeting these criteria, the SBLC will review academic performance as measured by grades, classroom assessments, benchmark exams, LEAP scores, and nationally normed assessments. The SBLC will also review the educational history of the student, their age and social development. In addition to the aforementioned data, criteria that the SBLC will consider when making placement decisions includes but is not limited to:

- The total number of unexcused absences
- Scoring less than proficient on state end of year tests in any subject
- Scoring less than proficient on any benchmark assessment in any subject
- Receiving less than a passing end of year grade in any subject
- Below grade level in reading or math as determined by locally selected universal screening and assessment tools

Students and families will be notified of their student’s academic and attendance standing on a quarterly basis through report cards and parent teacher conferences. Ultimately, in consultation with families the SBLC will determine the placement that best serves the needs of the individual student who are not receiving special education services; all students receiving special education services will have placement decisions made by their IEP team.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

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

Transitional 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.

Students who are not truant, receive a passing grade in all core content academic classes, and meet all requirements listed above are promoted to ninth grade upon recommendation of the school leader. For students not meeting these criteria, the SBLC will review academic performance as measured by grades, classroom assessments, benchmark exams, LEAP scores, and nationally normed assessments to determine if placement in transitional ninth or retention in eighth grade is more appropriate. The SBLC will also review the educational history of the student, their age and social development. In addition to the aforementioned data, criteria that the SBLC will consider includes but is not limited to:

- The total number of unexcused absences
- Scoring less than proficient on state end of year tests in any subject
- Scoring less than proficient on any benchmark assessment in any subject
- Receiving less than a passing end of year grade in any subject
- Below grade level in reading or math as determined by locally selected universal screening and assessment tools

Students and families will be notified of their student's academic and attendance standing on a quarterly basis through report cards and parent teacher conferences. Ultimately, in consultation with families the SBLC will determine the placement that best serves the needs of the individual student who are not receiving special education services; all students receiving special education services will have placement decisions made by their IEP team.

High school promotion and transition considerations

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

- Complete the FAFSA; or
- Complete the Louisiana TOPS form; or
- Certify a waiver in writing to the LEA (sample: non-participation LEA form/Letter); or

- Receive a waiver through the district hardship waiver process.

Early Graduation

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

The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

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

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending 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 asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, 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.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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.

Placement of transfer students

The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

Transfers from school systems within or outside the state are subject to state requirements. Students who enter from approved schools within or outside the state are placed in the corresponding grade from the sending school by EnrollNOLA. Such placement will be maintained until complete documentation, such as prior report card or transcript, is obtained from the transferring school or the SBLC determines other placement.

Support for students

School year support

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

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

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

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

Summer remediation

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

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

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

Support Standard for Grades Kindergarten-3

Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:

- Provide information on activities that can be done at home to support the student's literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

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.

For students who are new to ReNEW and whose home language is not English, as indicated on the home language survey, we will assess students' English language proficiency in reading, writing, listening, and speaking. We will do so using the English Language Proficiency Screener (ELPS) provided by the state of Louisiana. For returning students we will use the English Language Proficiency Test (ELPT) results from the spring.

SBLC teams will review data of incoming students to ensure appropriate grade level placement. Depending upon entering English proficiency levels, students may receive ESL support in classes through a co-teacher, ESL teacher push-in model, some bilingual support and/or SIOP strategies implemented by the classroom teacher. Every attempt will be made to place students who have just arrived in the United States in the same grade in which they were enrolled in their home country; where there are significant gaps in a child's education students shall receive intervention services. English Language Learners who require language interventions will be taught using the most appropriate methods given the size and diversity of the ELL population. Students will be placed with their grade/age level peers and will receive instruction in small, targeted pull-out groups, differentiated by age and language ability depending upon the results of their ELPS or ELPT.

Students with "newcomer" status, with little to no native English and as assessed by the ELPS will receive targeted English instruction in small groups. Students with intermediate and advanced levels of English will receive English language support/ instruction that aligns with the new Louisiana standards.

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.

ReNEW Schools participates in the Orleans Parish's Student Hearing Office (SHO) and adheres to all policies outlined by the OPSB Student Hearing Office Manual. Students may be referred to the Student Hearing Office based on commission of behavior offenses warranting expulsion. The Hearing Office acts as a neutral arbiter to determine if the expulsion recommendation should be upheld, and then determines the best alternative placement for the student.

Expulsion hearings are scheduled after prior interventions at the school level have not resulted in changed behavior or for first-time behaviors that merit an Expulsion Hearing. Students can be expelled at an Expulsion Hearing if an expulsion is in accordance with the facts at hand, district policy, all relevant laws and regulations, and the guidelines outlined in the Student Hearing Office Manual.

Please see the Orleans Parish Student Hearing Office Manual for more information.

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.

I. Grade Level Retention Process

At the end of each school year, teachers, families and school administrators must consider whether retention is an appropriate support for students who have struggled academically.

II. Before the School Building Level Committee (SBLC) Retention Discussion:

1. The School Director/Principal or their designee shall develop a list of students under consideration for retention:
 - a. Remove the names of students with IEPs. Retention decisions for students supported in special education are made by the IEP team (see [Bulletin 1530](#) from Louisiana's IEP Handbook, Appendix A).
 - b. Flag the names of students with 504 plans. A student supported with a 504 plan can be considered for retention by the SBLC if the following conditions have been met:
 1. The 504 plan is current and has been implemented with fidelity.
 2. At the first sign of failure during the school year, the SBLC chairperson reconvened the student's teachers and adjusted the plan to meet the specific needs of the student.
 3. The parent/guardian has been invited to participate in the 504 plan development and adjustment.
2. Share the list of students under consideration for retention with the grade level team.
3. Notify in writing to parents/guardians that their child is under consideration for retention.
4. Schedule a meeting between School Director/Principal and Director of Data & Accountability, and Director of Intervention and school Intervention Coordinator to review the list of students being considered for retention. Documentation of interventions and supports (including attendance interventions) provided to the student will be required.

III. At the SBLC Retention Meeting

1. Review all available data on the student including, but not limited to grades, norm-referenced progress monitoring data, benchmark scores, etc.
2. Teachers, parents and other applicable staff members will share their observations of the student's performance and their suggestions for placement in the next school year.
3. Strive to reach consensus on each student's placement decision. In the absence of consensus, the SBLC decision will be based on mutual agreement between the

student's family and the school Principal. The Intervention Coordinator, school Principal and at least one general education teacher must be in attendance in order to make a retention determination.

4. A ReNEW Retention Form will be completed for each student that the SBLC decides to retain in their current grade level.
 - a. The Retention Form will capture meeting notes and an explicit rationale for why a student was recommended for retention and interventions provided.
 - b. A plan for supports in the coming school year will also be included on the Retention Form.
 - c. The Retention Form will capture the family's input in the retention process.

IV. After the SBLC Retention Discussion

1. The following details will be shared with the ReNEW Network Support Team at the conclusion of the meeting:
 - a. The date(s) the SBLC meeting(s) was/were held
 - b. The date(s) each child's parent/guardian was notified of the SBLC meeting regarding retention
 - c. A link to the ReNEW Retention Form completed for each student selected for retention.
2. Process review
 - a. The ReNEW Network Support Team will review all SBLC documentation to ensure compliance with student promotion and retention procedures.
 - b. In cases where documentation does not follow proper procedures or meet review standards, the student will be placed in the next grade level pending further action by the Network Support Team.
3. Family notification
 - a. Retention letters will be mailed home along with a copy of the ReNEW Retention Form in early June.
 - b. Families who wish to contest the retention decision can submit an appeal to the ReNEW Network Support Team by July 1st.
 - c. In the event of appeal, an SBLC meeting will be convened before the first day of school to revisit the decision in question.

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.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this ReNEW Schools 2022-2023 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