

2021-2022 Pupil Progression Plan

Local Education Agency:

Lake Forest Elementary Charter School

Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In October 2017, BESE approved, as Notice of Intent, revisions to Bulletin 1566 that relate to placement, promotion, and support and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in *Bulletin 741 – Louisiana Handbook for School Administrators*, which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been 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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I. Placement of students in kindergarten and grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

First Grade Entrance and Screening Requirements

- No Attendance/Partial Attendance in Kindergarten
 - Students entering first grade without attending a full-day public or private kindergarten for a full academic year shall be assessed using DIBELS (8th EDITION) and/or other appropriate screeners/assessment measures. The screening instrument results shall be used to plan instructional programs for each student.

- A student must score at the proficient level or better on the screener/assessment instrument. If the criteria indicate that he/she is not prepared for the first-grade curriculum, he/she will be referred to the SAT for final placement.
- Full Year of Kindergarten
 - If the student has attended a public or private kindergarten for a full year with a minimum of 161 days of attendance or the equivalent: The student shall meet multiple criteria that indicate readiness for first grade that includes scoring at the proficient level or better on kindergarten benchmarks, End of Year Kindergarten Assessments and demonstrate readiness for first grade reading as indicated on a standardized measure such as DIBELS (8th EDITION), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc. Promotion will not rest solely on the successful attainment of any one indicator but will include all criteria.
- Students attempting to enroll in first grade from out of state not meeting the kindergarten attendance requirement shall be assessed using the same procedures outlined for in-state students who did not meet the kindergarten attendance requirement.

II. Placement of transfer students

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

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

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

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

All new registrants to Lake Forest Charter School are required to present to the principal/designee of the school:

- a copy of their official birth records;
- a transcript, but a report card may be used until the parent(s), within a reasonable time, can acquire and give the school an official transcript. After tentative placement and all means are exhausted to obtain a school transcript, which is still not available, the **principal/designee** can assign permanent placement based on pupil progress in the tentative grade placement and/or through a developmentally appropriate examination process, or the **principal/designee** can assign the student to the previous grade.

- the immunization records as required to comply with state law and the regulations of the city of New Orleans Health Department;
- a completed Home Language Survey form which is available at the school;
- a copy of LEAP scores for entry to grade 5 or standardized assessment report if a student is coming from a private or out-of-state school.
- Documentation that the school is an approved school within the state (public/non-public)
 - A pupil transferring to Lake Forest Charter School from another “approved” school (designated by the State educational agency) within the state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All core academic subjects(English language arts, mathematics, science, and social studies)grades on that transcript will be considered when averaging the final grade of the student.
- Approved out-of-state schools (public/non-public)
 - A pupil transferring to Lake Forest Charter School from another “approved” school (designated by the State educational agency) out-of-state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All core academic subjects(English language arts, mathematics, science, and social studies)grades on that transcript will be considered when averaging the final grade of the student.
- Home Study and Unapproved schools (public/non-public)
 - A pupil transferring to Lake Forest Charter School from another “approved” home study program (designated by the State educational agency) within or out of state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All core academic subjects(English language arts, mathematics, science, and social studies)grades on that transcript must be considered when averaging the final grade of the student. If the student transfers from an unapproved home-study program or an unapproved school (public/nonpublic) within or out-of-state, the student shall be required by the **principal/designee** of Lake Forest Charter School to undergo an assessment on all or any part of the work completed in the former school and should be placed in a grade based upon the results of the examination.
- Student entering 5th Grade
 - For students in grade five transferring to Lake Forest Charter School from any in-state nonpublic school (state-approved and unapproved), or homeschooling program, or Louisiana resident transferring from any out of state school, grade placement will be based on the promotional determination indicated on the report card or transcript provided by the sending school.
- Names of the entrance tests used to determine grade placement
 - When grade placement must be determined, the enrolling student will be assessed at the school level utilizing a comprehensive exam for the grade level prior to the anticipated enrollment grade. The comprehensive exam will be selected by the **principal/designee**.

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

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

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

Lake Forest Charter School will use the following criteria to determine the promotion of each student in grades Kindergarten, 1, and 2 whether in the school building and/ or via distance or virtual learning:

- The pupil will meet all performance requirements for promotional subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts and mathematics. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the School Assistance Team (SATeam).
- After the intervention, the SATeam will review achievement and determine whether the student will be promoted. The decision of the SATeam is FINAL.
- Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
- Performance on the end of the year readiness requirements as indicated on a standardized measure such as DIBELS (8th Edition), Desired Results Developmental (DRDP) Profile-K (2015), I-Ready, etc.
- Quarterly exams will count as one-fourth of the quarterly grade.
- The pupil will also attend a minimum of 161 days of school or its equivalent in minutes.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- **LFC does not accept summer school credits for failed core academic subjects.**

Lake Forest Charter School will use the following criteria to determine the promotion of each student in grades 3, 5, 6, and 7 whether in the school building and/or via distance or virtual learning:

- The pupil will meet all performance requirements for promotional subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts, mathematics, science, and social studies. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the SATeam.
- After the intervention, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted. The decision of the SATeam is FINAL.
- Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.

- Performance on LEAP 2025 and/or LEAP Connect assessments: All students in grades 3 - 8 must score at the achievement levels of basic or above on the ELA and math portions of the state-mandated assessments. Students who do not meet this requirement must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the SATeam.
- After the intervention, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted. The decision of the SATeam is final.
- Quarterly exams will count for one-fourth of the quarterly grade.
- The pupil will also attend a minimum of 161 days of school or its equivalent in minutes.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- **LFC does not accept summer school credits for failed core academic subjects.**

IV. Promotion of students in grade 4

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

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

The LDOE will provide to each LEA a roster of third and fourth-grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such 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.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in grade 4 whether in the school building and/or via distance or virtual learning:

- The pupil will meet all performance requirements for promotional subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts, mathematics, science, and social studies. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the SATeam.
- After the intervention, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted. The decision of the SATeam is FINAL.
- Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
- Students who fail to meet course-average requirements will be retained.
- Performance on LEAP 2025 and/or LEAP Connect assessments: All students in grades 3 - 8 must score at the achievement levels of basic or above on the ELA and math portions of the state-mandated assessments. Students who do not meet this requirement must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the SATeam.
- After the intervention, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted. The decision of the SATeam is final.
- Quarterly exams will count for one-fourth of the quarterly grade.
- The pupil will also attend a minimum of 161 days of school or its equivalent in minutes.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- **LFC does not accept summer school credits for failed core academic subjects.**

Promotion and Support Policy Process for Grade 4/Policy for Individual Academic Improvement Plan

- Identify students who are struggling academically using the roster provided by the LDOE.
- Lake Forest will utilize the LDOE Individual Academic Improvement Plan (IAIP) template.
- The School Assistance Team (SAT) and the parent(s) will meet to develop the IAIP.
- The student will be referred to student services for tiered intervention and support.
- Lake Forest Charter School does not participate in transitional grade programs.

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

Regular Grade 8 Promotion

Eighth-grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who score “Approaching Basic” in English language arts and mathematics; promotion to the ninth grade will be determined by the Lake Forest Charter SAT Team. 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.

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.

Lake Forest Charter School will use the following criteria to determine the promotion of each student in grade 8 whether in the school building and/or via distance or virtual learning:

- The pupil will meet all performance requirements for promotional subjects.
- The pupil shall attain at least a 70 percent final average in each of the promotional subjects of English/language arts, mathematics, science, and social studies. Students that attain between a 67 – 69 percent average must participate in a summer intervention program at the expense of the parent. This summer intervention must be pre-approved by the SATeam.
- After the intervention, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted. The decision of the SATeam is FINAL.
- Any student that earns a final average of 66 or below in any promotional subject will fail the course and be retained.
- Quarterly exams will count for one-fourth of the quarterly grade.
- The pupil will also attend a minimum of 161 days of school or its equivalent in minutes.
- In order to retain placement at Lake Forest Charter, students will not be allowed to be retained or assigned to a grade.
- **LFC does not accept summer school credits for failed core academic subjects.**
- Lake Forest Charter School does not participate in any transitional grade programs.

High school promotion

Eighth-grade students who are enrolled in English I and Algebra I receive a Carnegie unit that will be sent to High School.

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.

VI. 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.

The LEA will offer, at no cost, on-grade level instruction through extended day and Saturday camps. LFC also provides one-on-one intervention sessions throughout the school day. Additionally, each teacher is required to provide one hour a week tutoring to students who need it.

Promotion and placement of certain student populations

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.

Established Procedures for Identifying Language Minority Students

Students, who enter Lake Forest Charter School for the first time, shall complete the Home Language Survey that identifies language minority pupils. Responses on the survey are used as a tool to identify students in need of screening. The completed survey will be retained in the student's cumulative record and recorded in the LEA's student information system. (Reference Bulletin 1851).

Established Procedures to Determine If Language Minority Students Are

- Pupils who have been identified as Language Minority according to the Home Language Survey must be referred to a qualified staff member for the assessment using an appropriate screener to determine English Language Proficiency.
- The oral, writing, and reading portions of the English Language Proficiency Screener (ELPS) will be used to collect data needed to determine the level of English language proficiency for placement by developmental level.
- Tests are administered by a certified EL teacher or trained designee.

English language proficiency assessment results directly influence instructional placement. However, EL students must be placed in an age-appropriate grade consistent with the district's policy for regular

grade/general education placement. If there is a discrepancy between the chronological age and the grade placement of the pupil based on records and/or screening, the pupil shall be placed in the grade level of his age-mates.

If a parent does not refuse services (via written notification) the limited English proficient student is placed in a comprehensive educational program that is designed and proven to provide instruction that leads to English language proficiency and academic achievement. Depending on the student's English proficiency level, the English and content area programs may be concurrent or sequential but are not designed to segregate the EL student beyond the extent necessary to achieve the goals of the district. Using integrated language and content instruction allows EL students to continue their academic development while acquiring English proficiency. When designing an individual plan of instruction for EL students, teachers should use the English Learners' Accommodation Checklist to ensure equitable access to the curriculum (Appendix U. Schools provide services to EL students through alternative language program instruction via highly qualified certified EL teachers. The program provides intensive instruction in English through a variety of accepted educational models designed for second language acquisition such as:

- Sheltered English Instruction
- Content-Based English as a Second Language

EL students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate in the district's general education plan. Former transitioned EL students will be monitored by a certified EL teacher, regular classroom teacher, school counselor/and or social worker. Their findings will be reported each grading period to ensure that these students are successful in the district's overall educational program. Students who demonstrate the ability to meaningfully participate in the district's educational program do so with the general student population. Students not able to participate meaningfully in the district's educational program are assessed to determine the reason for participation deficiencies (i.e., previous English Learner (EL) status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate services based on the results of the assessment(s). Examples of measures that the district may use to evaluate the success of the EL student's ability to meaningfully participate in the general program are:

- Standardized tests including NRT and CRT
- Teacher observation measures and checklists
- Portfolios
- Grade point averages/report card grades
- Promotion/retention rate
- Quarterly exams
- Inclusion of EL student in gifted and talented programs
- IEPs
- Parent feedback

A student meets the criteria for exiting EL status as follows:

- ELs who achieve a score of Proficient on ELPT have demonstrated that they have attained a level of English language skills necessary to independently provide, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English.
- To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 (Early Advanced) or level 5 (Advanced) on all four ELPT domains including speaking, listening, reading, and writing.
- Once a student has achieved overall proficiency on ELPT, the student is no longer classified as EL and will be reclassified as Fully English Proficient. Schools will notify parents through a notification letter and update their student information system with the student's new, non-EL status.

A former EL may be reclassified as EL if they meet all of the following criteria:

- It is 3 years or less from initial classification to Fully English Proficient.
- There is documentation in the form of assessment scores, classwork, or observations that the student is struggling with the language demands in numerous content areas.
- All other classroom interventions have been unsuccessful.
- The SAT Team determines that there is still a need for specific types of language support.
- Once a student has been identified as needing to be rescreened, the school system will administer ELPS again and make placement decisions based on the student's most current proficiency levels

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.

- Lake Forest Charter does not offer Alternative Education Placement Programs

VII. 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.

Regular Education Students and Students with Disabilities

- In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the **principal/designee** to discuss the discrepancy.
- Parents/guardians may request an appeal of a disputed grade through the Curriculum Review Team, which consists of the teacher of record, the **principal/designee**, Executive Director of Curriculum & Instruction, Director of Curriculum & Instruction, and School Social Worker. All final decisions must be documented and placed in the student's cumulative record.
- The request for review of special education records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after the review of records, programming, and assessment data by the SATeam.
- Decisions by the SAT team are final and appeals are not granted.
- Students with disabilities and/exceptionalities must also meet all promotional requirements set forth for the regular education students

Section 504 students

Section 504 students shall follow the guidelines set forth for the regular education students.

VIII. 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.

Review Process Students

Parents, guardians, teachers, the **principal/designee**, CEO, or members of the administrative team may initiate a review of student placement. The current school **principal/designee** should be notified in writing when a placement review is necessary or desired. The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the school building level committee/SATeam.

Team/parent conferences should be held in order to develop effective intervention strategies for a student. Student interventions will be evaluated monthly for effectiveness and adjusted as needed. These strategies and adjustments will be documented in writing to the parent and appropriate teachers.

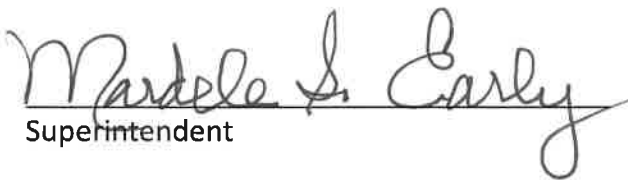
The review process will be monitored by school-level administrators in accordance with BESE and OPSB policy. Student cumulative records will be examined for appropriate documentation. Students receiving the intervention will be reviewed for the effectiveness of the intervention

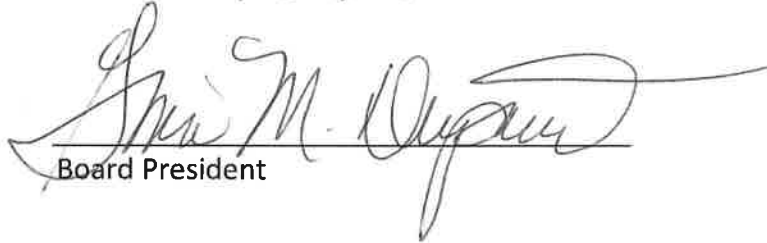
implementation. Student records are protected by the "Pupil Records and Privacy Rights of Parents and Pupils", OPSB Policies-Regulations-By-Laws 5125.1R.

IX. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Lake Forest Elementary Charter School 2021-2022 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: 9-29-2021


Superintendent


Board President