



2025-2026 Pupil Progression Plan

Local Education Agency:

Community Academies of New Orleans

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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I. Background and Purpose

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

[RS 17:24.4](#) 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 purpose of this document is to assist LEAs in developing their required PPP 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 the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the 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.

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

II. Placement of students in kindergarten and grade 1

Kindergarten

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 their 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 these provisions.

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) 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 30th 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 regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in the first grade.

Community Academies offers a fifty/fifty dual language program in the grades of kindergarten and 1st. Any student enrolling in those grades will receive instruction for half the day in Spanish and half the day in English.

III. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section VI. Support for students](#).

All schools in the CANO network use the following grading scale and criteria for assigning grades:
 Grading Scale for Pre-K and Kindergarten Grades Scale for Grades 1-8
 Mastery = 83 to 100% A = 93 to 100%
 Developing = 66 to 82.9% B = 85 to 92.9%
 Beginning = 0 to 65.9% C = 75 to 84.9%
 D = 67 to 74.9%
 F = 59% and below

Kindergarten Grade Scale		1st - 8th Grading Scales	
Mastery	100% - 83%	A	100%-90%
Developing	82% - 66%	B	89% - 80%
Beginning	65% and below	C	79% - 70%
		D	69% - 60%
		F	59% and below

Additional grading guidance can be found in Appendix C.

Decisions to promote or retain elementary students will be based on successful completion of the curriculum as evidenced by mastery of the Louisiana Student Standards and fulfillment of state attendance requirements. Students shall receive intensive documented academic intervention vices before retention can be considered. Promotion will not rest solely on the successful attainment of any one indicator but will include all criteria. If the criteria indicate that s/he is not prepared for promotion to the next grade, the student will be referred to the SBLC for final placement decision. The following chart outlines the promotion requirements for Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Promotion Requirement
<ul style="list-style-type: none"> ● Attain mastery of at least 67% of the required Louisiana Student Standards in reading and math, as evidenced by work samples, anecdotal records, photographs, assessment results, or similar items. ● Have no more than ten (10) days of unexcused absences.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

Promotion of students in grades 6 and 7

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

IV. 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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such

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

Steps for Transitioning to Eighth Graders to Transitional Ninth Grade

<p>SBLC Team</p> <p>1. Identify 8th Grade students at risk of not achieving proficiency on state exams. MTSS Committee and begin academic intervention(s).</p>	<p>October/November</p>
<p>2. Conference with family regarding SBLC Team potential at-risk factors for Teachers non- promotion. Determine an individual academic achievement plan and implement that plan.</p>	<p>January to May</p>
<p>3. Review coursework, behavioral SBLC Team 8th data, and other relevant data Grade to determine the appropriate administration promotion decision.</p>	<p>After state testing, prior to completion of school</p>
<p>4. Communicate to Social Workers or eligible families that counselors or site- based completing administrative team remediation non proficient subject area is required for promotion to Transitional 9th Grade.</p>	<p>May</p>
<p>5. Make final retention or T9 promotion decisions and School Administrators communicate those decisions appropriately with families and receiving high schools.</p>	<p>By the end of June after completion of summer remediation.</p>

The Community Academies of New Orleans (CANO) school will collaborate with the receiving school to ensure that the student is appropriately placed in a transitional ninth grade program and to plan the student’s academic pathway.

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel) 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 preparing for high school and exploring educational and career possibilities.

Additional information and resources for creating the Individual Graduation Plan (IGP) are located in Appendix G of this document.

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 [IGP](#). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

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 PPP submitted to LDOE.
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 LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. 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 course. 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 a 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.

Credit recovery programs

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

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

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

V. 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 a 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 support 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 state law.
- If the student enters after thirty days from the first day of school, CANO staff will check student records to determine if a comparable assessment was administered in the other state's school. If so, the SBLC may make determination to use the results of that assessment.
- Students in Grades K-8 transferring from in-state nonpublic and home-schooled situations, or a Louisiana resident transferring from any out-of-state school, will be placed in the corresponding grades from the sending school and will be administered a screening examination that assesses the student's ability in ELA and math. Student placement may be adjusted as deemed necessary by the School Building Level Committee (SBLC) through a review of records, screening interviews and assessments.
- Homeless students shall not be denied enrollment due to the lack of paperwork and records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. Parent/guardian contact information is required. A homeless student is defined as any child or youth who lacks a fixed, regular and adequate nighttime residence; is sharing housing of other persons due to loss of housing, economic hardship, or similar needs; is living in motels, hotels, or camping grounds due to lack of alternate adequate accommodations; is living in emergency or transitional shelters, cars, parks, abandoned buildings, substandard housing, or similar settings. Students who are homeless and do not have necessary paperwork will be administered a screening examination that assesses the student's ability in ELA and math. Student placement may be adjusted as deemed necessary by the SBLC through review of screening interviews and assessments. The parent/guardian and student will be referred to the

social worker/counselor and nurse for assistance in housing, obtaining records, and if necessary receiving the required immunizations.

- Students from another country cannot be denied enrollment. Page 16 of this document outlines placement procedures for students who speak a language other than English.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.

- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

VII. Literacy support standards for grades K-3

- 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 support and interventions, including high-dosage tutoring, 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VIII. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student’s course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student’s chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students’ educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;
 - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System’s pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.
 - a) Community Academies of New Orleans uses the English Language Proficiency Screener (ELPS) as the language screener for the 2025-2026 school year. If there is a discrepancy between the chronological age and the grade placement of the student based on records and/or screening, the student shall be placed in the grade level of his/her age-mates.
 - b) Exit Criteria and 2-Year Monitoring: Each year, all ELL students will be administered the ELPT. The results will be analyzed for each student and, based on the student's scores and other evidence (assessments, grades, observations, student work, teacher recommendations, etc.), placement and vices will be determined for the following school year. If the student scores at the proficient

level (4 or 5) on the ELPT, the student will be reclassified as Fluent English Proficient and will be exited from the EL program. Notification will be sent to parents. (Appendix H)

Students who are reclassified will be monitored by the EL and regular classroom teacher for two years. Regular education teachers, in collaboration with the EL teacher, will be required to complete a monitoring form twice a year for each student in their class that was exited from the EL program. The purpose of this process is to ensure that exited students are successful in the overall educational program.

Students who demonstrate the ability to meaningfully participate in the regular education program do so with the general student population. Students not able to participate meaningfully in the regular education program are assessed to determine the reason for participation deficiencies (i.e., previous EL status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate vices based on the results of the assessment(s). If necessary, the student 25 will return to EL classification and be re-entered into the EL program.

The two-year monitoring begins in the next school year, or, if the student is reclassified mid-year, the monitoring will begin in the second semester. The 2-Year Monitoring Form for Fluent English Speakers (Appendix H) will be completed and kept in the student's EL file as well as documented in Ellevation.

- c) EB students shall not be retained due to their limited language proficiency: Grades will be assigned on the basis of participation in activities, completion of assignments, and progress on the EL Connectors. The school leadership/EL team will review records of EL students who do not meet promotional guidelines and will review program placement and EL support, making adjustments as needed.

If the EL team determines that the student is not required to meet the established promotional criteria, the team shall:

- Identify rigorous language goals for the student that align with the EL Connectors
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies
- Include an individualized instruction program
- Provide innovative methods to promote the student's advancement in English and in grade level content standards.

X. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.

- The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;
 - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
 - graduates or withdraws from high school;
 - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

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 - Louisiana Handbook for School Administrators, §2903* and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

XII. Due process related to student placement and promotion

Community Academies of New Orleans (CANO) mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in consideration of any placement. Due process shall be defined as fair and reasonable approaches to all areas of placement and promotion on the part of all school officials in order not to arbitrarily deny a student the right to an appropriate education. CANO has due process procedures in place for teachers, parents, and students as related to student placement and promotion:

- 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 Principal to discuss the discrepancy. If further action must be taken, the CANO Chief Academic Officer should be contacted.
- Students with disabilities: In case of discrepancy with student placement at the school site, the student and/or parent may make an appointment with the school Special Education Coordinator to discuss the discrepancy. If further action must be taken, the CANO Director of Special Education should be contacted. Due process procedures for qualified students must be consistent with those defined in Bulletin 1706.
- Section 504 students: In case of a discrepancy with student placement at a school site, the student and/or parent may make an appointment with the school site administrator to discuss the discrepancy. If further action must be taken, the CANO Chief Academic Officer should be contacted. Due process procedures for qualified students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

Students, parents, guardians, teachers, administrators, or the Chief Executive Officer (superintendent) may initiate a review of student placement and promotion. The current Principal will be notified in writing when a placement review is necessary or desired.

X. Additional LEA policies related to student placement and promotion In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Academic Monitoring and Procedures for Retention

Academic Monitoring:

- a) Academic reports are viewed mid-quarter and at the end of each quarter by school administrators to identify potential needs for intervention/remediation, enrichment, and to address immediate concerns. If needed, the IEP team will reconvene to review special education vices.
- b) In April of each year, each school will submit to the Chief Academic Officer the list of potential student retentions and supporting documentation. The documentation will be reviewed to ensure that network policies are being implemented accurately for retaining a student.
- c) The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the MTSS team. Ongoing, parent communication and regular team meetings must be held in order to develop effective intervention strategies for the student. Student interventions will be evaluated for effectiveness and adjusted as needed. Strategies and adjustments will be documented in writing to the parent or legal guardian and appropriate teachers and included in the student cumulative file. The review process will be monitored by direct administrators in an annual academic audit of schools. Students receiving interventions will be assessed for the effectiveness of the intervention.
- d) Maintenance, use, and dissemination of information shall conform to requirements of all applicable state and federal laws including the Louisiana Public Records Act, The Family Educational Rights and Privacy Act, and the Individuals with Disabilities Education Act.

Procedures for Retention:

- a) Students must be offered every opportunity through the MTSS process to avoid retention.
- b) If, at any time, a student is being considered for retention, the parent/guardian must be notified and documentation of communication must be maintained.
- c) Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of MTSS must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented.
- d) All documentation must reside in the student's cumulative folder and be forwarded to the SBLC if a student is recommended for retention.
- e) If a student is promoted with deficiencies, an Individual Academic Achievement Plan (IASP) will be created that outlines the responsibility of each party for the student to move to grade level proficiency

by the end of the following year. This IASP shall be forwarded to the teacher of the next grade as well as a copy provided to the parent and a copy placed in the student’s cumulative file. Throughout the following school year, collaboration between the student’s former and current teachers shall occur to update the prescription with needed interventions.

f) The guide below is used by all school personnel when considering retention for a student.

Community Academies of New Orleans Timelines for Student Retentions

Due Date Action Required	Documentation
<p>October 2025 (Beginning of 2nd Nine Weeks)</p> <ul style="list-style-type: none"> ● Parent conference to discuss as the problem is identified ● Create and implement an Individual Academic Achievement Plan (IASP) (Appendix G). ● Letter sent to parent on school letterhead indicating that the student is not meeting promotion requirements and may be retained. ● Review IASP and adjust as needed. ● Parent conference to discuss progress and concerns. <p>January 2026 (Beginning of 3rd Nine Weeks)</p> <ul style="list-style-type: none"> ● Parent conference to review student progress. ● Obtain parent signature. ● Review the IASP and adjust interventions as necessary. <p>April 2025</p> <ul style="list-style-type: none"> ● The school submits to the CANO Chief Academic Officer a list of potential student retention and supporting documentation. 	<ul style="list-style-type: none"> ● Maintain documentation of interventions, progress, and ongoing communication with parent/guardian. ● Keep copies of correspondence with parent signature, Student name, grade and ID number and document in SIS. ● Signed notification of possible retention letter. ● Current IASP with documentation of student progress.
<p>May/June 2026</p> <ul style="list-style-type: none"> ● Complete SBLC documentation of promotion/retention (Appendix F) with signatures. ● Create a new IAP for interventions to begin at the start of the following school year. 	<ul style="list-style-type: none"> ● Copy of signed SBLC promotion/retention form and new IAP to be implemented the following year placed in the student's cumulative file.

Change in Grade Placement during the School Year:

Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- Grade placement for any student whose transcript/report card is not available at the time of registration may be changed, if warranted, after the transcript/report card has been received, examined, and evaluated to ensure proper grade placement.
- Students receiving Special Education vices: In the event an error has been made in grade assignment and/or in the grade level of the state test administered, the leadership team in collaboration with the IEP team (with guidance from the Director of Special Education) will make the necessary adjustments on the IEP and in e.
- Students entering the network from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.
- A student's age appropriate to the grade level will be considered for grade placement during the school year. In most cases, this is a result of a student transferring from another school program.
- Grade changes will occur after the SBLC team has met to determine the student's situation and make a final recommendation to the parent. If it is determined that a change in placement shall occur, school personnel will complete the Official Grade Change Form (Appendix E) and the copy signed by the parent will be kept in the student's cumulative file. Changes in placement should occur by October 1 for students who enter school at the beginning of the year and meet grade placement change criteria. It is important that the school registrar is made aware of this change and the adjustment is made in the Student Information System (JCAMPUS).
- Eighth grade students must take the eighth grade LEAP 2025 assessment before promotion to the ninth grade can be considered.

XIII. Additional LEA policies related to student placement and promotion

Academic Monitoring and Procedures for Retention

Academic Monitoring:

- a) Academic reports are viewed mid-quarter and at the end of each quarter by school administrators to identify potential needs for intervention/remediation, enrichment, and to address immediate concerns. If needed, the IEP team will reconvene to review special education vices.
- b) In April of each year, each school will submit to the Chief Academic Officer the list of potential student retentions and supporting documentation. The documentation will be reviewed to ensure that network policies are being implemented accurately for retaining a student.
- c) The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the MTSS team. Ongoing, parent communication and regular team meetings must be held in order to develop effective intervention strategies for the student. Student interventions will be evaluated for effectiveness and adjusted as needed. Strategies and adjustments will be documented in writing to the parent or legal guardian and appropriate teachers and included in the student cumulative file. The review process will be monitored by direct administrators in an annual

academic audit of schools. Students receiving interventions will be assessed for the effectiveness of the intervention.

- d) Maintenance, use, and dissemination of information shall conform to requirements of all applicable state and federal laws including the Louisiana Public Records Act, The Family Educational Rights and Privacy Act, and the Individuals with Disabilities Education Act.

Procedures for Retention:

- a) Students must be offered every opportunity through the MTSS process to avoid retention.
- b) If, at any time, a student is being considered for retention, the parent/guardian must be notified and documentation of communication must be maintained.
- c) Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of MTSS must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented.
- d) All documentation must reside in the student's cumulative folder and be forwarded to the SBLC if a student is recommended for retention.
- e) If a student is promoted with deficiencies, an Individual Academic Support Plan (IASP) will be created that outlines the responsibility of each party for the student to move to grade level proficiency by the end of the following year. This IASP shall be forwarded to the teacher of the next grade as well as a copy provided to the parent and a copy placed in the student's cumulative file. Throughout the following school year, collaboration between the student's former and current teachers shall occur to update the prescription with needed interventions.

APPENDIX A

Definitions

Accommodation - any technique that alters the academic setting or environment. An accommodation generally does not change the information or amount of information learned. It enables students to show more accurately what they actually know.

Alternative School/Program - an educational school/program that deviates from the standards stated in Bulletin 7411 in order to meet the specific needs of a particular segment of students within the community.

Assessment - the act or process of gathering data in order to better understand the strengths and weaknesses of a student learning as by observation, testing, interviews, etc.

Attendance (Half-Day) – a student is considered to be in attendance for one-half day when he or she: 1) is physically present at a school site or is participating in an authorized school activity; and 2) is under the supervision of authorized personnel for more than 25 percent but more than half of the student’s instructional day.

Attendance (Whole-Day) - a student is considered to be in attendance for a whole day when he or she: 1) is physically present at a school site or is participating in an authorized school activity; and 2) is under the supervision of authorized personnel for more than 50 percent of the student’s instructional day.

BESE Policy – a comprehensive statement that has been adopted by BESE pursuant to the APA process and that has the force and effect of law to govern and to bring uniformity in education throughout Louisiana.

Class Size – the maximum enrollment allowed in a class or section

Content Standards – grade level academic learning expectations of students

Cumulative Record – a current record of academic, health, and other special types of information maintained for each student throughout his progress in school.

Dyslexia – a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.

Elementary School – a school composed of any span of grades kindergarten through the eighth grade.

Evaluation – the in-depth process of review, examinations, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria.

Gifted – children or youth who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

Grade-Level Expectations – the concepts and skills that students should master at the end of a grade or course.

Homebound Student – a student who is enrolled in regular education and, who, as a result of healthcare treatment, physical illness, accident, or the treatment thereof, is temporarily unable to attend school, and who is provided instructional vices in the home or hospital environment.

Individualized Academic Education Plan – is a written plan and record of intervention/remediation for students who did not meet the required standards for their grade level. Students in grades 3, 4 and 8 who do not meet criteria on LEAP 2025 state assessment must have an IAIP created and implemented until such time as they achieve on grade level.

Individualized Education Program – a written statement of specially designed instruction developed, reviewed, and revised by a group of qualified education personnel and the parent/guardian for each student with exceptionalities in public schools.

Instructional Time – shall include the scheduled time within the regular school day devoted to teaching courses outlined in the program of studies. Instructional time does not include such things as recess, lunch, change of class time, and parent/teacher conferences.

APPENDIX B

Definitions of Local Terms 36

Language Arts – a broad subject area, which includes reading, literature, speaking, listening, oral and written composition, English grammar, and spelling. (Foreign language may be included as part of the language arts program.)

Local Educational Agency – a public board of education or other public authority legally constituted within the state either to provide administrative control or direction or, or to perform a vice function for, public elementary or secondary schools in a city, parish school district or other political subdivision of the state. The term includes an educational vice agency and any other public institution or agency having administrative control and direction of a public elementary or secondary school, including a public charter school that is established as an LEA under state law.

Louisiana Connectors for ELs – a set of standards for instruction of limited-English Proficient students. (Previously ELD Standards)

Louisiana Connectors for Students with Severe Disabilities(SWSD) – a set of standards for instruction of students with severe disabilities (previously LAA1)

Modification – any technique that alters the work product in some way that makes it different from the work required of other students in the same class. A modification generally does change the work format or amount of work required of students. It encourages and facilitates academic success.

Paraprofessional – a person who is at least 18 years of age, possess a certificate of good health signed by a physician, possesses an appropriate permit, and assists in the delivery of special educational vices under the supervision of a special education teacher or other professional who has the responsibility for the delivery of vices to exceptional children.

Prekindergarten – developmental programs for children ages 3-4, the minimum age being three by September 30 of the school year in which the student enters prekindergarten.

Principal – in a school, the chief administrative officer certified by the state Department of Education, except in the case of special schools in which the superintendent may be designated as the chief school administrator.

Promotion – a student's placement from a lower to a higher grade.

Retention – non-promotion of a student from a lower to a higher grade.

School Building Level Committee – a committee of at least three school staff members, requiring at least the principal/designee, classroom teacher, and referring teacher. This committee is a decision-making group that meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems.

Special Education – specially designed instruction, at no cost to the parent, to meet the unique needs of the student with exceptionalities.

State Placement Test – a computer-based test that is designed to measure student’s knowledge and skills in ELA and math pursuant to Louisiana Student Standards in grades 4. This test is consistent with the LEAP 2025 test. Students in grades 5 transferring from any in-state nonpublic school, any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the ELA and math portion of the state placement test.

Talented – children or youth who give evidence of measurable abilities of unique talent in the visual and/or performing arts 37

DEFINITIONS

Assistant Principal – in a school, part of the leadership team and assistant to the school leader, the Assistant Principal typically oversees the academic program of a school and serves as the Academic Data Director for the school.

At Grade Level – those students who are performing at the appropriate grade level with a passing grade and have performed at Stanine 4 or 5 on a standardized norm-referenced test.

At-risk student – a student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, substance abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socio-economic status, unemployment, and other environmental conditions not conducive to success in school.

Attendance – present at school and actively participating in classroom and school activities

Intervention or Remedial Programs – programs designed to assist pupils, including identified disabled pupils, to overcome educational deficits identified through the LEAP and other local criteria.

Division Head/Instructional Coach – school administrator who supervises and oversees teachers and students within a grade-span or specific content area(s).

Inclusion – refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend if he/she did not have a disability or limited English proficiency. Inclusion involves bringing the support vices to the child rather than moving the student to the vices.

Limited English Proficient (LEP) – a language minority student whose listening, speaking, reading or writing English proficiency is below the average English proficiency level of English speaking students of the same age and/or grade.

Louisiana Connect – Students with the most severe cognitive disabilities are eligible to take the LEAP Alternate Assessment Level 1, known as LAA1. The assessment is based on Extended Standards which capture the core academic content of academic standards. Students in 3- 8 grades are assessed in ELA and math. Students in 4th and 8th grade are also assessed in Science.

Emergent Bilinguals Program – a structured program for limited-English proficient students designed to develop English language skills (listening, speaking, reading, writing) through language acquisition and development instructional strategies. Content instruction is integrated into the language instruction by skilled ELL teachers.

State Content Standards – written subject area statements as determined by the state of Louisiana that explain what students are expected to master throughout the school year at each grade level.

School Building Level Committee (SBLC) (can also be the Response to Intervention Team (RTI))

– a designated school-based committee consisting of representatives of support personnel, teachers, school administrators to address individual and group needs at the school.

APPENDIX C

Grading Policy of CANO

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Important Dates:

End of Quarter	Mid-Quarter Progress Reports Go Home	Report cards go home with students who did not attend conference
1 st Quarter October 1, 2025	September 4, 2025	Friday, October 16, 2025
2 nd Quarter December 18, 2025	November 6, 2025	Friday January 16, 2026
3 rd Quarter March 19, 2026	February 5, 2026	Wednesday April 1, 2026
4 th Quarter May 20, 2026	April 23, 2026	Will receive last report card by mail or school pick-up

Teachers will have a minimum of three grades totaling 27 grades per quarter in grades Kindergarten to 2nd and two grades per week totaling 18 grades per quarter in grades 3rd through 8th. The grades are to include a minimum of six (6) assessments/projects grades per quarter totaling a minimum of 18 grades per quarter. The following items will comprise grades for CANO Schools:

- Assessments and Projects – 50%
- Classwork and participation – 40%
- Homework – 10%

It is the practice of Community Academies of New Orleans to report grades for students who have completed a minimum of fifteen days in class. There is insufficient information about pupils who have attended less than three full weeks of class to merit a grade. Teacher(s) will be able to provide information to parents as to the general efforts made by a student in attendance less than the required fifteen (15) days.

Grading Guidelines:

1. All students should have a grade for the four content areas and each co-curricular class (in which they are participating) for the grading period.
2. All teachers are responsible for inputting their own grades into JCampus.
3. The Principal and/or Assistant Principals are responsible for reviewing the report cards for each grade level prior to distribution.
4. Only the core content (ELA, math, science, and social studies) will be calculated for the student GPA.
5. If a student, EB, SWE, or general education) receives two (2) failing course grades (F: 0-66.9%) on a progress report or report card, a meeting will be convened by the SWE Coordinator, Assistant Principal, and/or classroom teacher/grade level team and/or SBLC team within ten (10) days to review the data including student work and determine what interventions and support can be put in place to ensure academic progress. If appropriate, initiate the MTSS process.
6. Special Education students must receive grades that are a result of collaboration between the general education and special education teachers.
7. Emergent Bilingual students (EB) must receive grades that are a result of collaboration between the general education and EB teachers.

Grading Guidelines for Emergent Bilinguals (EB)

1. Regular education teachers are the Teacher of Record for EB students for ELA, math, science, social studies, and co-curricular classes.
2. Grades will be determined through collaboration between the EB and regular education teachers, based on what the student can demonstrate within his/her language capabilities and growth evident during the descriptors of the EL Connectors. On the report card, these grades should be marked with an asterisk and teacher comment that the student is an Emergent Bilingual.
3. All emergent bilingual students will receive a grade for all core content areas (ELA, math, science, and social studies).
4. The school leadership/emergent bilingual team will review records of emergent bilingual students who do not meet promotional guidelines and will review program placement and EB support, making adjustments as needed.
5. Emergent bilingual students shall not be retained due to their limited language proficiency. Grades will be assigned on the basis of participation in activities, completion of assignments to the degree that language proficiency allows as indicated in the EB Grading Flowchart (Appendix I).

- At CANO schools Emergent Bilingual (EB) are graded according to their performance on the modified/accommodated work that is provided to them. EB students cannot fail a class, if the work is not modified.

Grading Guidance for Students with Exceptionalities (SWE)

- All teachers, including SWE teachers and/or teachers instructing Students with Exceptionalities will enter the actual score that a student makes on assignments.
- Grades will be determined through collaboration between the Special Education and Regular Education Teachers, based on what the student can demonstrate within his/her academic and cognitive capabilities and growth evident during the descriptors of the LEAP Connectors. On the report card, these grades should be marked with an asterisk and teacher comment that the student is a LEAP Connect Assess student.
- Teachers, Division Heads/Instructional Coaches, Caseload Managers and SWE Coordinators will monitor student grades and provide immediate intervention/remediation if it is evident that the student is struggling.
- All students with disabilities (including LEAP Connect) will receive a grade for all core content areas (ELA, math, science, and social studies). The Grading Options Flow Chart (Appendix I) outlines the steps to take when grading Students with disabilities.
- Grades for students who receive modified assessments will be noted as “modified.”

At CANO schools Students with Exceptionalities (SWE) or students who are identified as Emergent Bilingual (EB) are graded according to their performance on the modified and/or accommodated work that you provide them. SWE students and EB students cannot fail a class, if the work is not modified. Utilize the grading schematic as shown below:

F 59% and below	B 89%-80 C 79%-70 D 69%-60	90-100%: A
Students did not attempt modified work or use any resources provided.	Students attempted approximately at least 80% of the least 30% of least 60% of the modified work and modified work and modified work used one resource provided.	Students finished all of the modified work and used as many resources as possible.

APPENDIX D

Attendance Policy of CANO- Community Academies of New Orleans

This document lists the types of absences that students may incur, the work make-up policy, and the guidelines for communicating with parents regarding tardiness and absences from school.

General Guidelines:

1. Upon returning to school following an absence, the student must bring a note signed by parent/guardian or relevant doctor explaining the reason for the absence. (A phone call from the parent is also acceptable and must be documented in PowerSchool.)
2. CANO’s student information system, PowerSchool, shall be the official vehicle for maintaining attendance.
3. In all cases of suspensions, the parent/guardian shall receive written notice of the suspension, the reasons, and the terms.

Types of Absences:

Type of Absence	Description	Work Make-up Policy
Excused Absence	<ul style="list-style-type: none">● Absences of two or fewer consecutive school days due to personal illness or ious illness in the family (parent communication required.)● Extended hospital or recuperation from an accident stay in which a student is absent for three or more consecutive school days as verified by a relevant physician, dentist, or state licensed medical practitioner.● Extended contagious disease within a family in which a student is absent for three or more consecutive school days as verified by a physician or dentist licensed in the state.● Observance of special and recognized holidays of the students’ own faith.● Visitation with a parent who is a member of the US Armed Forces or the National Guard who has been called to duty or is on leave from overseas deployment (shall	<ul style="list-style-type: none">● Work may be provided by the teacher for the student to complete and receive full credit.● The student has one day to complete the work for each day absent. For example, if the student misses three days of school, the work must be turned in within three days of the student’s return.

	<p>not exceed five school days per school year).</p> <ul style="list-style-type: none"> Extended personal physical or emotional illness in which a student is absent for three or more consecutive school days as verified by a licensed physician or nurse practitioner. 	
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Unexcused Absence	Any absence not meeting the requirements set forth in the excused absence definition, including but not limited to, out of school suspensions.	<ul style="list-style-type: none"> Work may be provided by the teacher for the student to complete and receive full credit. The student has one day to complete the work for each day absent. For example, if the student misses three days of school, the work must be turned in within three days of the student's return.
Half-Day Absence	A student is marked half-day absent if s/he misses more than 25% but less than 50% of the instructional day.	<ul style="list-style-type: none"> Work missed may be assigned by the teacher. The student has one day to complete the work and may receive full credit if it is completed satisfactorily.
Out of School (OSS) Suspension of 10 Days or Less	A student receives a consequence of suspension for violation of a school policy.	<ul style="list-style-type: none"> The teacher will assign work missed. The student may receive either partial or full credit for work if it is turned in within two weeks upon the student's return and completed satisfactorily.
Out of School (OSS) Suspension of More than 10 Days	A students receives a consequence of suspension for violation of a school policy.	<ul style="list-style-type: none"> Work missed will be assigned by the teacher. The student may receive either partial or full credit for work if it is turned in within two weeks upon the student's return and completed satisfactorily.

<p>In-School Suspension (ISS) not considered an absence</p>	<ul style="list-style-type: none"> ● A student receives a consequence of ISS for violation of school policy. ● A student is removed from the classroom for violation of a school policy and placed in a behavior intervention room on campus. ● Students that are recommended for in-school suspension shall avoid interruption to the instructional program and accrual of absences. 	<ul style="list-style-type: none"> ● A student who is assigned in-school suspension shall continue to receive assignments and work on schoolwork during their in-house suspension period. ● The student is not considered absent.
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CANO 2025-2026 Attendance and Absence Policy

Attendance Policy

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at all CANO schools is reflective of what Louisiana requires for all children. Louisiana requires students to attend school for a certain number of days to be promoted to the next grade and earn credit for a course. Under the law, students must attend school from age **5 to 18** or until they graduate from high school. Students are required to attend school regularly and must attend at least **63,720 minutes** to earn credit and be eligible for promotion to the next grade. Students are chronically absent if they miss 10% or more of school days for any reason.

***** Per Louisiana Law: School attendance, duty of parents and excessive absences are mandated to be reported.**

The state law holds parents responsible for the regular school attendance of their children. Parents or students who violate the school attendance law may be guilty of a petty misdemeanor.

If a student has one or more instances of tardiness or unexcused absences, the parent/guardian may expect the school to take one or more of the following actions:

- Phone call or letter to parent/guardian
- Parent/guardian conference at school
- Parent/guardian conference or home visit with the school social worker.

Excessive and unexcused absences/tardies will be turned over to the District’s Truancy Officers.

Students who are absent more than 150 days per school year may be retained unless they are officially excused from school. Louisiana state law considers a student to be habitually absent or tardy if the situation is not corrected after the fifth unexcused absence or the fifth unexcused occurrence of being tardy in a semester

1. A doctor’s excuse presented within 5 days of the absence is required for the absence to be excused. A death in the family should be verified by the article in the newspaper. Absences for legal obligation will also be excused with proper documentation.

2. Students or parents should request from the teacher any make-up work the student has missed. Make-up work is to be completed in an equal number of days as the number of days absent. All requests must be made no later than 10 school days, after returning to school.
3. Please remember, even if an absence is excused, it still counts as an absence on the report card.
4. The maximum number of allowable unexcused absences for an elementary school student is 150 days. Absences that are greater than the allowable amount will result in retention.

Exempted and Excused: The student is allowed to make up the missed work and the absence is not counted against the student. (Notes provided by doctor or for religious holidays)

Non-Exempt and Excused: The student is allowed to make up missed work and the absence is counted against the attendance requirement (An example is personal or family illness documented by a parent's note).

Unexcused: The student is not allowed to make up the missed work and the absence is counted against the attendance requirement.

Suspensions: The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

Tardy: After five occurrences of tardies- weather arriving late, leaving early, or checking out before the scheduled dismissal time-will be considered equivalent to one absence under our attendance policy.

Reminders For Parents

If your child is absent, please call the Main Office before 8:30 am in order to inform the school of the status of your child. If a student is absent the parent/ guardian will be called via robo message that your child was absent. You may also inform your child's teacher on Class Dojo. In your phone call, voicemail, and notes, please indicate your child's name, your relationship to the child, and the reason for the date(s) of the child's absence. When a student returns from an absence, he/she must bring in a written signed note by the parent/guardian explaining the absence within 48 hours of absence. This note must be given to the teacher. A doctor's, dentist's or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) consecutive days due to illness, contagious illness in family, hospitalization, or accidents. **Students who have 10 or more days of absence will be considered for retention.**

The following table outlines CANO policy for Unexcused Absences

Our classroom teachers/co-teachers are the first line of communication as it relates to student attendance. If a student has missed class a teacher/co-teacher should make a courtesy call home to inquire about the student's absence. Information obtained from the call or if you were not able to reach a parent/guardian should be documented in our data system..

# of days Absent	Recommended Intervention	Staff supporting
1 st - 3 rd Unexcused Absence	<ul style="list-style-type: none"> ● Phone call to parent/guardian to inquire about absence OR Robo Call ● Offer support 	<ul style="list-style-type: none"> ● Teacher/Co-Teacher/OfficeStaff Manager by end of day. ● Teacher/Co-Teacher/Officer StaffManager documents a plan if any is created.
4th Unexcused Absence	<ul style="list-style-type: none"> ● Phone call to parent/guardian to inquire about absence to discuss a support plan to prevent further absences ● 4th Day Absence Letter, respectively, sent home by CIS CoordinatorCIS Coordinator is made aware of excessive absences 	<ul style="list-style-type: none"> ● Office staffTeacher informs the CIS Coordinator by the end of day. ● CIS Coordinator sends letter to family. makes a call within 24-48 hrs.
6th Unexcused Absence	<ul style="list-style-type: none"> ● A Request for Attendance Conference/Meeting Letter is sent home. The letter should indicate the student is considered habitually absent and is explained in Bulletin 741- Chapter 11. ● Purpose of the conference is to review prior interventions and assess reasons for continued unexcused absences and/or tardies by creating an Attendance Contract ● Student becomes case managed. 	<ul style="list-style-type: none"> ● CIS Coordinator ● CIS Coordinator will document conference in home visit in JCAMPUS
10th Unexcused Absence	<ul style="list-style-type: none"> ● Refer to the Office of Student Support and Attendance for a truancy check. 	<ul style="list-style-type: none"> ● CIS Coordinator will initiate the referral and document OSSA referral in JCAMPUS ● Truancy check involves a Truancy Officer or School Resource Officer conducting a home visit.

Any Absence*	Family receives robocall	• Data Manager

APPENDIX E

Official Grade Change Form

School: _____ Today's Date _____

Student Name: _____ Student ID#: _____

Current Age: _____ Date of Birth: _____

Student's Current Grade: _____ Promote to Grade: _____

Check if the student is:

_____ SPED _____ EL _____ Gifted/Talented 504

Rationale for the student receiving a grade change, attach needed documentation

Action Plan to fill in academic gaps that student will have as a result of this change in grade placement:

Strategy/vice	Responsible Person	Date Begin	Progress Check Date	Progress Check: Comments
1.				
2.				
3.				

Teacher's Signature

Instructional Lead Team Member

Date

*Copies to: Teachers, Ops Managers, Parent, Cumulative File
Approvals: Principal and CAO*

APPENDIX F

SBLC Documentation of Promotion/Retention

School Building Level Committee (SBLC) Documentation and Promotion/Retention

Date: _____

Student: _____

Student ID#: _____ Date of Birth: _____

Current Grade: _____ Teachers: _____

_____ Student failed to meet state attendance requirements.

_____ Student failed the following subjects: _____

(Grades 3-8) Student did not achieve minimum proficiency LEAP criteria

The following areas have been reviewed to determine whether to promote or retain the student:

_____ Student's chronological age

_____ Previous test scores

_____ Class participation and social/emotional development

_____ Student progress

_____ Participation in remedial and/or intervention program(s)

_____ Progress as a result of interventions (student must have received required

Interventions and results of interventions must be documented)

_____ Level of family involvement

_____ Peer interactions

_____ Level of English Language Proficiency

_____ Other: _____

After reviewing documentation on this student, the decision of the SBLC is to:

_____ PROMOTE the student to grade _____

_____ PROMOTE the student to grade contingent upon successful completion of the Summer Remediation Program or other identified intervention program.

_____ RETAIN the student in grade _____

_____ ASSIGN the student to grade _____

_____ RECOMMEND the student to attend the Summer Remediation Program

Other: _____

School-based Team Leader Signature

Date

Principal's Signature

Date

Parent Signature

Date

Dear Parent or Guardian,

We are writing to inform you that your child, _____, has the potential of being retained for the 2025-2026 school year. During the 4th Quarter 2025, the School Building Level Committee will base the final retention decision on several factors including academic and attendance data.

Your child may be considered for retention in their current grade due to one or more of the following factors:

- Grades- potential failing grade in at least one core academic subject Math _____
Science _____ Social Studies _____ ELA _____
- Attendance- 10 or more unexcused absences:
Number of Days absent to date: _____
- Lack of Progress on Interim Assessments
- Dibels 8 Reading Composite Level: _____
- Other Considerations: _____

Steps taken to support student during the school year:

- MTSS referral
- Referral to social worker for attendance
- Parent conferences
- Intervention
- Other:

The 4th Quarter can be a time where your child makes significant progress and meets his/her academic goals. There are important things you can do as a parent to help your child make academic progress right now. By signing this letter, you acknowledge that your student's potential retention has been discussed with you along with steps needed for a successful promotion to the next grade level.

Please sign and return this letter by DATE _____. Upon return, a copy will be sent home for your records

Parent signature _____ Date _____ Teacher
signature _____ Date _____ Administrator
signature _____ Date _____

As always, we appreciate your support of **(INT SCHOOL NAME HERE)** and your hard work to help your student achieve academic and life success.

Sincerely,
Principal Signature School
Name

*Copies to: Office Managers, Parent, Cumulative File
Approvals: Principal and CAO*

XIV. LEA assurances and submission information

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

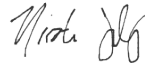
Community Academies of New Orleans

2025-2026 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: 08/11/2025



Myrialis King, CEO



Nicole Jolly, Board President