

2023-2024 Pupil Progression Plan

Local Education Agency:

Beekman Charter School

Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#).

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

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

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.

Beekman Charter School will require every entering kindergarten student be given the Desired Results Developmental Profile (DRDP). The results of this test will be used for planning instruction. Those students who do not possess readiness skills will be eligible to receive assistance through the Title I program of the Morehouse Parish School system. The test will not be used to exclude students from entering kindergarten at Beekman Charter School.

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.

- To promote to Grade 1,2,5,6, and 7: Students must be in attendance the required number of days to receive credit.
- To promote to Grade 1: Students must score 85 or better in both Reading and Math in Kindergarten before promoting to 1st Grade
- To promote to Grade 2: Students must earn teacher-assigned grades with passing marks in ELA and Math.
- To promote to Grade 5, 6, and 7: Students must pass three (4) of five (5) subjects. Students must pass ELA and Math and at least one other core subject.

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 IEA

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.

- To promote to Grade 4: Students must pass three (4) of five (5) subjects. Students must pass ELA and Math and at least one other core subject. Students must be in attendance the required number of days to receive credit.

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.

To promote to Grade 5:

- Students must pass three (4) of five (5) subjects. Students must pass ELA and Math and at least one other core subject. Students must be in attendance the required number of days to receive credit.
- A student who has repeated the 4th grade due to not meeting state criteria but has passing scores in teacher-assigned grades and who will be 12 years old before September 30, may promote to the 5th grade by SBLC with parental approval.

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.

- Students must attend the required number of days.
- Students must pass three (3) of five (5) subjects. Students must pass ELA and Math and at least one other core subject.

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 are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how

COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

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

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.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

Carnegie Units per grade

- Grade 9 students must acquire 5 Carnegie Units with 1 being ELA and 1 Math unit
- Grade 10 Students must have 11 Carnegie Units with 2 being ELA and 2 Math units
- Grade 11 Students must have 17 Carnegie Units
- Grade 12 Students must meet state requirements for graduation

Carnegie units for high school credits will be transferred from an accredited homeschool program/other program only. There will be no allowance for Carnegie units from an unaccredited home school or other program.

Students graduating in 3 years or students that "skip" a grade level in high school (this includes students that repeated a 9th-12th grade for one year and then "skipped" a grade) will not be eligible for graduation at Beekman Charter School until they have an ACT score. They must take an ACT on a National Saturday before midterm of their senior year. Current BCS Students must meet with BCS counselor by the end of the previous school year or upon enrollment for new students to plan and schedule appropriately. Students must be 17 years of age before June 30 of the graduation year or have permission from SBLC.

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.

Beekman Charter School will require each student in grades K-8 entering in from a non-accredited or out of state homeschool to be placement tested by shared services with Morehouse Parish School Board or with testing coordinator at BCS to determine enrollment and to determine entry into the appropriate grade level. Students will not be retested to gain grade level equivalency. Once a student tests at Beekman Charter School, the student must successfully complete each grade level in order to be promoted to the next grade level

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. Literacy Support Standard for Grades 3 and 4

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

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. 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.

No additional policies.

XI. 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.

If a student commits an offense for which he/she has been expelled from Beekman Charter School, he/she will be placed on an online platform and assigned alternative assignments.

If a student's alternative assignments show satisfactory progress, the student may be readmitted to the home base school on a probationary basis to complete the term of his/her expulsion. Any student who does not make satisfactory progress will remain in the program until such progress is demonstrated, or it is determined that some other alternative program would be in the best interest of that student.

The student's parent or other person responsible for the student will be required to attend an entrance and exit conference, attend regularly scheduled conferences while the student is expelled, sign progress reports, and be involved in behavior modification as requested by the school. A written agreement acknowledging student, parents, and school expectations will be signed by the parents prior to the student entering this program.

XII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Regular Education Students

To assure due process, the following procedure will be adhered to by parents, students and teachers in appealing student placement.

Level One: A person with a grievance must first take it to the local school principal.

Level Two: In the event of an aggrieved person is not satisfied with the disposition of his/her grievance at Level One, he/she may request the School Building Level Committee hear the complaint and render a decision.

Level Three: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she may request that School Pupil Progression Review Committee hear the complaint and render a decision.

Level Four: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Three, he/she may request a hearing before the principal of Beekman Charter School

Level Five: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Four, he/she may request the Superintendent of Morehouse Parish Schools schedule a hearing before the Beekman Charter School Board at its next regular meeting.

Level Six: In the event the aggrieved person is not satisfied with the decision of the Board, further legal action may be taken.

A conference between a parent regarding his/her child and a school principal or other school system administrative official will be held in the principal's office or other appropriate private settings so as to maintain the confidentiality of the conference.

Students with Disabilities

Students with disabilities participating in a statewide assessment in either on-level testing or alternative assessment will be promoted in grades 4 and 8 as outlined for regular students in the Morehouse Parish Pupil Progression Plan. Students with disabilities who participate in the April Dunn Act previously known as Act 833 or other alternative graduation pathways will have promotion decisions determined by the IEP team.

Section 504 Students

In an effort to provide a free and appropriate education for all students, no individual will be discriminated against in the basis of his/her disability or handicap. For all students eligible under Section 504 or the Rehabilitation Act of 1973 (PI-93-112), the school system ensures that parents/guardians have the right to the following:

- Review and challenge evaluation and placement decisions made with respect to their children.
- Participate and be represented by counsel in any subsequent impartial hearing or review.

XIII. 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.

JUMPSTART PROGRAM

JumpStart is the state's program for school districts, colleges, and businesses to collaborate in providing career courses and workplace experiences to high school students, certifying them for the career fields most likely to lead to high-wage jobs. JumpStart will be an elective path for students pursuing a university-preparatory diploma, and a required path for students pursuing a Career Diploma. JumpStart will ensure students access to state-of-the-art facilities, equipment, and professionals to prepare during their high school schedules for careers in Louisiana's high growth job sectors. Regional JumpStart teams will identify career opportunities important specifically to each region of the state, for which students may earn industry credentials. By offering credentials that give graduates a leg up in Louisiana's economy of today and tomorrow, JumpStart will prepare our high school graduates for a productive adulthood.

Beekman Charter School has developed JumpStart 2.0 Pathways include the areas of

- Architecture and Construction
- Agricultural, Food & Natural Resources
- Arts, A/V Technology & Communication
- Business Management
- Health Sciences
- Manufacturing

HONORS AND HONORS GRADUATES

Purpose:

1. To provide a more challenging curriculum for academically able students.
2. To provide opportunities for research, hands-on learning experiences, problem solving, and other higher-level thinking skills for academically able students.

Expected Outcomes:

- Enhanced curriculum
- Greater academic opportunities and achievement
- higher GPA's o higher ACT scores
- higher LEAP 2025 scores
- increased eligibility and participation in scholarship programs
- Enhanced study skills to ensure greater success in college
- Honors classes
- All core academic dual enrollment courses, Core Academic Pre-AP and AP courses shall be considered for students who transfer to Beekman Charter School, if their transcript indicates that the academic classes taken at their previous school are equivalent to Honors Curriculum, then they shall be considered honors credit.
- Gifted classes shall only be considered Honors classes if a non-gifted Honors class is offered as the same course in the same academic year.

Carnegie credit Honors classes offered at BCS when demand is met:

English	Mathematics	Social Studies	Science	Foreign Languages	Electives
English I	Algebra I	Civics	Earth Science	Spanish II	Psychology
English II	Geometry	American History	Physical Science	Spanish II DE	Psychology DE
English III	Algebra II	World Geography	Biology I	Spanish III DE	Developmental Psychology DE
English IV	Advanced Math	World History	Chemistry I		Sociology DE
English IV DE	Pre-Calculus DE	World Civilization DE	Biology II		Medical Terminology DE
			Biology II DE		Nutrition DE
			Chemistry II		Music Appreciation DE
			Physics		Speech DE
					Art Appreciation DE

Honors Entrance and Continuance Requirements:

- Students planning to enroll in Honors Classes must participate in a yearly orientation concerning the honors curriculum. Parents of an honors student will be required to view the orientation with their student.
- A parent (or legal guardian) and the student are required to sign an agreement to be enrolled in honors classes. This contract will be renewed on a yearly basis.
- SBLC reserves the right to remove any student from an Honors class.
- If a student is eligible for attendance recovery for the previous year, the student will not be eligible for honors for the following year.
- Any student that makes below BASIC in a LEAP 2025 tested subject will not be allowed to enroll in an honors class for the next year.

In order to qualify for honors on the next level, students MUST have:

- At least a 90 Final average on the previous regular class.
- At least a 80 average on the previous honors class.
- For LEAP 2025 tested subject as the previous regular class, if a student has a below 90 average a student will need a Mastery or Above on LEAP 2025.
- For a LEAP 2025 tested subject as the previous honors class, if a student has a below 80 average a student will need a Mastery or Above on LEAP 2025.
- Students signing up in honors classes will not be allowed to drop or transfer from an honors class until completion of the class or until the next school year as per the contract signed by both student and parent at the beginning of the next school year.
- Students transferring into Beekman Charter School will be allowed to enroll in an Honors class at the time of registration if they meet Honors requirements
- If a student is not approved for honors, he/she may appeal to the SBLC of Beekman Charter School. This committee will review each appeal to insure that the procedures concerning placements, appeals, and due process as set forth in the current guidelines of the BCS Pupil Progression Plan have been followed.
- There are some honors classes that require pre-requisite classes. The student must meet honor requirements to enroll in the honors classes. Students who enroll in a pre-requisite or honors class but do not maintain honor requirements will be placed in non-honors grade appropriate courses.

Middle School Honors classes

- Students may have the opportunity to enroll in honors classes beginning in grade 7. At this level, students may participate in honors math.
- A 6th grade math student may be promoted to 7th grade Pre-Algebra Honors if the student meets both the following requirements. (Pre-Algebra is a prerequisite to Algebra I.)
 - Has a 90 average or higher during the previous school year in the applicable content area.
 - Students must score Basic or above in math on their most recent standardized test.
- A 7th grade Pre-Algebra Honors math student may be promoted to 8th grade Algebra I Honors if the student meets both the following requirements. (Pre-Algebra is a prerequisite to Algebra I.) Students that took Pre-Algebra Honors in 7th grade that do not meet all of the following criteria will retake Pre-Algebra in 8th grade.
 - Has a 80 average or higher during the previous school year in the applicable content area.
 - Students must score Basic or above in math on their most recent standardized test.
- A 7th grade student may progress to 8th grade Science Honors if the student meets both the following honors requirements.
 - Has a 90 average or higher during the previous school year in the applicable content area.
 - Students must score Basic or above in science on their most recent standardized test.
- At grade 8, students may participate in Algebra I Honors. They may earn a math Carnegie Unit by meeting the requirements as established by Bulletin 741 for Middle School Students earning Carnegie Units.
 - If an 8th grade student makes below Basic on the Algebra I LEAP, they must retake the LEAP in Algebra I the following year.
- A junior high school student may transfer out of an honors class within the first five weeks of each academic year. The request to transfer must be approved by administration.
- A student must successfully complete an honors class according to honors requirements.

Academic dual enrollment courses (This DOES NOT include Jumpstart classes such as Welding and Nursing)

- In order to enroll in an Academic Dual Enrollment course offered through Beekman Charter School and a partnering university, a student must have a composite ACT and GPA as prescribed by the partnering university as well as a recommendation from the counselor.
- Academic Dual Enrollment courses will count as honor classes.
- A student who withdraws from a dual enrollment course with a 'W' will be moved to a regular class if available. If moved to a regular class, the final grade will not count as an honors grade.
- A student who withdraws from a dual enrollment course with a 'W' or W-Grade' will be responsible for reimbursing Beekman Charter School for the entire cost of tuition.
- If a student fails to complete the dual enrollment course with a final grade of 'C' or better (the student makes a final grade of 'D' or 'F'), the student will be responsible for reimbursing Beekman Charter School for the entire cost of tuition.
- If a student scores an "F" grade in a dual enrollment class, they will not be permitted to take another dual enrollment class at Beekman Charter School.
- Students are permitted to take dual enrollment classes in the summer at participating college/universities at their own expense. An official transcript must be sent directly from the institution to Beekman Charter School's Counselor in order to appear on the high school transcript.
- Final Dual Enrollment Grades will match that of college transcript.
- If Biology II DE is to be used as the 4th science, the student must complete a full year of the course. English IV DE must be taken for a full year. If the student is not able to take semester 2 of DE, the student must be enrolled in a regular/honors class.
- Students taking Dual Enrollment classes will be required to submit or allow counselors/admin to view their grades in their university platform on demand.
- Students taking Dual Enrollment in addition to their coursework will also be required to successfully complete an online prep and take the corresponding CLEP test for their Dual Enrollment subject.

Dual Enrollment Class	Corresponding Prep & CLEP test
Psychology	Introductory Psychology
Developmental Psychology	Human Growth and Development
Sociology	Introductory Sociology
Biology II	Biology
Spanish	Spanish Language

Dual Enrollment Class	Corresponding Prep & CLEP test
Pre-Calc	College Algebra (if already passed, then Precalculus)
English IV A	College Composition
English IV B	English Literature
World Civilization I	Western Civilization I
World Civilization II	Western Civilization II

Qualifying for Class Scholar Ranking

To qualify for class scholar ranking a Beekman Charter School graduation candidates must meet the following criteria:

- Successfully complete 24 Carnegie Units from the prescribed TOPS University Curriculum.
- Successfully complete a minimum of 15 Honors classes with a 3.0 GPA from the Honors Courses as previously stated.
- Must have attended BCS for one full school year by or before October 1 of the senior year.
- Students who transfer to BCS prior to their senior year shall be considered for honors ranking if their transcripts indicated that the academic classes taken at their previous school are equivalent to Honors Curriculum as stated previously.
- All students must have all assignments complete 7-10 days before graduation date to be considered for ranking unless it is a dual enrollment class.

Method for determining Class Scholar Rank

The following method will be used to determine ranking for Valedictorian/Salutatorian.

- All classes with Carnegie units will be used to determine the GPA.
- Scores for repeated courses along with the original score will be counted in GPA average as described previously.

The formula used to determine Class Scholar Rank is as follows:

Class Scholar Rank = 10% ACT + 10% LEAP 2025 + 20% Honors + 60% GPA

- The mechanism to calculate class standing is based on a 1000-point system.
- A score of 1000 points is perfect. Weighting factors are calculated so that all the components add to 1000 points.

Factors are calculated as follows:

- 10% of 1000 = 100 pts., 20% of 1000 = 200pts., and 60% of 1000 = 600 pts.
- All factors are calculated to 5 decimal points.

ACT FACTOR: 36 is the perfect ACT score: $100/36 = 2.77778$ ACT Factor

- The best composite ACT as of the spring state test of Senior Year will be used.

LEAP 2025 FACTOR: 850 is the perfect LEAP 2025 Score: $100/850 = 0.11765$ LEAP 2025 Factor

- The average of all LEAP 2025 scaled scores will be used to determine the Factor.

HONOR POINT FACTOR: $200/36 = 5.55556$ Honor Point Factor

- Honor Courses are described previously for pupil progression.
- Academic honors and academic dual enrollment honors completed through the end of the senior year will be used to determine honor point factor.

GPA FACTOR: GPA perfect score is 4.0: $600/4.0 = 150.00000$ GPA Factor

- GPA will include all Carnegie unit courses taken by the student.
- GPA is based on a 4 point scale. A – 4, B – 3, C – 2, D – 1 and F -0
- GPA will be averaged to 5 decimal places in order to calculate rank. (This needs to be added as it will make a difference. This needs to be consistent for all students and also minimizes error.)

Recognition at Graduation

- Valedictorian shall be the student with highest Class Scholar Ranking as describe above.
- Salutatorian shall be the student with second highest Class Scholar Ranking as describe above.

Requirements for recognition for graduating with ‘Honors’ or ‘Honors with Distinction’

- To graduate with ‘Honors with distinction’, students must have fulfilled the following requirements:
 - 15 honors classes with a 3.0 GPA. (Straight GPA).
- To graduate with “Honors”, students must have fulfilled the following requirements:
 - Students who have completed a minimum of 15 honors classes regardless of GPA will be recognized with ‘Honors’.
 - Students who have completed less than 15 honors classes and who have a cumulative GPA of 3.25 beginning with the 2018-19 school year will be recognized as graduating with ‘Honors’. (3.0 will be used in 16-17 and 17-18.)

Credit Recovery

- Students are eligible for Credit Recovery with a minimum average of 55 where the grade of the credit recovery will be averaged with the failing grade of the class to obtain the grade that will be added to the transcript. Classes available are Carnegie unit English, Math, Science, Social Studies, and Spanish with the exception of Dual Enrollment classes that are governed by outside entities. Classes are given via a computer system with lessons coordinating with the materials of the semester that is aligned with the curriculum of the class. Credit recovery is NOT equal to repeating a course, both the original grade and the credit recovery will appear on the transcript. A student may not be enrolled in credit recovery until the semester is completed and the student has received a failing grade for the semester. A Credit Recovery course may not be taken to earn initial credit. Credit Recovery grades do not replace failing grades.

Summer School

- Students in grades 3-5 who only failed one core subject will be eligible for summer school at Beekman Charter School
- Students who fail 2 or more subjects will be determined by SBLC.
- Beekman Charter School will not accept summer school for any grade from other school's for students enrolled in Beekman Charter School during the previous school year.

Mid-Term and Final Exams:

- Mid-term/Final exams at Beekman Charter School will be given at the discretion of the teacher. Final exams will be administered during the regular class period or with a modified schedule. These exams will count as no more than two 100 point grades for the semester grading period. If a student has an A average for the year/class, they are exempt for the final exam. This does not apply to Dual Enrollment classes that are governed by outside entities. For students taking the EOC, their score will count as 30% of the final grade or 5% for students that qualify for April Dunn act previously known as Act 833. When LEAP 2025 scores are not available before final grading, teacher grades will be used to compute a student's final average.

LEAP Remediation:

- Beekman Charter School high school students that have failed a LEAP High School test group will be placed in a LEAP remediation class until they pass the corresponding LEAP test. The only exception to this is a student that is classified as a SPED – April Dunn Act previously known as Act 833 student.

CLEP Courses for new high school credit:

- Beekman Charter School will only grant preapproved Carnegie units credits for corresponding CLEP tests if a passing score of a 50 is earned and BCS has permission from the Louisiana Department of Education to apply said credit to the transcript.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Beekman Charter School 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: October 30, 2023

Samantha Mann
Superintendent

Keith Huntsman
Board President