



Athlos Jefferson Parish

AAJP Board Meeting

Published on September 6, 2022 at 1:17 PM CDT

Date and Time

Wednesday September 7, 2022 at 6:00 PM CDT

Location

[979 Behrman Hwy.](#)
[Terrytown, LA 70056](#)

<https://zoom.us/j/96963794044>

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Nick Berg	
B. Record Attendance		Nick Berg	1 m
C. Call for Conflict of Interest		Nick Berg	1 m
II. Consent Agenda			6:02 PM
Motion- I move to approve the consent agenda...			
A. Approve Agenda	Vote	Nick Berg	1 m
Approve the current month's meeting agenda.			
B. Approve August Meeting Minutes	Approve Minutes	Nick Berg	
C. New Hires & Stipends	Vote	Cheryl Martin	
Approve new hires and signed contracts from the month			
III. Public Comment			
IV. Administrative Reports			6:03 PM

	Purpose	Presenter	Time
A. Director's Report	FYI	Cheryl Martin	15 m
Update on progress of key priorities at AAJP.			
B. CEO Report	FYI	Bill Bressler	5 m
Update on Homecourt projects being conducted to support AAJP.			
C. Brief Update on Financials	FYI	Thomas Bickart	10 m
<ul style="list-style-type: none"> • Budget Update • Audit Status Update • Key Metrics Update 			
V. Board Training			6:33 PM
A. The Work of Committees	FYI	Jill Turgeon	10 m
Review the importance of committee work.			
VI. Committee Reports			6:43 PM
A. Finance Committee	FYI	Harvey Wier	5 m
B. Governance Committee	FYI	Elydia Ketchens	5 m
VII. Discussion Items			6:53 PM
A. Status of State Visit	Discuss	Janine Holmes	10 m
VIII. Action Items (public comment must be had immediately before each action item vote)			7:03 PM
A. Establish Committees/Committee Chairs	Vote	Nick Berg	10 m
B. New Board Member	Vote	Nick Berg	5 m
Propose appointment of new board member, upon recommendation of the governance committee.			
C. Pupil Progression Plan	Vote	Cheryl Martin	5 m
Present PPP for board approval			
IX. Closing Items			7:23 PM
A. Adjourn Meeting	Vote	Board Chair	

Coversheet

Approve August Meeting Minutes

Section: II. Consent Agenda
Item: B. Approve August Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for AAJP Board Meeting on August 3, 2022

APPROVED



Athlos Jefferson Parish

Minutes

AAJP Board Meeting

Date and Time

Wednesday August 3, 2022 at 6:00 PM

Location

[979 Behrman Hwy.](#)
[Terrytown, LA 70056](#)

Directors Present

E. Ketchens, J. Wright, N. Berg, T. Nelson

Directors Absent

H. Wier

Guests Present

A. Harvey, B. Bressler, C. Martin, J. Turgeon (remote), Niara Woods, T. Bickart (remote)

I. Opening Items

A. Call the Meeting to Order

N. Berg called a meeting of the board of directors of Athlos Jefferson Parish to order on Wednesday Aug 3, 2022 at 6:13 PM.

B. Record Attendance

C. Call for Conflict of Interest

None

II. Consent Agenda

A. Approve Agenda

N. Berg made a motion to Approve the agenda.
T. Nelson seconded the motion.
The board **VOTED** unanimously to approve the motion.

B.

Approve June Meeting Minutes

N. Berg made a motion to approve the minutes from AAJP Board Meeting on 06-01-22.

E. Ketchens seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. New Hires & Stipends

N. Berg made a motion to approve new hires.

J. Wright seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Administrative Reports

A. Superintendent's Report

Dr. Bressler spoke about the updates on homecourt projects being conducted to support AAJP

B. Director's Report

Ms. Martin spoke about the following:

School Culture Highlights

- Distinguished Educator, Congratulations Mr. Larry Bridges
- Welcome Back Event

Prepared Mind Highlights

- Staffing Updates
- Summer PD

C. Brief Update on Financials

Mr. Bickart spoke about the updates on year-end financials and upcoming audit

IV. Board Training

A. Annual Ethics Training

Jill talked about the importance of the online Annual Ethics Training, which needs to be sent to her for record keeping. She also stated the training website: LAETHICS.NET.

V. Committee Reports

A. Finance Committee

None-Skipped

B. Governance Committee

None, will follow up next month

VI. Discussion Items

A. Strategic Plan- JP Consulting

Jodie and LC explained the School Strategic Plan:

- Background
- Prepared mind
- Healthy body
- Performance character
- Mission/Vision/Plan
- Teacher retention
- Student achievement
- Student enrollment and attendance
- Behavior discipline
- Communication

B. LA State Board of Education

Sheneyce Tippen. LA State Board of Education, spoke about the importance of maintaining a grade level "D" and above for the extension and renewal of the school.

C. Board Recruitment Update

Jill presented Niara Woods to sit on the board.

N. Berg made a motion to except Niara Woods a seat on the board.

E. Ketchens seconded the motion.

The board **VOTED** unanimously to approve the motion.

VII. Action Items (public comment must be had immediately before each action item vote)

A. Handbook Revisions

Nikki discussed the revisions to the handbook.

The following process will be used to address employee disciplinary concerns.

- Verbal warning
- Written warning and plan of corrective action
- Unpaid Leave
- Professional Improvement Plan
- Termination

N. Berg made a motion to approve the handbook changes.

J. Wright seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Pupil Progression Plan

C. Policy 4038

Jill explained the revised policy 4038

N. Berg made a motion to to approved changes of the policy 4038.
E. Ketchens seconded the motion.
The board **VOTED** unanimously to approve the motion.

VIII. Executive Session

A. Motion to go into executive session

N. Berg made a motion to have Ms. Holmes be the new Turn Around Specialist.
J. Wright seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Executive Session

N. Berg made a motion to approve a \$1000.00 bonus, to be issued prior to summer break.
E. Ketchens seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Adjourn Executive Session

D. Motion coming from Executive Session

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 PM.

Respectfully Submitted,
A. Harvey

Coversheet

Director's Report

Section:	IV. Administrative Reports
Item:	A. Director's Report
Purpose:	FYI
Submitted by:	
Related Material:	9.7 Board Report.docx

AAJP
Director's Report
September 7, 2022

September Director's Report

Prepared Mind Highlights

- Staffing Updates
- Data PD
- Beginning of the Year Testing

School Culture Highlights

- PBIS Celebrations
- Monthly Recognitions
- Upcoming Events

Healthy Body Highlights

- Athletics Registration

Pupil Progression Plan



Coversheet

Establish Committees/Committee Chairs

Section: VIII. Action Items (public comment must be had immediately before each action item vote)
Item: A. Establish Committees/Committee Chairs
Purpose: Vote
Submitted by:
Related Material: Board Committee Descriptions_Fin_Gov.pdf

Board Committee Descriptions

Finance



Primary Goals: To ensure complete and accurate financial reporting to the board and advise on financial issues.

Tasks:

- Work with school administration to create the upcoming year's budget and recommend it for Governing Board approval.
- With school administration, monitor implementation of the current approved budget, making recommendations for adjustments as necessary.
- Ensure the school adopts and follows sound fiscal policies and procedures.
- Provide oversight for the open bid process and ensure that multiple quotes are obtained as per financial policy and in compliance with law.
- Ensure compliance with authorizer's fiscal standards.
- Facilitate the annual audit process.
- Regularly report to the Governing Board and annually evaluate the effectiveness of the committee.

Governance



Primary Goals: To ensure that the Governing Board continues to develop professionally and holds itself accountable to best practices in governance.

Tasks:

- Develop and execute fair Board member recruitment practices.
 - Identify the skills and experience needed by the Board to effectively govern the school and recruit members to that end.
 - Ensure that each Board member participates in an effective orientation.
 - Ensure that each Board member participates in meaningful ongoing training.
 - Ensure that the Governing Board participates in an annual self-evaluation of effectiveness.
 - Assist the Board in setting measurable goals and tracking progress regularly.
 - Planning and facilitating an annual Governing Board retreat for the purpose of deeper learning.
 - Ensure compliance with authorizer's governance standards.
 - Facilitate the policy review process.
 - Regularly report to the Governing Board and annually evaluate the effectiveness of the committee.
-

Coversheet

New Board Member

Section: VIII. Action Items (public comment must be had immediately before each action item vote)
Item: B. New Board Member
Purpose: Vote
Submitted by:
Related Material: References for Karen Chambers.pdf
Resume- Karen Bryan-Chambers (1).pdf

July 28, 2022

References for Karen Chambers

1. Miesha Parker Juluke
Colleague
mieshaparker@gmail.com
504-442-9878
2. Dr. Joshua Washington
Colleague
Joshua.washington@theacsa.org
504-810-1378
3. Dr. Jonathan Williams
Colleague
jwilliams@edusolveconsultants.com
504-564-2371

Karen Chambers

105 Theresa Court

Slidell, LA 70458

(504) 222-5794

karenchambers1807@gmail.com

A dynamic facilitator and executive coach with over twenty-eight years of experience in creating engaging learning experiences that spark on-the-job behavior changes. I am fueled by a passion for ensuring that all students are given the opportunity to achieve at high levels. [Click here](#) to read more about how I supported my community through leadership.

PROFESSIONAL EXPERIENCE

New Leaders — Senior Director, Leadership Academy

May 2019 - Present

- Facilitates virtual and in-person sessions grounded in adult learning theory and differentiated for various learning styles
- Empowers 35 trainer-of-trainers on maneuvering courageous conversations through personalized one-on-one equity coaching
- Designs frameworks for facilitation and coaching that is being implemented in schools nation-wide

Transformational Results — Founder & CEO

January 2018 - Present

- Impacted an index of over 5,000+ students, we have provided organizational and individual leadership development support to leaders of K-12 traditional public, charter and private schools
- Designed & facilitated high-quality professional development workshops; strategic planning; and coaching. [Our domains of focus](#) entail but are not limited to executive leadership coaching, operationalizing DEI, team leadership development, professional development, career counseling, etc.

Algiers Charter Schools — School Turnaround Specialist

November 2017 - May 2019

- Closed school achievement gap by doubling the number of students scoring proficient from 33% to 66% by researching current policies and staying up-to-date on educational strategies with the greatest impact on student achievement
- Coached, mentored, and motivated low-performing teachers and leaders through weekly one-on-one sessions. Teachers became engaged in performance process and empowered to take ownership of their professional growth; therefore enhancing student achievement

FirstLine Schools — Director, Leadership Development

July 2016 - November 2017

- Reinvented professional development system for 4 schools through classroom observations and timely feedback based on Specific, Measurable, Action-orientated, Realistic, Timed, Evaluated, and Reviewed (SMARTER) Goals

CERTIFICATION

Harvard Graduate School of Education, Strategies for Effective Facilitation Certification

December 2020

Liberatory Design for Equity Process

October 2021

New Leaders for New Schools Principal Certification

Louisiana Educational Leadership Certificate

Louisiana Teacher's Certificate

Elementary Grades 1-8

Louisiana Teacher's Certificate

Upper Elementary Grades 5-8

EDUCATION

B.A. Elementary Education, Southern University of New Orleans

SKILLS

Google Workspace Microsoft Office

New Leaders — Director, Program

June 2012 - July 2016

- Established data-driven instructional cycles for Louisiana schools by coaching instructional leaders on achievable objectives
- Trained 60 teacher leaders on setting up systems and structures to drive academic gains and equitable outcomes for all students.
- Orchestrated placement of 10 equity-focused school leaders who show up as champions for racial justice in New Orleans Public Schools

New Orleans Elementary Schools — Principal

July 2008 - June 2013

- Interrupted systemic inequalities for a historically underserved school by achieving the status of the highest gaining school in the district with a 17.4 increase to the School Performance Score through applying adaptive leadership skills, increasing collective teacher efficacy, and building structures for cooperative learning
- Managed an estimated \$1 million budget exercising fiscal responsibility needed to maintain facility needs, vendor contracts, staff salaries, curriculum, supplies, etc
- Established a compelling and ambitious vision, as well as an annual strategic plan, grounded in student achievement, cultural competency, community partnership, empowerment, and professional development; Invested and motivated a variety of stakeholders; and created systems and structures to support knowledge & skill building, as well as accountability, needed to execute our strategic plan(s)
- Building and maintaining relationships and intentional partnerships with community organizations, education leaders, political leaders, and other community leaders to serve the best interest of our students and families; Designed and delivered cultural competency coursework for instructional and non-instructional staff.
 - This includes: Dramatically transforming student culture from near 50% suspension rate (prior to my arrival) down to an 3% suspension rate in the first year of leadership alone.

VOLUNTEERISM

Warren Easton Charter High School Alumni Board

- Served as Recording Secretary and was the custodian of the Association business records including the minutes of the meetings, newspaper clippings and articles, committee reports, and documents (2019-2021)
- Holds the office of Vice President where my primary responsibility is membership activities including maintaining a database of current members and coordinating class captains (2021-presently)

Holistic Educational Rehabilitation Center, INC.- Board Member

- Oversaw goal setting process and ensured they were aligned to the strategic plan to ensure the organization guidelines and goals were met (2010-2014)

Harold Hopes

- Coordinates volunteers to donate story books to Newborn Intensive Care Units for parents to read while they are bonding with their babies (2017- presently)

NOLA Ready Volunteer

- Work with the City of New Orleans to assist the public to respond and recover from emergencies and disasters of all kinds (2019- presently)

Sheriff Marlin Gusman Annual Thanksgiving Day Celebration

- Serves and delivers food to senior citizens and citizens of New Orleans who were in need (2018-presently)

Women of Purpose

- Unite women to empower other women to be their best selves (2021- presently)

CAREER HIGHLIGHTS

Speaking Engagements:

- ***“Engaging Virtual Facilitation”***
New Leaders Alumni Engagement Team, April 18, 2020
- ***“Putting People First and Managing Adaptive Change”***
New Leaders, Partner Engagement, , May 21, 2021
- ***“Leading Through Adversity”***
International Society for Technology in Education, June 30, 2021
- ***“Modern L&D Spotlight”***
Learning Cluster Design Group, August 4, 2021
- ***“Impact Through Adversity: My Journey Towards Becoming a Transformational School Leader”***
Elementary and Secondary Education Act, Feb. 18, 2022.

Coversheet

Pupil Progression Plan

Section: VIII. Action Items (public comment must be had immediately before each action item vote)

Item: C. Pupil Progression Plan

Purpose: Vote

Submitted by:

Related Material:

2022-2023-Pupil Progression Plan_AAJP_FINAL_8.31.2022.docx

2022-2023 Pupil Progression Plan

Local Education Agency:

ATHLOS ACADEMY OF JEFFERSON PARISH

Background and Purpose

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

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

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

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

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

Grade 1

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

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

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

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

Every child entering public school kindergarten for the first time shall be given the Desired Results Developmental Profile-Kindergarten (DRDP-K). The test will be administered the first 30 days of school and the results must be reported to LDOE by September 30 each year (additional administrations are optional). The results of this screening shall be used for planning instruction to meet the identified needs of the children and to give extra support where needed. The parent or guardian of each child shall be advised of the results of the child's performance on the tests. All kindergarten and grades 1, 2, and 3 students are administered iSTEEP at least once during the year to monitor reading. The screening must be conducted the first 30 days of school and data must be reported to LDOE by September 30.

Children who are entering first grade (age 6 by September 30) and have not attended a state approved kindergarten program will be administered iSTEOP or EasyCBM Reading and Math assessments. Grade specific, iSTEOP or EasyCBM benchmark goals shall serve as the academic readiness criteria for screened students.

All final placement decisions shall be made by the SBLC/MTSS Team utilizing all available data points.

All K-3 iSTEOP and DRDP-K screeners shall be administered as formative assessments to inform placement and instruction; therefore, no student shall receive a grade for iSTEOP or DRDP-K assessments. The parent/guardian of each child are apprised of the child's test performance results.

Athlos Academy of Jefferson Parish (AAJP) will administer the academic readiness screening prior to the first day of the instructional year to ensure students are placed in the appropriate grade.

If the student fails the academic readiness screener required for placement in grade one (1st grade) the failure will not jeopardize the student's placement at AAJP in an appropriate grade. Athlos Academy of Jefferson Parish has the authority to re-assign the student to the appropriate grade.

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

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

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

The Louisiana State Standards shall serve as the foundation for pupil expectations for kindergarten. The student shall meet multiple criteria which are indicators of readiness for first grade that include mastery of kindergarten benchmarks, end of year kindergarten assessments, and readiness for first grade reading as indicated on a standardized measure (i.e., iSTEOP). Promotion decisions will consider all criteria. If the criteria reveal the student is not prepared for first grade curriculum, he/she will be referred to the MTSS Team for a final placement decision.

Grades 1 and 2

The following criteria will be used to determine promotion for first and second grade students:

- Meeting grade level expectations according to standards.
- Performance on end of year readiness requirements as indicated on iSTEOP.
- Completion of a school-provided remediation program
- A student must earn an average of "2" points to pass a core subject when totaling the combined points earned during the four nine-week grading periods according to grade level

expectations of the content standards. A student may not pass an individual core subject if less than a “2” is earned as a final grade.

The Executive Director will review and may either approve or reverse each determination of student promotion made by a teacher at the school.

The LEA, through its superintendent, may grant a waiver on behalf of individual students who otherwise meet a school’s promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences. The LEA may offer makeup classes that allow students to make up missed instructional time. If a student has an excessive number of non-exempted absences, parents and legal guardians may make a formal appeal in accordance with the due process procedures established by the independent charter school. If a school district grants a waiver of the attendance requirement because of extenuating circumstances, students are eligible to make up missed work, receive grades and earn credit as long as they complete the missed work and pass the course.

Grades 5, 6, 7

The following criteria will be used to determine promotion for 5, 6, and 7 grade students:

- Performance in the subjects of English Language Arts, mathematics, science and social studies based on the required grade level expectations.
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided remediation program

The Executive Director will review and may either approve or reverse each determination of student promotion made by a teacher at the school.

The LEA, through its superintendent, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences. The LEA may offer makeup classes that allow students to make up missed instructional time. If a student has an excessive number of non-exempted absences, parents and legal guardians may make a formal appeal in accordance with the due process procedures established by the independent charter school. If a school district grants a waiver of the attendance requirement because of extenuating circumstances, students are eligible to make up missed work, receive grades and earn credit as long as they complete the missed work and pass the course.

A student must earn an average of “2” points to pass a core subject when totaling the combined points earned during the four nine-week grading periods according to grade level expectations of the content standards. A student may not pass an individual core subject if less than a “2” is earned as a final grade.

For promotion purposes, a student must meet the passing standard in reading and math (an annual average of 1 point must be earned).

Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 5th grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC/MTSS waiver process.

Parents must be given a review of their child’s progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

The Athlos Standards-based Grading Four-Point Scale

Athlos schools grade on a four-point scale. The Athlos approach to standards-based grading is built on the following research-based principles:

- (a) Student achievement is measured against a pre-set standards.
- (b) Students earn grades on specific knowledge or skills, not in content areas.
- (c) Students learn through practice.
- (d) Teachers offer consistent, descriptive feedback to help students learn.
- (e) Time is allotted for revision and re-takes.
- (f) Student behaviors do not affect academic grades.
- (g) Extra credit is not used to inflate students’ grades.

At the end of the reporting period, PowerTeacher Pro (the Athlos online gradebook) averages the scores from all summative assessments within each domain. With more than one summative assessment recorded, this average will most likely be a decimal. For report cards, pluses are added to the four-point scale as follows:

1.00 – 1.29 = 1	Does not yet meet grade-level expectations
1.30 – 1.79 = 1 ⁺	Beginning to make progress toward grade-level expectations
1.80 – 2.29 = 2	Progressing toward grade-level expectations
2.30 – 2.79 = 2 ⁺	Approaching grade-level expectations
2.80 – 3.29 = 3	Meets grade-level expectations
3.30 – 3.79 = 3 ⁺	Meets grade-level expectations at a consistently high level
3.80 – 4.0 = 4	Consistently exceeds grade-level expectations

The school may convene an SBLC/MTSS meeting to determine promotion for students who fail to earn enough semester grades for promotion.

The SBLC/MTSS team will make recommendations about Special Education students using the adopted policies of the LSBESE and the student.

For all subjects receiving letter grades in Grades 3-8 inclusive of middle students earning high school credit, a minimum of a “2” ~~one grade~~ shall be recorded in the electronic grade book for each week of instruction during that specific grading period. (i.e. There should be a minimum of 18 recorded grades during a nine week grading period).

$(\text{Quarter 1} + \text{Quarter 2} + \text{Quarter 3} + \text{Quarter 4})/4 = \text{Final Grade}$
Each quarter is equal to 25% of the final grade.

Promotion via SBLC/MTSS and/ or Retention

A meeting of the SBLC/MTSS team shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC/MTSS team shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC/MTSS conference. Once any member of the team has requested MTSS, it shall be the responsibility of the SBLC/MTSS Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child’s promotion is in jeopardy. Note: A review of placement may be requested at any time by any member of the SBLC/MTSS team.

The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5.
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8.

III. Promotion of students in grade 3

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

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

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

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

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

The following criteria will be used to determine promotion for grade 3 students:

- Performance in the subjects of ~~reading~~, English Language Arts, mathematics, science and social studies based on the required grade level expectations.
- Performance on LEAP and/or LEAP Connect assessments
- Completion of a school-provided remediation program

The Executive Director will review and may either approve or reverse each determination of student promotion made by a teacher at the school.

The LEA, through its superintendent, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences. The LEA may offer makeup classes that allow students to make up missed instructional time. If a student has an excessive number of non-exempted absences, parents and legal guardians may make a formal appeal in accordance with the due process procedures established by the independent charter school. If a school district grants a waiver of the attendance requirement because of extenuating circumstances, students are eligible to make up missed work, receive grades and earn credit as long as they complete the missed work and pass the course.

A student must earn an average of "2" points to pass a core subject when totaling the combined points earned during the four nine-week grading periods according to grade level expectations of the content standards. A student may not pass an individual core subject if less than a "2" is earned as a final grade.

For promotion purposes, a student must meet the passing standard in reading and math (an annual average of 1 point must be earned).

Students are expected to score "Basic" in at least two core academic subjects, including ELA, math, science and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 4th grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC/MTSS waiver process.

Parents must be given a review of their child's progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

The Athlos Standards-based Grading Four-Point Scale

Athlos schools grade on a four-point scale. The Athlos approach to standards-based grading is built on the following research-based principles:

- (h) Student achievement is measured against a pre-set standards.
- (i) Students earn grades on specific knowledge or skills, not in content areas.
- (j) Students learn through practice.
- (k) Teachers offer consistent, descriptive feedback to help students learn.
- (l) Time is allotted for revision and re-takes.
- (m) Student behaviors do not affect academic grades.
- (n) Extra credit is not used to inflate students' grades.

At the end of the reporting period, PowerTeacher Pro (the Athlos online gradebook) averages the scores from all summative assessments within each domain. With more than one summative assessment recorded, this average will most likely be a decimal. For report cards, pluses are added to the four-point scale as follows:

1.00 – 1.29 = 1	Does not yet meet grade-level expectations
1.30 – 1.79 = 1 ⁺	Beginning to make progress toward grade-level expectations
1.80 – 2.29 = 2	Progressing toward grade-level expectations
2.30 – 2.79 = 2 ⁺	Approaching grade-level expectations
2.80 – 3.29 = 3	Meets grade-level expectations
3.30 – 3.79 = 3 ⁺	Meets grade-level expectations at a consistently high level
3.80 – 4.0 = 4	Consistently exceeds grade-level expectations

The school may convene an SBLC/MTSS meeting to determine promotion for students who fail to earn enough semester grades for promotion.

The SBLC/MTSS team will make recommendations about Special Education students using the adopted policies of the LSBESE and the student.

For all subjects receiving letter grades in Grades 3-8 inclusive of middle students earning high school credit, a minimum of a “2” shall be recorded in the electronic grade book for each week of instruction during that specific grading period. (i.e. There should be a minimum of 18 recorded grades during a nine week grading period).

$(\text{Quarter 1} + \text{Quarter 2} + \text{Quarter 3} + \text{Quarter 4})/4 = \text{Final Grade}$
Each quarter is equal to 25% of the final grade.

Promotion via SBLC/MTSS and/ or Retention

A meeting of the SBLC/MTSS team shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC/MTSS team shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC/MTSS conference. Once any member of the team has requested MTSS, it shall be the responsibility of the SBLC/MTSS Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child’s promotion is in jeopardy. Note: A review of placement may be requested at any time by any member of the SBLC/MTSS team.

IV. Promotion of students in grade 4

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

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

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

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

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

Fourth grade students must meet the academic criteria outlined in the previous section (K-5 promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score “Basic” in at least two core academic subjects including

ELA, math, science and social studies. For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year;
- Previous state mandated test scores;
- Participation in spring/summer remediation and evidence of student work upon completion of program;
- Student attendance during the regular school year, school year remediation and summer remediation;
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures;
- Evidence from other allowable district approved interventions and supports including those listed below.

For 4th grade students who have not met the acceptable level of performance on statewide assessments, the SBLC/MTSS team of that school shall make the final retention or promotion decisions based on the above criteria and shall initiate an individual academic improvement plan.

By the last day of school of each school year, academically struggling students will be identified and individual academic improvement plans will be enacted. Per Bulletin 1566, Section 701 guidelines, the plans should be reviewed with and signed by the student's parent or legal guardian. Copies of the signed Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form and the Individual Academic Improvement Plan Template must be placed in the student's cumulative file, reviewed annually and continue until such time as the student meets academic expectations (a score of Basic in each of the core academic subjects that initially led to the development of the student's individual academic plan) for specific interventions and supports identified in the plan.

Plans must identify a minimum of two interventions and supports to be provided during the school year and/or during the summer. Allowable interventions and supports to be included on the Individual Academic Improvement Plan are as follows:

- Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient";
- Completion of summer remediation program that includes curriculum fully aligned to the Louisiana state Standards and limits below grade level content to no more than 35% of total instructional minutes;
- Additional instructional time during or outside of the school day;

- Grade level instruction that is aligned to the Louisiana State Standards, which may include limited below grade level content and support needed to address the student's identified weaknesses.

*If fourth grade LEAP scores are not available by the last day of the school year, schools should utilize the roster of third grade students who have scored below the "Basic" achievement level in at least two core academic subjects provided by the Louisiana Department of Education to assist with making final determinations relative to students' individual academic plans.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

Athlos Academy of Jefferson Parish will implement determinations about 8th grade regular promotions and promotion waivers made by the 8th grade school.

Athlos Academy of Jefferson Parish, through its superintendent or Executive Director, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in

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

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

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

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

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

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.

3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

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

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

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

Information for school administrators

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

LHSAA Academic Credit Policy

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

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

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Charter schools are exempt from requirements to provide a minimum number of instructional minutes. It is recommended that schools complete each student's Individual Graduation Plan (IGP) by the end of the student's 8th grade year.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

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. AAJP's LEA homeless liaison will serve as an enrollment advocate for unaccompanied youth to these students in securing their immunization(s), medical records, and other documentation.

For students in grade 5, AAJP will administer the LEAP placement test prior to the start of the school year to ensure the student is placed in the appropriate grade. Failure of the student to pass the LEAP placement test required for placement in the fifth 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).

For all transfer students, Athlos Academy of Jefferson Parish retains the authority via SBLC/MTSS to place students in the appropriate grade which may include high school placement.

VII. Support for students

School year support

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

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

Summer remediation

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

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student's literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.

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

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

All registering students must have a completed Home Language Survey on file.

If a language other than English is indicated, then the student will be screened for English language proficiency. Trained staff will administer the English Language Proficiency Screener (ELPS) which measures listening, speaking, reading, and writing. If a language minority student has current state English Language Proficiency Test (ELPT) scores (or similar tests from other states), then those scores are used to determine English Learner status.

English Learner (EL) student will be placed in a grade appropriate regular educational program supported by ESL instructional strategies and materials. Instructional services are designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. ELL students have access to all additional services and programs available to other students.

EL student identification is based on the results obtained through the ELPS or state ELPT scores. Students identified as EL in any language domain (listening, speaking, reading and writing) will be coded LEP in the Student Information System (SIS).

EL students must be placed in an age-appropriate grade. If an EL student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. EL students with records are placed in grades indicated on recent school reports.

As detailed in the Office of Civil Rights guidance, English Learners can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers. EL students who meet the LDOE exit criteria described below will not be considered EL but will be monitored for academic progress for two years during which time they will continue to be included in the ELL subgroup for State Accountability System calculations.

All district policies and procedures related to English Proficiency will be governed by Bulletin 111. Chapter 40.

The State Board of Elementary and Secondary Education (BESE) establishes and monitors compliance with civil rights requirements for students with disabilities through our grants management and compliance monitoring procedures, established in consultation with obligations for LEAS receiving IDEA funds. All LEA schools, whether they benefit directly from IDEA funds or not, are required to comply with all district monitoring requirements.

BESE establishes and monitors compliance with civil rights requirements for English Learners through our grants management and compliance monitoring procedures, established in consultation with obligations for LEAS receiving Title III funds. All LEA schools, whether they benefit directly from Title III funds or not, are required to comply with all district monitoring requirements.

BESE establishes and monitors compliance with civil rights requirements for students experiencing homelessness through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAS receiving Title IIA and McKinney-Vento funds. All LEA schools, whether they benefit directly from Title IIA and McKinney-Vento or not, are required to comply with all district monitoring requirements.

X. 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.

Athlos Academy of Jefferson Parish does not include any alternative schools.

XI. 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

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Executive Director to discuss the discrepancy.

Parents/guardians may request an appeal of a disputed grade through the School Building Level Committee (SBLC), which consists of the teacher of record, the Executive Director or designee, MTSS coordinator, and counselor. All final decisions must be documented and placed in the student's cumulative record.

Students with disabilities

Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the School Building Level Committee (SBLC). This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the SBLC.

Section 504 students

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

Students experiencing homelessness

Athlos Academy of Jefferson Parish employs and makes available a Homeless Liaison, who serves as an enrollment advocate for unaccompanied youth, and assists such youth in choosing and enrolling in schools, consults and considers such youth's wishes, provides notice of right to appeal enrollment decisions, and assists youth in enrolling in school immediately pending the resolution of any dispute that may arise over school enrollment or placement and in the mediation of any such disputes.

Such enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act.

XII. 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.

School Building Level Committee/Multi-Tiered Support System (SBLC/MTSS)

The SBLC/MTSS team is comprised of knowledgeable persons who oversee the identification and screening process and functions to:

- (a) Plan, develop, and coordinate appropriate actions and/or programs for students in need.
- (b) Increase appropriate communications among school staff members relative to students with disabilities or difficulties and avoid duplication of services
- (c) Provide a screening vehicle for referral to pupil appraisal services.
- (d) Serve as a vehicle for parents to participate in decisions regarding their child. Parental participation is a federal mandate under the Individuals with Disabilities Education Improvement Act (IDEIA). A parent request for an initial evaluation of a regular education student will be referred to SBLC/MTSS for appropriate review. The decision to conduct an initial evaluation is an SBLC decision and includes parent participation. A physician's request for an evaluation will be referred to the SBLC/MTSS.
- (e) Consider documented evidence to determine an appropriate change in placement for students in Kindergarten through eighth grade.
- (f) Recommend to the Executive Director a change in placement for students who have been retained only when significant documentation has been reviewed and the promotion would benefit the student's academic growth.

The Athlos Standards-based Grading Four-Point Scale

Athlos schools grade on a four-point scale. The Athlos approach to standards-based grading is built on the following research-based principles:

- (a) Student achievement is measured against a pre-set standards.
- (b) Students earn grades on specific knowledge or skills, not in content areas.
- (c) Students learn through practice.
- (d) Teachers offer consistent, descriptive feedback to help students learn.
- (e) Time is allotted for revision and re-takes.
- (f) Student behaviors do not affect academic grades.
- (g) Extra credit is not used to inflate students' grades.

At the end of the reporting period, PowerTeacher Pro (the Athlos online gradebook) averages the scores from all summative assessments within each domain. With more than one summative assessment recorded, this average will most likely be a decimal. For report cards, pluses are added to the four-point scale as follows:

1.00 – 1.29 = 1	Does not yet meet grade-level expectations
1.30 – 1.79 = 1+	Beginning to make progress toward grade-level expectations
1.80 – 2.29 = 2	Progressing toward grade-level expectations
2.30 – 2.79 = 2+	Approaching grade-level expectations
2.80 – 3.29 = 3	Meets grade-level expectations
3.30 – 3.79 = 3+	Meets grade-level expectations at a consistently high level
3.80 – 4.0 = 4	Consistently exceeds grade-level expectations

Equity for special populations

Athlos Academy of Jefferson Parish will regularly review and monitor retention decisions for students with disabilities.

Grading Policy

Grade Levels	Per Nine weeks	Enrichment Per Nine Weeks
K - 4	<p>All Core Contents</p> <p>Minimum 1 Project 3 Common Assessments 4 Tier 1 Curriculum Assessments 2 CW grades per week 1 HW grade per week</p>	<p>Spanish, Music, Art, Graphic Design</p> <p>Minimum 1 Performance Task 2 Curriculum Assessments</p>
5-8	<p>All Contents</p> <p>Minimum 1 Project 3 Common Assessments 4 Tier 1 Curriculum Assessments 2 CW grades per week 1 HW grade per week</p>	<p>Spanish, Music, Art, Graphic Design</p> <p>Minimum 1 Performance Task 2 Curriculum Assessments</p>

Minimum Number of Grades Required per Nine Weeks

1. Tests (30%)
2. Quizzes (25%)
3. Projects (20%)
4. Classwork (15%)
5. Homework (10%)
6. Practice (these are not counted in final grade)

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Athlos Academy of Jefferson Parish 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President