



2026-2027 Pupil Progression Plan

Local Education Agency:

Beekman Charter School

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.

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.

No additional policies.

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](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.

- To promote to Grade 1,2,3,5, and 6: 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 3: Students must earn teacher-assigned grades with passing marks in ELA and Math.
- To promote to Grade 5: Students must pass three (3) 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.
- To promote to Grade 6: Students must pass three (3) of five (5) subjects. Students must pass ELA and Math and at least one other core subject.
- Beekman Charter School will not offer Summer School for grades 3–8. Summer School credits earned from other schools will not be accepted.
- Any summer remediation conducted outside of Beekman Charter School for the purpose of student promotion will be considered only with prior written approval from Beekman Charter School's SBLC.

For voluntary retention of students in PK – 8th grade

See the guidelines under XIV. Additional LEA policies related to student placement and promotion

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.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

- To promote to Grade 4: Students must be in attendance the required number of days to receive credit.
- To promote to Grade 4: Students must pass three (3) 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.
- Beekman Charter School will not offer Summer School for grades 3–8. Summer School credits earned from other schools will not be accepted.
- Any summer remediation conducted outside of Beekman Charter School for the purpose of student promotion will be considered only with prior written approval from Beekman Charter School's SBLC.

For voluntary retention of students in PK – 8th grade

See the guidelines under XIV. Additional LEA policies related to student placement and promotion

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.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

- To promote to Grade 7 and 8: Students must be in attendance the required number of days to receive credit.
- To promote to Grade 7 and 8: Students must pass three (3) of five (5) subjects. Students must pass ELA and Math and at least one other core subject.
- Beekman Charter School will not offer Summer School for grades 3–8. Summer School credits earned from other schools will not be accepted.
- Any summer remediation conducted outside of Beekman Charter School for the purpose of student promotion will be considered only with prior written approval from Beekman Charter School's SBLC.

For voluntary retention of students in PK – 8th grade

See the guidelines under XIV. Additional LEA policies related to student placement and promotion

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

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:

- the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
 - the student scored *approaching basic* or above on the science and social studies components of LEAP;
 - the student had an overall 2.5 grade point average on a 4.0 scale;
 - the student had a minimum 92 percent attendance during the school year;
 - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
 - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
 - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
 - The student has attended a LEAP summer remediation program offered by the LEA.
- *LEP Waiver* - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
 - a physical illness or injury that is acute or catastrophic in nature;
 - a chronic physical condition that is in an acute phase
 - physical illness - appropriate documentation must include a 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.
 - court-ordered custody issues.
 - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

For voluntary retention of students in PK – 8th grade

See the guidelines under XIV. Additional LEA policies related to student placement and promotion

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.

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.

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.

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

Carnegie Credit Recovery

- Beekman Charter students are eligible for Credit Recovery with a minimum average of 50 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 are 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.

Carnegie Attendance Recovery

The maximum number of seat time hours a student is allowed to make up during a school year is 10 hours per high school course. Students missing more than 10 seat time hours may be subject to failure of the course.

Early Graduation

- Students must have 17 Carnegie Units aligned to their declared graduation pathway to promote to grade 12.
- Students that plan to graduate during the current year and do not have 17 credits as described above at the beginning of the school year are the only students which may progress to 12th or senior status at midterm. The student can only progress if they are on track to graduate in May of the current school year. These students are required to carry a full schedule their last year. Students must also have an approved documentation plan in place as well as parent/guardian permission on file with the counselors.

V. Individual Graduation Planning

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, [career coach](#)) 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.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

No additional policies.

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 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.

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

Carnegie Units per grade

- Grade 9 students must acquire 5 Carnegie Units with 1 being ELA and 1 Math unit to promote to grade 10.
- Grade 10 Students must have 11 Carnegie Units with 2 being ELA and 2 Math units to promote to grade 11.
- Grade 11 Students must have 17 Carnegie Units aligned to their declared graduation pathway to promote to grade 12.
- Students that plan to graduate during the current year and do not have 17 credits as described above at the beginning of the school year are the only students which may progress to 12th or senior status at midterm. The student can only progress if they are on track to graduate in May of the current school year. These students are required to carry a full schedule their last year. Students must also have an approved documentation plan in place as well as parent/guardian permission on file with the counselors.
- 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.

Beekman Charter School will require each student in grades K-8 entering in from a nonaccredited 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

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.

VIII. 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.

IX. 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.

X. 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*.

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. 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.

XII. 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*)

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 sent to Fresh Start program through the Morehouse Parish School Board.

For non-discipline issue students: If it is found to be in the best interest of a student by administration and SBLC at Beekman Charter School with appropriate required documentation, to be on an alternative platform he/she will be placed on an online platform and assigned alternative assignments.

XIII. 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. The description should

include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

Regular Education Students

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

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

Level Two: In the event of an aggrieved person 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 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.

XIV. 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.

*Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit*

For students in PK – 8th grade

A parent or legal guardian requesting that a student be retained in the same grade for the following school year must submit a **notarized** written request to the school by May 1.

The letter must include:

1. Student's full legal name
2. Student's date of birth
3. Current school year and grade level
4. Detailed reasons for requesting retention
5. Requested grade placement for the following school year
6. Parent or legal guardian's signature and date

Submitting a request does not guarantee approval. Final grade-placement decisions will be made by the Beekman Charter School Student Building Level Committee (SBLC) in accordance with applicable school policies.

At the end of the eighth grade

- To promote to Grade 9: Students must be in attendance the required number of days to receive credit.
- To promote to Grade 9: Students must pass three (3) 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.
- Beekman Charter School will not offer Summer School for grades 3–8. Summer School credits earned from other schools will not be accepted.
- Any summer remediation conducted outside of Beekman Charter School for the purpose of student promotion will be considered only with prior written approval from Beekman Charter School's SBLC.

Early Graduation

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. If needed, 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 also have an approved documentation plan in place as well as parent/guardian permission on file with the counselors. Students must be 17 years of age before September 30 of the graduation year or have permission from SBLC.

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 today and tomorrow, JumpStart will prepare our high school graduates for a productive adulthood.

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

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

HONORS AND HONORS GRADUATES

Purpose:

- To provide a more challenging curriculum for academically able students.
- 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 and/or 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	SBLC approved CLEP	Psychology
English II	Integrated Math I	American History	Physical Science		Psychology DE
English III	Geometry	World Geography	Biology I		Developmental Psychology DE
English IV	Integrated Math II	World History	Chemistry I		Sociology DE
English IV DE	Algebra II	World Civilization DE	Biology II		Medical Term. DE
SBLC approved CLEP	Advanced Math	SBLC approved CLEP	Biology II DE		Nutrition DE
	Algebra III		Chemistry II		Music Appreciation DE
	Pre-Calculus DE		Physics		Speech DE
	SBLC approved CLEP		SBLC approved CLEP		Art Appreciation DE
					SBLC approved CLEP

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 or Integrated Math.)
 - 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 or Integrated Math I (H) if the student meets both the following requirements. (PreAlgebra is a prerequisite to Algebra I or Integrated Math.) 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 or Integrated Math I (H). They may earn a math Carnegie Unit by meeting the requirements as established by Bulletin 741 for Middle School Students earning Carnegie Units.
- 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

Academic Dual Enrollment Courses—AchievED and InvestED Programs

- Beekman Charter School offers approved academic dual enrollment courses through the University of Louisiana Monroe (ULM). Dual enrollment allows eligible students to earn high school and college credit simultaneously.
- Participation in dual enrollment is a privilege. Initial enrollment and continued participation are subject to ULM admission requirements, course availability, student performance, counselor recommendation, and approval by Beekman Charter School.

Eligibility and Admission

- To enroll in an academic dual enrollment course through Beekman Charter School, a student must:
- Have an official ACT score on file before registration.
- Meet all admission, GPA, placement, prerequisite, and course requirements established by ULM.
- Receive a recommendation from the Beekman Charter School counselor.
- Receive final approval from Beekman Charter School.
- Complete all required applications, agreements, orientations, and registration documents by the established deadlines.
- ACT composite scores will not be superscored when determining placement in the AchievED or InvestED program.

AchievED Program

- The AchievED program applies to students who have an official ACT composite score of **20 or higher**.
- Beekman Charter School will pay the approved tuition for eligible AchievED courses.
- Approved AchievED courses will receive honors weighting on the student's Beekman Charter School transcript.
- Students must remain in good academic standing and comply with all BCS and ULM requirements to continue participating.
- A student who withdraws from an AchievED course and receives a grade of "W" or who earns a final grade of "D" or "F" will be responsible for reimbursing Beekman Charter School for the full tuition amount paid for the course.
- A student who earns an "F" in a dual enrollment course will not be permitted to enroll in another dual enrollment course through Beekman Charter School unless an exception is approved through the appropriate BCS review or appeal process.

InvestED Program

- The InvestED program applies to students who have an official ACT composite score of **19 or lower** but otherwise meet ULM admission and course requirements.
- The student's parent or legal guardian is responsible for paying **\$300 per course, per semester**.
 - Payment must be made to Beekman Charter School by the established deadlines:
 - Fall semester: August 15
 - Spring semester: December 15
- Failure to submit full payment by the deadline may result in the student being removed from the course or being responsible for any additional charges incurred.
- InvestED courses will receive regular academic weighting and will not be calculated as honors courses on the Beekman Charter School transcript.
- Payments are nonrefundable after the applicable registration, withdrawal, or refund deadline.
- A student who earns an "F" in a dual enrollment course will not be permitted to enroll in another dual enrollment course through Beekman Charter School unless an exception is approved through the appropriate BCS review or appeal process.

Withdrawal, Grades, and Course Completion

- Final dual enrollment grades recorded by Beekman Charter School will match the grades listed on the official ULM transcript.
- A student who withdraws from a dual enrollment course may be moved into an available grade-appropriate BCS course. Placement will depend on course availability, graduation requirements, scheduling, and administrative approval.
- Any grade earned after placement in a regular BCS course will receive the weighting assigned to that course and will not receive AchievED honors weighting.
- Students must complete dual enrollment courses with a final grade of "C" or higher to remain in good standing.
- SBLC and the BCS administration reserve the right to remove a student from dual enrollment based on academic performance, attendance, misconduct, failure to meet program requirements, or failure to provide requested academic information.
- Students must submit grade reports or allow BCS counselors and administrators to view their grades and progress in the ULM learning platform upon request.

Full-Year Course Requirements

- If Biology II Dual Enrollment is used as the student's fourth required science credit, the student must complete the full year of the course.
- English IV Dual Enrollment must be completed as a full-year course.
- If a student cannot enroll in or complete the second semester of a required full-year dual enrollment course, the student must enroll in an appropriate regular or honors course, subject to course availability and administrative approval.
- **Summer and Independently Enrolled Courses**
- Students may take collegiate courses during the summer or outside the BCS AchievED or InvestED programs at their own expense.
- To have an independently completed college course considered for inclusion on the student's high school transcript:
 - The course must meet applicable BCS and state requirements.
 - The course must receive prior approval when required.
 - An official transcript must be sent directly from the college or university to the Beekman Charter School counselor.
- Acceptance of the course for high school credit, honors weighting, graduation requirements, or GPA calculation is subject to review and approval by Beekman Charter School.

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/highest composite ACT (Super Score WILL NOT be used) 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 described above.
- Salutatorian shall be the student with second highest Class Scholar Ranking as described 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

High School Carnegie Credit Recovery

- Beekman Charter students are eligible for Credit Recovery with a minimum average of 50 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 are 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.

High School Carnegie Attendance Recovery

The maximum number of seat time hours a student is allowed to make up during a school year is 10 hours per high school course. Students missing more than 10 seat time hours may be subject to failure of the course.

Elementary and Junior High Summer School

- Beekman Charter School will not offer Summer School for grades 3–8. Summer School credits earned from other schools will not be accepted.
- Any summer remediation conducted outside of Beekman Charter School for the purpose of student promotion will be considered only with prior written approval from Beekman Charter School's SBLC.

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 LEAP 2025, their score will count as 15% 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 who do not achieve a passing score on a required LEAP high school assessment group shall be enrolled in a LEAP remediation course until such time as they successfully pass the corresponding LEAP assessment. The only exception to this requirement applies to students classified as Special Education under the provisions of the April Dunn Act (formerly Act 833). Any additional exception must receive prior approval from the School Building Level Committee (SBLC).

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.

XV. LEA assurances and submission information

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

Beekman Charter School

2026-2027 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 27, 2026

Samantha Mann

Superintendent

Keith Huntsman

Board President