

2019-2020 Pupil Progression Plan

Local Education Agency:

University View Academy



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

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student 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

Table of Contents

I. Placement of students in kindergarten and grade 1	4
II. Placement of transfer students	5
III. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7....	5
IV: Promotion and support of students in grade 4	6
V: Promotion and support of students in grade 8 and high school considerations	7
VI: Support for students	11
VII: Promotion and placement of certain student populations	13
VIII: Alternative education placements	16
IX: Due process related to student placement and promotion	16
X: Additional LEA policies related to student placement and promotion	17
XI: LEA assurances and submission information	17

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 the results will be used.

A student entering kindergarten at University View Academy shall have attained the age of five (5) on or before September 30 of the calendar year in which the school year begins. An identified gifted student entering kindergarten in UVA must adhere to the same policy as required for a regular education student.

Students entering first grade (age of six on or before Sept. 30 of current school year) without attending a full-day kindergarten for a full academic year shall be administered diagnostic assessments in Reading and Math as well as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) diagnostic tool. Departmental administration will utilize the student's performance data on these assessments to determine placement and instructional supports.

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 take 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.

Transfer documents will include the most recent report card/ transcript and be utilized to determine initial grade placement. The school counseling team and/ or administration will review all available information to determine final grade placement. Students transferring from any non-accredited school, including home study (approved or non-approved), will be administered a proficiency exam(s) in order to demonstrate mastery of content and be awarded Carnegie credits. Proficiency in a course with a state-administered LEAP 2025 exam (English I, English II, Algebra I, Geometry, Biology, US History) must be demonstrated using the state's LEAP 2025 exam.

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.

Kindergarten: Meets attendance requirements (167) and the report card reflects successful classroom performance.

Grades 1,2,3,5,6 and 7: Obtains an annual grade of at least a D in both English Language Arts and Math, meets attendance requirements.

If student fails to meet the above stated promotion requirements student will be referred to the School Building Level Committee (SBLC) for comprehensive review of evidence of student learning for promotion consideration.

Retention: Students in grades K-3 may not be retained more than one year. A student will be retained not more than one time for failure to meet academic requirements in grades 4-7. See Section IV for more information regarding students in grade 4.

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).
 - 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 plans in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

Fourth grade students should obtain an annual grade of at least a D in both English Language Arts and Math, and meet attendance requirements
The SBLC shall make promotion and retention decisions based on a preponderance of the available evidence of student learning as well as considering this plan’s promotion requirements.
If the decision is made to retain a child in 4th grade, but the LEAP results come back showing that he/she has indeed met an acceptable level of performance that would enable him/her to successfully transition to the 5th grade, the SBLC may reconvene to adjust the committee decision.

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

a. Promotion of students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support 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.

Promotion is contingent upon successful completion of coursework, with the exception of one subject. Failure to pass ELA or math will not be considered successful classwork. Students not meeting these promotion standards after taking the eighth-grade state assessment in the spring may be placed on a high school campus as a Transitional 9th grade student following their successful completion of summer remediation.

b. 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/postsecondary 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:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. 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.

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.

According to Bulletin 741, as an online school, UVA is not subject to Carnegie unit instructional minute guidelines.

Accumulated Carnegie Units for Grade level Classification

Entry Grade

9	0-6 credits
10	6.5-12 credits
11	12.5 – 17 credits
12	17.5+ credits)

Components and Requirements of the Early Graduation Program

Appropriate completion of high school shall not be withheld from a student if the student has met all academic and attendance requirements.

However, students must earn all required credits with appropriate documents signed by parents confirming an approved pathway to completion as outlined in graduation requirements (Bulletin 741) at the time of graduation.

In order to encourage and facilitate early graduation of students seeking such completion, the district has modified its own policies and practices in the following manner:

- Carnegie credits earned during middle school will be counted in the credits required for high school graduation
- Transference of credit from accredited/approved schools
- Advanced Placement courses opportunities
- Dual enrollment articulation from accredited/district approved post-secondary institutions
- Proficiency exams to show mastery of course content
- Validation exams when there is reasonable evidence that the student has previously achieved proficiency in the content of a course
- (Some access may require financial contribution on the part of the student in following an accelerated path.)

Graduation Participation Policy

To be eligible for graduation and to participate in the graduation ceremony, students must meet all graduation requirements outlined in Bulletin 741 for the diploma pursued. These requirements must be met by the May deadline set by the district each year. The School Board may impose additional requirements as it deems appropriate.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Students with disabilities attending summer remediation will receive special 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.

Individual Academic Improvement Plan Policy

University View Academy is committed to providing each student the academic supports they need to attain their academic potential. Through appropriate intervention placement in the Response to Intervention Program students receive individualized instruction to assist them in learning grade level content. UVA will utilize the expected LEAP performance to assist in providing additional supports to students not demonstrating an acceptable level of performance of grade level content.

Each fourth-grade student not meeting the criteria for acceptable performance in at least two of the core subjects shall be provided with an Individual Academic Improvement Plan (IAIP) that adheres to the following requirements:

- The school shall convene a meeting with the student's parent or legal custodian, teachers/academic staff, and specialized support personnel as needed to review the student's academic strengths and weaknesses, discuss other relevant challenges to the student's academic success, and then formulate an Individual Academic Improvement Plan. This meeting will be held prior to October 30th of the school year following the return of the prior school year State tests results. Transfer students will have a records review within the first month of transfer to determine if they are transferring with an IAIP. If so, school administrators will review the plan for any needed adjustment to support continued adherence in the UVA setting. School personnel will review the IAIP with the parent/guardian, and identify at least two interventions that will be provided to each student with an IAIP as in-school support.
- All participants of this meeting shall sign the Parent/Guardian Agreement when completed using the template provided by the Louisiana Department of Education. This agreement will be kept on file at the school in which the student attends. Participants shall meet to review progress of each student at least once more prior to the next administration of the LEAP assessment.
- Students requiring an Individual Academic Improvement Plan shall be identified as such in the state Student Information System (SIS).
- Students with an Individual Academic Improvement Plan shall be provided with the opportunity to receive on grade-level instruction through targeted remediation programs.
- Each student's Individual Academic Improvement Plan shall continue to be in effect until such time the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's IAIP. Subjects in which a student scores "Basic" or above on subsequent LEAP Exams shall be removed from that student's IAIP.

VII. 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).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

Students with Disabilities

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the requirements for promotion.

The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations and procedures to meet Act 833 and other IDEA regulations.

Students with disabilities who do not meet promotion standards for K-8 should be considered for promotion or retention by the IEP Team based on the following district standards:

1. Promotion decisions must take into consideration accommodations, modifications to the curriculum and modified grades for students. Retention may be considered when the retention will enable the child to address grade level standards in the regular class and continue to make progress in state standards. This includes use of the IEP accommodations and modifications.
2. Promotion should be considered in any grade when the state standards, appropriate for that child, are significantly below grade level and documentation is available to support the child's progression. Significantly below grade level is defined as 2 or more instructional levels below grade enrolled in ELA and/or math. Progression is defined as documented trend data from statewide assessments, district common assessments, progress monitoring assessments and/or goals and objectives correlating with state standards. Documented is defined as written results reported on the IEP under General Student Information, Progress in the General Curriculum, Results of Statewide Assessment and/or status of goals and objectives.
3. Students who meet the state criteria for LEAP Connect should be promoted from grade to grade each school year according to their age. Retention may be considered by the IEP Team if the retention will increase mainstreaming, inclusion or other appropriate opportunities to interact with their non-disabled peers and continue to make progress in the curriculum.
4. In no case should students with disabilities be retained past the over-age policies for nondisabled students. The IEP Team must keep in mind that students with IEPs are eligible to participate in school through age 21 and individualized, appropriate programming is provided regardless of the school campus designation as elementary, middle or high school.

If an IEP team determines the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. Identify rigorous educational goals for the student in the IEP;
2. Include diagnostic information, appropriate monitoring and intervention and other evaluation strategies;
3. Include an intensive individualized instructional program;
4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to provide the opportunity to improve learning and cognitive ability;
5. Special education students not attaining performance standards shall be offered remediation the same as regular education students with special support provided as referenced in the IEP.

6. By the end of the eighth grade, the IEP team shall begin to develop an Individual Graduation Plan (IGP) pursuant to Bulletin 741. The IGP shall identify a course of study that promotes college or workforce readiness or both, career placement and advancement, and transition from high school to postsecondary education or work placement. IGP will follow standards set forth in the Individual Graduation Planning of this document under b. High school promotion and transition considerations.

The Career Diploma Assessment Requirements

If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation (Act 833).

Students with disabilities shall be afforded the same opportunities to pursue a standard diploma and to exit with all course credits, honors and financial awards as other students. A student with a disability is not guaranteed a diploma and shall meet either the standard requirements for graduation or those established by his IEP Team to be awarded a diploma.

Pursuant to the Elementary and Secondary Education Act (ESEA), the state academic content standards shall apply to all public schools and public school students in the state and include the same knowledge and skills expected of all students and the same level of achievement expected of all students with the exception of students with the most significant cognitive disabilities who may access alternate academic achievement standards and achievement levels. Exception: LEAP Connect students may qualify for a Career Diploma under Act 833 if determined eligible by the IEP Team. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state required Carnegie credits shall be considered for a regular diploma in the state and district, pursuant to federal laws and regulations.

If an IEP Team determines that state-established benchmarks on the required state assessments are no longer a condition for graduation for a student, it shall:

a) Within thirty days of the start of the next school year or course, establish minimum performance requirements in the student's IEP relevant to graduation requirements. The Louisiana Department of Education shall make available a list of multiple appropriate assessments and guidance for use in establishing minimum score requirements on the assessments that an IEP Team may, but shall not be required to, use for this purpose.

The IEP Team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student's needs that result from the student's disability and that will enable the student to be involved in and be provided with the opportunity to make progress in the general education curriculum and to meet other educational needs that result from the student's disability, including the student's postsecondary goals related to training, education, employment and where appropriate, independent living skills.

a) Provide the student and/or his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options.

b) Require the student to successfully complete IEP goals and requirements and to ensure that the student meets at least one of the following conditions, consistent with the IEP:

(For LEAP Connect students only)

- Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and continuous educational support from the school district;
- Demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district.

English Learners

All new enrolling students to UVA will complete on the application a language survey section. If language other than English is indicated as the language spoken in the home, the English Language Coordinator will schedule further screening.

English Learner (EL) Services are provided specific to the online setting for English Learners by the World Languages department as indicated by documentation provided by the English Language Coordinator.

English Learners with disabilities who are unable to meet the exit criteria after four years or more in LEP status because of their disability, as decided by the IEP Team, may be exited from LEP status (but will still be required to take statewide assessments as set forth in the IEP).

VIII. 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.

University View Academy's online setting provides students with a non-traditional educational venue which supports the educational needs for alternative access to curricula, supporting students' individualized learning requirements.

IX. 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

To ensure that the rights of all parties are protected, procedures shall be available guaranteeing their right to due process. The right to due process exists whenever any party, student, parent, teacher, principal, etc., disagrees with a decision concerning acceleration, promotion, retention, or placement of a student.

Before a formal due process procedure is initiated, all reasonable efforts will be made to resolve informally the disagreement.

If it is not possible to resolve the disagreement informally, the formal procedures, which follow, should be used to facilitate

discussions of conferences, which may be employed to resolve the disagreement.

- 1) The parent or guardian of a student shall receive written notice of all educational decisions affecting the acceleration, promotion, retention, or placement of the student.
- 2) The notice shall contain a statement informing the parent or guardian that they are entitled to a review of the decision and the procedures used in making such a decision.
- 3) The notice shall contain the information that a hearing may be held upon written or verbal request no less than ten (10) days or more than twenty (20) days from the date on which the notice was received. The notice for such a hearing shall be sent by registered mail if applicable.
- 4) Parent or guardian shall be officially notified in writing upon request, prior to any change in the student's placement.
- 5) The parent or guardian shall have access to any reports, records, or other materials used in making educational decisions affecting the student.
- 6) All parties have a right to be represented by counsel, to call witnesses and to obtain copies of appropriate documents.

Students with disabilities

Due process procedures for students with disabilities must be consistent with those described in Bulletin 1706.

504 education students

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

X. 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.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2019-2020 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