



UNIVERSITY  
VIEW ACADEMY

# 2023-2024 Pupil Progression Plan

## 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 prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local

superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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# I. Placement of students in Kindergarten and Grade 1

## Kindergarten

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 though 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.

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 the 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 K-3 Literacy Screener. 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.

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.

When an overaged student transfers into UVA during the school year and is inappropriately age placed, the school administrator and SBLC shall determine the appropriate placement.

### 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:**

Students must follow the following criteria to be promoted: earn 67% or higher in English Language Arts, earn 67% or higher in mathematics, read on level as determined by the literacy universal screener, and meet attendance requirements.

Students who have not met these standards will be referred to the SBLC for consideration of alternatives to retention or retention. A checklist of language arts and mathematics skills will be maintained for each child in kindergarten.

**Grades 1 and 2 :**

Students in grades 1st and 2nd must earn a grade average of at least a D (67%) in both ELA Skills and ELA Knowledge courses.

Students in grades **1,2,3,5,6, and 7** must obtain an annual grade average of at least a D (67%) in both English Language Arts and math in combination with either science or social studies. The annual grade average will be a numerical calculation of the first and second semester grade. Students not meeting these promotion standards after taking the state assessment in the spring and scoring at least Basic in ELA or math and approaching basic in the other subject on Leap 2025 may be placed in summer remediation. Students who do not show up for spring testing may be placed in summer remediation.

If a student fails to meet the above stated promotion requirements, the student will be referred to the School Building Level Committee (SBLC) for comprehensive review of evidence of student learning for promotion consideration. Students who are two or more years older than their peers may be assessed by SBLC for appropriate placement and recommended for an alternative type placement.

**Retention:** Students in grades K-3 may not be retained for 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 grades 3 and 4**

### **Promotion of Students in 3rd Grade**

University View Academy shall identify third grade students who have not met grade level proficiency. Third grade students who have not met the proficient 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 a virtual 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 mastery, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency. 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 foundational literacy interventions and supports based on the science of reading.
  - 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.
  - UVA has adopted a written policy pertaining to the development of the individual student literacy plan. This policy is included in the literacy section of the Pupil Progression Plan which outlines the following specific student supports: daily targeted small-group interventions by the teacher of record, before and after live session intervention provided by the interventionist with specialized literacy training, and at-home literacy program (Heggerty, Amira, and/or Lexia).
  - The individual literacy plan shall continue to be in effect until such time as the student achieves a score of Mastery/Proficient in each of the core academic subjects that initially led to the development of the student’s individual plan.

### **Promotion of Students in 4th Grade**

University View Academy shall identify fourth grade students who have not met grade level proficiency. Fourth grade students who have not achieved proficiency 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 or virtual 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.

- o 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.
- o The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- o The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- o 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.

Fourth grade students must obtain an annual grade average of at least a D (67%) in both English Language Arts and math and science or social studies. The annual grade average will be a calculation of the first and second semester grade. Promotion is contingent upon successful completion of coursework in ELA and math. Students not meeting these promotion standards after taking the state assessment in the spring and scoring at least Basic in ELA or math and approaching basic in the other subject on Leap 2025 may be placed in summer remediation.

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.

### **Additional Literacy Support for Grades 3 and 4**

*Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment **shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer** as set forth in §705 of BESE Bulletin 1566.*

- *The literacy instruction shall be based on the science of reading.*
- *No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.*



- *Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.*
- *Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year.*
- *A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.*
- *The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.*
- *Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.*

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

### **Regular Grade 8 Promotion**

Students shall score at least “Basic” in either ELA or math and “Approaching Basic” in the other subject to be promoted to Grade 9; Bulletin 1566 provides for waivers as well as placement in transitional ninth grade in certain circumstances.

The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, no later than October 1 of each school year.

Students who do not take the 8th grade LEAP will have their academic performance evaluated by the school building level committee. The SBLC may require that the student take a grade level equivalency assessment to determine promotion/placement if there is not a preponderance of evidence to support promotion to Grade 9.

### **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:

- o 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.*
- o 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 9<sup>th</sup> 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. Those students will complete LEAP Placement testing at the beginning of the school year. 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.

Students must obtain an annual grade average of at least a D (67%) in both English Language Arts and math in combination with either science or social studies. The annual grade average will be a numerical calculation of the first and second semester grade. Promotion is contingent upon successful completion of coursework in ELA and math in combination with either science or social studies. Students not meeting these promotion standards after taking the eighth-grade state assessment in the spring and scoring at least Basic in ELA or math and approaching basic in the other subject on Leap 2025 may be placed on a high school campus as a Transitional 9<sup>th</sup> grade student following their successful completion of summer remediation. Those students who do not successfully complete summer remediation will be retained in the eighth grade.

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. Evidence may include benchmark assessment results, classroom assessment results, course grades, student growth, and/or engagement records.

If the decision is made to retain a child in 8th 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 9th grade or transitional 9th grade, the SBLC may reconvene to adjust the committee decision.

Students who have been retained consecutively and fail to matriculate due to being truant (or unengaged in the work) may be recommended for transfer to an alternative school environment or adult education program if the student is:

- (1) Seventeen years of age or older with less than five units of credit towards graduation.
- (2) Eighteen years of age or older with less than ten units of credit towards graduation.
- (3) Nineteen years of age or older with less than fifteen units of credit towards graduation.

## High school promotion and transition considerations

### 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:

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.

## 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:
  1. receiving more than two credit recovery credits annually; and/or
  2. 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.
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.

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

9th Grade	0 - 5.5 credits
10th Grade	6 - 11.5 credits
11th Grade	12 -16.5 credits
12th Grade	17+ 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:

- 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

**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

### Support Standard for Grades Kindergarten - grade 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. Notification shall

- 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.

### 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.

## **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.

### **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 may be eligible to take the ELPT Connect assessment.

## **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 (April Dunn).

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:** *Students who meet the criteria of Act 833 (April Dunn Act) will qualify for a Career Diploma 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:

- 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.

**(Students who meet the criteria of Act 833 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.

## **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).

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 the disagreement informally.

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 in grades K-8 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. The 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).

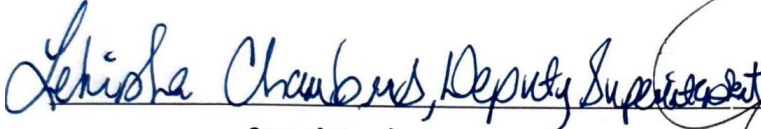
## **X. Additional LEA policies related to student placement and promotion**


## XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this University View Academy 2023-2024 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:

NOVEMBER 14, 2023

  
Leisha Chambers, Deputy Superintendent  
Superintendent

  
Board President