



**LIVING
SCHOOL**
LEARN BY DOING

2023-24 Pupil Progression Plan

Local Education Agency:

Living School, Inc.

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](#) that relate to placement, promotion, supports, & 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

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I. 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 grade 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.

Students who transfer from homestudy, nonpublic, or out-of-state schools and are enrolling in grade 9 do not have to take the state placement test, although the test remains available.

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

- For students experiencing homelessness, the requirement to produce a properly certified transcript with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned shall be waived. Living School's LEA homeless liaison will serve as an enrollment advocate for unaccompanied youth to these students in securing immunization(s), medical records, and other documentation.
- Failure of the student to pass the 8th Grade LEAP placement test required for placement in the Ninth Grade will not jeopardize the student's placement at the school in an appropriate grade. (e.g., the school may re-assign the student to an appropriate grade).

II. Promotion and support of students in grade 8

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 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 supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

III. High School Considerations

Instructional Minutes:

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

Individual Graduation Planning:

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

Financial Aid Planning:

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

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

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:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit 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.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

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.

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Policy

Nontraditional Courses

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Credit recovery programs

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

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Accelerated Proficiency-Based Learning

Accelerated programming will create opportunities for students to earn credits needed for graduation with comparable rigor but without requiring the traditional instructional minutes requirement.

Students enrolled in a course for the first time may be eligible for accelerated programming based on their individual needs.

When a student completes the full academic coursework for an accelerated course, they will be eligible to utilize the proficiency measures. The proficiency standards for all students, including first time students, is outlined below.

The number of credits applied to students' graduation requirements from accelerated programming will match what is outlined for credit recovery courses.

Academic programs utilized for the accelerated learning program are outlined in the distance learning section below.

Accelerated Proficiency-Based Credits: Assessments

When awarding proficiency-based credit by assessment for any courses that students are enrolled in during a semester, the following criteria will be met pursuant to §2314.D:

- For any course with a state-administered end-of-course exam, any student that receives a passing score will be administered a whole Carnegie credit for demonstrating proficiency in that course.
- For any course without a state-administered end-of-course exam, any student who has completed a credit recovery course or accelerated coursework, will be eligible for a proficiency credit through examination as outlined below:
 - All students will have the opportunity to take an examination for courses they are enrolled in. Some of these examinations will utilize released content from other state or national exams that utilize a set of standards similar to Louisiana. Examples of state or national examinations to be used include: NYS Regents Examinations, Georgia Milestones Examinations, National Assessment of Educational Progress.
 - To ensure testing security and validity/reliability of the assessment, the Accelerated Learning Coordinator will manage the examinations. Multiple examinations will be created to avoid administration of the same exam within one calendar year. Students will be allowed to retake a proficiency exam in a course with an alternate version of the exam after successful completion of a review of the course content.
 - All proficiency exams, passing scores, and scoring rubrics will be submitted to the LDE through their google form for feedback annually. Per the LDE, if no feedback or changes are requested, the exam is added to the repertoire of proficiency assessments.
- All assessments can be produced for the LDE at any time in accordance with our practices.

Proficiency-Based Credits: Portfolios

When awarding proficiency-based credit for any courses that students are enrolled in during a semester, the following criteria will be met pursuant to §2314.D:

- For any course without a state-administered end-of-course exam, any student that chooses the portfolio pathway or has not reached a passing score on one of the above assessments will be eligible for a proficiency credit through a portfolio as outlined below:
 - A list of standards for the course will be given to the student and they will be assigned a Portfolio Advisor on staff to assist them with their portfolio.
 - The student portfolios will consist of work samples that show evidence of meeting the overarching domain covering those standards.
 - The portfolio will include a cover letter that outlines what the student has learned throughout the course and how it relates to the standards.

- The portfolio will be graded utilizing a rubric by the Accelerated Learning Coordinator and a staff member in the content area of the portfolio.
- The portfolio rubric, as well as all portfolio submissions, will be produced for the LDE at their request at any time. Adjustments will be made to the portfolio process as deemed necessary by the LDE.

Distance and E-Learning Environments for Accelerated Learning

When distance and e-learning is utilized within the accelerated learning program, the following curriculum and supports have been put in place pursuant to §2326:

The distance education programs chosen to support Accelerated Learning include: Edgenuity, EdMentum, StudyIsland, Study.com, and Duolingo.

- Edgenuity and EdMentum support state content standards for a number of courses and have been approved by the Louisiana Department of Education. The list of courses that meet Louisiana standards can be found on their website or by clicking [here](#).
 - Edgenuity and EdMentum can and may be utilized for the following courses:
 - English: English I, English II, English III, English IV, Business English, Senior Applications English
 - Math: Algebra I, Geometry, Algebra II, Algebra III, Concepts in Probability and Statistics, Precalculus, Advanced Math
 - Science: Physical Science, Chemistry, Biology, Environmental Science, Earth Science, Physics
 - History: US History, World History, Civics, World Geography
 - Foreign Language: French I, French II, French III, Spanish I, Spanish II, Spanish III
- Study.com & StudyIsland offers a number of homeschool curriculums that meet the requirements to bear credit for students. Each individual course's landing page offers an overview of the curriculum and standards. Any chapters assigned from these programs will be cross-checked by the Accelerated Learning Coordinator to be aligned to Louisiana state standards.
 - Study.com & StudyIsland can and may be utilized for the following courses:
 - Science: Physical Science, Chemistry, Biology, Environmental Science, Earth Science, Physics
 - History: US History, World History, Civics, World Geography
 - Foreign Language (only when used in conjunction with Duolingo): French I, French II, Spanish I, Spanish II
- Duolingo is utilized as a supplementary tool for students enrolled in distance learning primarily for the speaking and listening standards in foreign language courses. Students enrolled in distance learning for foreign language will additionally engage with some or all of the other programs listed.
 - Foreign Language (only when used in conjunction with Study.com or StudyIsland): French I, French II, Spanish I, Spanish II

All distance learning course content has been aligned to the same units as the traditional course offerings. All of the same content standards are met regardless of what pathway a student uses to take a given course.

Instructional staff will receive professional development on how to utilize and instruct students using all distance learning platforms in areas including, but not limited to: completing course chapters themselves, operation and functionality of platforms, ways to provide standards-aligned feedback to online work, and student-to-teacher and student-to-student collaboration.

The teacher of record for the course/subject will be expected to give feedback on student performance in courses and provide supplementary support to any students not meeting mastery on assignments.

All students in distance learning courses will be provided log-in information, a step-by-step process to access course content, a print out of all course content in hard copy to annotate and take notes, a note taking template, blank paper, and any course-specific reference materials (graph paper, periodic table of elements, etc.).

A computer monitoring software will be utilized that allows students to communicate directly with their teacher in the event of additional course or technical support needs.

A weekly report of student completion rates and performance scores will be made available to the student and guardians, as well as any additional stakeholders.

When students receive their schedules, any student who is taking accelerated courses will meet with the Accelerated Learning Coordinator to review the course materials, platform, and ask any questions that they have.

Student technology competencies are currently designed to be accessible to all students with reasonable accommodations and modifications as needed.

All programs outline a complete list of standards, learning objects, student targets, and assessment materials that teachers are able to access at any point throughout the course. All programs also offer flexibility in content assignment based on teacher discretion, allowing: additional assignments for struggling students, insertion of other supplementary materials, and other pedagogical instructional moves that would best support student learning and mastery.

All online course materials follow the necessary fair use laws and utilize HTML-based formats not requiring additional proprietary technology.

Each distance learning program includes embedded software or is usable by add-on softwares to provide accommodations for students with disabilities or different learning

styles. Students engaged in distance learning will still receive support from special educators in the appropriate setting per their individualized plan.

All courses will follow the school grading policy for administering grades on the students' transcript.

All distance learning and accelerated courses can be administered to students in a classroom of their peers with no placement changes, if desired by the student and their guardian. All classrooms, regardless of the environment, will have a facilitator that is employed as a teacher and has received the proper training and ongoing development for administering distance education.

To ensure students have appropriate, equitable and adequate access for course participation all distance and accelerated programming will follow school policies regarding grading, promotion, and student services. All students with diverse needs can have additional supports and modifications made to their distance learning courses if the team determines these are necessary for student success.

All students will have the option to complete paper-based work that is supported by the technology, if they so choose. These options will be able to be utilized even in the event of prolonged interruptions to computer-based access.

All course enrollments will be determined in accordance with policies for student placement outlined in this document.

Distance learning programs utilized will require minimal software and there is an appropriate student-to-technology ratio to meet the needs of all distance education.

Established partnerships will be made with the distance education program providers to ensure communication in a timely manner regarding any changes to the software or hardware required to reduce interruptions to learning.

IV. 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 supports 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 “Effective: Proficient” 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.
-

V. Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

- Students 15 years or older will be placed in grade 9 or higher based on evidence of academic and social achievement from transcripts, test scores, portfolios of work, and/or placement tests administered by the LEA.
 - International transcripts are evaluated by the School Building Level Committee based on established best practice from the [U.S. Department of Education](#) and Louisiana Department of Education.
 - No student shall fail a class or be otherwise penalized for limited English proficiency.
 - Teachers must implement accommodations and modifications from any student's documented plans both in class and on assessments.
 - Grading and promotion decisions should therefore take into account appropriate accommodations and modifications.
 - Students cannot be penalized for class time and/or assignments missed because of participating in support services such as ESOL classes.
 - Living School establishes and monitors compliance with civil rights requirements for students with exceptionalities, English language learners, and students experiencing homelessness.
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VI. 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 and alternative education program or school, including any promotion policies that may differ from what was provided above.

- The SAT and/or IEP Team will be responsible for analyzing all available records to determine if an alternative placement is the Least Restrictive Environment for a student.
 - If a change of school or LEA is being considered, OPSB's EnrollNOLA team will be involved to ensure appropriate procedures and placement are followed.
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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.

- Parents/Guardians may at any point request a change or reconsideration of a student's grade, placement, and/or promotion. Requests should be submitted in writing with accompanying evidence to the School Director who will have ten work days to investigate the request and respond in writing with a final decision. The School Director may involve the SBLC and/or IEP Team in any decision.
 - In the event that a parent/guardian feels like a law may have been violated, they may direct the concern in writing with accompanying evidence to the Chairman of the Board of Directors who will have ten work days to investigate the concern and respond in writing with a final decision. A family may choose to refer said decision to the Orleans Parish School Board and/or Louisiana Department of Education.
 - Due process rights of students with exceptionalities, students who are homeless, and other protected groups will be honored in all circumstances.
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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.

Grades, Grade Points & Earning Credit

The grading scale for final course grades at Living School is as follows (in alignment with the Louisiana Department of Education's High School grading scale):

Letter Grade	% Range	Grade Points	Honors Course Grade Points
A	93 - 100%	4	5
B	85 - 92%	3	4
C	75 - 84%	2	3
D	67 - 74%	1	2
F	66% and below	0	0

Incomplete work on an assignment gets put into the gradebook as a 50% in order to avoid disproportionately impacting students' grades for incomplete work.

Courses with a final grade of F do not earn credit. Failed courses may be retaken as a credit recovery course in alignment with the Credit Recovery policy outlined above.

Honors Credit

We offer integrated Honors Credits in most courses. In order to opt into a Honors Credit within a course, the student and their parent/guardian must sign an Honors Contract with the Instructor of Record stipulating the work to be completed for that Honors designation. Students may opt into or out of Honors Credits anytime on or before the Add/Drop Deadline each Semester.

Honors courses shall earn an extra grade point as outlined above. Honors courses not recognized by the Louisiana Department of Education will earn this extra grade point within our local GPA but that may not translate to the statewide TOPS GPA.

IX. Distance Learning

In emergency situations when the Louisiana Department of Education waives other requirements (like seat-minute and/or LEAP exam requirements) for earning credits, will require that a student finish the semester on the originally published date with a 67% D or higher and with 5 or fewer unexcused absences.

Living School's administration will publish publicly and distribute through all reasonable means of communication the way for a student to be in attendance given the nature of the emergency. Daily attendance expectations for Distance Learning remain the same: Students are expected to be in attendance daily according to the Living School Calendar. Families may excuse up to 3 days per semester and beyond that days must be excused by a medical professional. Students must miss no more than 5 unexcused days per semester in order to earn credits.

For families who are navigating unique challenges preventing their student from maintaining regular attendance during Distance Learning, Living School's administration may negotiate an Attendance Contract to accommodate the family's specific needs. This Attendance Contract can also include agreements to amend or excuse certain grades.

X. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Living School 2021-22 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: ____



Stefin Pasternak
Superintendent



Danneka Mitchell
Board Chair