



2019-2020 Pupil Progression Plan

Local Education Agency:

**Special School District -
Louisiana School for the Deaf
Louisiana School for the Visually Impaired
Louisiana Special Education Center
Special School Programs**

Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

All students transferring into 1st grade from another state and not meeting the requirements for kindergarten attendance, but meet the age requirements, will be placed in 1st grade after careful analysis of the district's Kindergarten Entry Assessment (TS GOLD, DIBELS Next assessment for students with functional hearing, Eureka math assessment, IRLA, and/or portfolio contents and records from the previous school, if applicable). Results will be analyzed by the School Building Level Committee to determine that the student has reached the level of maturity necessary for success in 1st grade. SKY-HI will also be utilized as a kindergarten assessment three times a year for deaf students.

A student entering kindergarten shall have attained the age of five (5) on or before September 30 of the calendar year in which the school year begins. Students entering first grade without attending a full-day kindergarten for a full academic year shall be administered assessment in reading and math TS GOLD-Teach Strategies Gold or diagnostic (IRLA, Eureka Math checkpoint assessment).

****Special School Programs are part of an educational service agency (ESA), and the district does not place students in grade levels. When students enter the facilities where the district serves as the educational component, every attempt is made to acquire student records from the sending school so that the student can be enrolled in the grade level that was defined by that schools. ****

II. Placement of transfer students

- A student, who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

- Approved in-state, out-of-state schools, or other (public/nonpublic/home study)

A student who transferred from a state-approved school (public and non-public), in-state or out-of-state, will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing a student's record of attendance, achievement, immunization records and the units of credit earned, is required. Transcripts will be reviewed by the school administration for alignment with Louisiana courses and state standards.

Elementary & Middle School Students:

The SBLC team will evaluate grades/achievement, attendance, and units of credit, to determine whether a proficiency exam/placement test will be required. The team may also make placement decisions relative to students in grades K through 8 who transfer in and have not met the standard requirements for admission. Specialized assessments for deaf/hard of hearing and/or visual impairment should be utilized.

- Unapproved in-state, out-of-state schools, or other (public/nonpublic/home study)

The student shall be required to take an entrance examination on any subject matter for which credit is claimed. State and local policies regulate home school situations, therefore the unapproved school or home school issuing the high school transcript/credit must show when and where the credit was earned. It is the responsibility of the parent to provide proof and necessary documentation to the school.

The procedure used for determining Carnegie credit for high school students:

For students who have completed one or more full years of high school education at an approved home study or other public or non-public school, transcripts will be reviewed and aligned with Louisiana courses and state standards to award Carnegie credit. Students may be asked to take proficiency exams to support academic counseling for the most appropriate diploma pathway and course progression.

K-8 Students with Significant Intellectual Disabilities:

For students with significant intellectual disabilities, the IEP team in conjunction with SBLC teams will convene and consider factors such as IEP goals, age, academic performance, and other available data when assigning a grade level.

**SSP and LSEC serve students with distinctive needs. Many of our students are comprised of individuals who are enrolled in an LEA and who may not have been enrolled in school for an extended period of time. School-aged students that enter the SSP facilities are enrolled by default and serviced to bridge the gap between prior and future enrollment. The program's primary population is special education students. LSEC student placement will be an IEP team decision that considers age appropriate classes so that students receive exposure to content and maximize the learning progression. **

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Grades K, 1, 2, 3, & 5:

Promotion from one grade to another is based on the policies and regulations of the school in compliance with standards cited in Bulletin 741. Students will not be promoted solely upon the recommendation of a private practitioner or a private agency. The recommendation will be given consideration only.

It is the responsibility of the School-Building-Level Committee (consisting of three or more people knowledgeable of the student's performance) to review classroom performance and make decisions affecting retention or promotion based on a preponderance of evidence of student learning.*

Course Requirements for Promotion:

Kindergarten:

- He/she must be present the required number of days (167) at a public or private kindergarten,
- All Kindergarten students meeting attendance requirements shall be promoted.

Grades 1, 2, 3, & 5:

- Attendance requirements must be met.
- Students in grades 1-3 may not be retained more than one year.
- Any student in 1, 2, 3, & 5 shall be promoted on the basis of passing coursework. In order to be promoted at the end of the year, students shall pass with a 67% D the following:
 - English Language Arts and Math, *and*;
 - One of these subjects: Science or Social Studies
- All students must make adequate annual progress toward ASL or Braille individualized goals

For students who fail to meet the promotion criteria above, the IEP and SBLC teams will be responsible for making a referral for possible retention. In addition, any student missing an excessive number of days will be reviewed to determine promotion/retention or need for demonstrated proficiency on an exam.*

See Section IV for information regarding promotion or retention of students in **grade 4**.

Grades 6 and 7:

Any student in middle school grade 6 and grade 7 shall be promoted on the basis of passing coursework. In order to be promoted at the end of 6th and 7th grades, students shall pass with a 67% D the following:

- English Language Arts and Math, *and*;
- One of these subjects: Science or Social Studies

Failing students will be required to attend Summer School in order to be promoted.

Students in grades 6 and 7 shall be in attendance for the minimum required number of days (167). Students who do not meet this criterion must attend summer school to make up the missed days. In addition, any student missing an excessive number of days will be reviewed to determine promotion/retention or need for demonstrated proficiency on exam.*

**For purposes of the policies outlined in this document, the IEP team for the student will work in conjunction with the SBLC team.*

***If SSP students are enrolled during the time that promotional decisions are being made, the IEP team shall examine the student's academic performance from the previous school, in conjunction with the student's performance in the program enrolled, and make promotion decisions. Note that the Special School Programs operate the special education program in the Department of Public Safety and Corrections (adult corrections) facilities, and the Office of Juvenile Justice (youth corrections) facilities. Performing the duties of the SBLC will be the responsibility of the Department of Public Safety and the Office of Juvenile Justice within each of the respective facilities.*

The SBLC will use the following resources to make promotion determination: attendance, pre-post test data and growth from spring to summer, reading and math levels as determined by district norms, final report card grades, and LEAP test scores. For students who participate in LAA1/Connectors, the IEP team shall make recommendations to the SBLC team regarding promotion or retention of students using the following data: progress toward IEP goals and objectives, Louisiana Educational Assessment Program (LEAP) test history, general academic performance, attendance, pre- and post-test data, and reading and math levels as determined by norm referenced tests. **

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
 - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
 - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.

- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

Students are expected by the LDOE to score “Basic” on LEAP in at least two core academic subjects, including ELA, math, science, and social studies. If LEAP results are not available in time, the SBLC shall make promotion and retention decisions based on a preponderance of evidence of student learning. Evidence may include the prior year’s LEAP results, classroom performance, and report card grades.

If the decision is made to retain a child in 4th grade, but the LEAP results come back showing that he/she has indeed met an acceptable level of performance that would enable him/her to successfully transition to the 5th grade, the SBLC/IEP may reconvene to adjust the committee decision.

Individual Academic Improvement Plan Policy

The Special School District is committed to providing each student in need of academic support with appropriate interventions through a systematic Response to Intervention (RTI) Program. One component of that RTI process will be the identification of fourth grade students who have not met an acceptable level of performance based on a preponderance of evidence in at least two core academic subjects including English Language Arts, Math, Science, and Social Studies. Each fourth grade student not meeting the criteria for acceptable performance in at least two of these core subjects shall be provided with an Individual Academic Improvement Plan (IAIP) – <https://www.louisianabelieves.com/resources/library/school-policy> that adheres to the following requirements:

1. The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel as needed to review the student’s academic strengths and weaknesses, discuss other relevant challenges to the student’s academic success, and then formulate an *Individual Academic Improvement Plan*. School personnel will review the IAIP with the parent/guardian, and identify at least two interventions that will be provided to each student with an IAIP as in-school support.
2. All participants of this meeting shall sign the Parent/Guardian Agreement when completed using the template provided by the Louisiana Department of Education. This agreement will be kept on file at the school in which the student attends. Participants shall meet to review progress of each student at least once more time prior to the next administration of the LEAP assessment.
3. Each student with an *Individualized Academic Improvement Plan* shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency aligned to state academic content standards.

4. Students requiring an Individual Academic Improvement Plan shall be identified as such in the state Student Information System (SIS).
5. Students with an individual academic improvement plan shall be provided with the opportunity to receive on grade-level instruction through targeted remediation programs.
6. Each student's *Individual Academic Improvement Plan* shall continue to be in effect until such time the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's IAIP. Subjects in which a student scores "Basic" or above on subsequent LEAP Exams shall be removed from that student's IAIP.
7. IAIPs must be submitted to the Office of the Superintendent prior to October 1st.

The **Individual Academic Improvement Plan** for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve acceptable academic performance by the end of fourth grade. Additional school year support will be provided to move students to grade-level proficiency by providing *at least two* of the following instructional strategies which will be documented in the Individual Academic Improvement Plan:

1. The student is placed in the classroom of a teacher who has been rated "Effective: Proficient" or "Highly Effective" pursuant to his/her most recent evaluation, has achieved a value-added rating of "Effective: Proficient" or "Highly Effective" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having Individual Academic Improvement Plans in the past. Information pertaining to the specific ratings of individual teachers will be kept confidential and not shared with parents or guardians.
2. The student participates in a remediation program offered by the district.
3. Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This additional time shall not result in a student being removed from English Language Arts, Mathematics, Science, or Social Studies courses.
4. The student is provided access to on-grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses. In the absence of fully aligned curriculum in any given core subject, teachers shall follow the Scope and Sequence provided by the State to meet this requirement.

• *Remediation programs used throughout the school day and school year will not account for more than **35 percent** of total instructional minutes.*

The Individual Academic Improvement Plan (IAIP) and the Individual Educational Plan (IEP) for students with disabilities shall be aligned. The development of the academic plan within the IEP components will follow the timelines set forth in the pupil progression plan for all students and address the same considerations as for all students.

Failing 4th grade students will also be required to attend Summer School in order to be promoted. The IAIP should be *drafted* for summer school students, using data that outlines student strengths and weaknesses, relevant challenges, and possible interventions. Early fall meetings will be scheduled with parents to sign the plan.

All students must make adequate annual progress toward ASL or Braille individualized goals

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

a. Promotion of students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

Eighth Grade Promotion

Eighth grade students shall score at least "Basic" in ELA or mathematics and "Approaching Basic" in the other core subjects assessed by the LDOE in order to be promoted to the ninth grade. Additionally, eighth grade students shall be promoted on the basis of passing coursework which is defined as a 67% D in the following:

English Language Arts and Math, *and*;

One of these subjects: Science or Social Studies

Failing students will be required to attend Summer School in order to be promoted.

Students in grade 8 shall be in attendance for the minimum required number of days (167).

All students must make adequate annual progress toward ASL or Braille individualized goals

Students who do not meet this criterion must attend summer school to make up the missed days. In addition, any student missing an excessive number of days will have a review by the SBLC for possible retention.* Students not meeting the promotion standard after taking the eighth grade state assessments in the spring will be placed on a high school campus as a *Transitional Ninth Grade Student*. The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in ELA or Math, if a student scores at the “Basic” level in the other subject, provided that the student has participated in the spring administration of LEAP.

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, may be placed on a high school campus only in the transitional ninth grade; and will be placed in remedial coursework. This coursework will serve as the state-mandated remediation for T9 students and remediation for all other students below “Basic.”

Students who are eligible for the U/B or AB/AB waiver may be promoted to the 9th grade and these students may be placed in the designated prerequisite course in which the “Basic” or higher was not earned. Schools may place students that enter on the BESE Bulletin 1566 Waiver in courses based on individual test scores and other applicable data. Students that enter high school on a BESE Waiver will be remediated through the designated prerequisite high school courses or the school’s Response to Intervention Program. *(See Appendix for Waiver Criteria)*

**For purposes of the policies outlined in this document, the IEP team for the student will work in conjunction with the SBLC team.*

****LSEC and SSP do not have a transitional 9th grade program. If grade 8 students are enrolled during the time of promotion, and the performance standard of the state assessment has not been met, the student shall be retained in 8th grade. ****

b. High school promotion and transition considerations

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

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

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

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or

4. Receive a waiver through the district hardship waiver process.

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

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

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

HS students final grades are determined by averaging the quality points for each 9-week period and semester exam. Grading periods and semester exams are weighted in accordance with district policy.

Accumulated Carnegie Units for Grade Level Classification

Entry Grade

9	0 – 5
10	6 – 11 <i>*a minimum of 1 credit in English I and 1 credit in Algebra I</i>
11	12 – 16 <i>*a minimum of 2 completed courses in English and 2 completed courses in math</i>
12	At least 17 units of credit <i>Ability to complete graduation requirements during the academic year</i>

Students must complete the minimum number of credits to graduate based on their diploma pathway (see Appendix). For TOPS University students, a minimum of 24 Carnegie units are required for graduation. For Jump Start Tops Tech students, a minimum of 23 Carnegie units are required to graduate.

Assessments:

High School Assessments: See Appendix for Louisiana testing requirements. EOC scores are 20% of the grade.

Alternate Assessment: Students who are assessed on LEAP Connect will take applied courses in English, Math, Science, and Social Studies. For the purpose of graduation, these courses will count as 1 credit per course; however, these courses do not count for Carnegie credit.

Act 833:

Act 844 (2014) gives students who have not met testing requirements on 2 out of 3 state assessments the opportunity to meet graduation requirements through alternative assessments and/or Jump Start pathway options (see below for Jump Start requirements). In order for Act 833 to be applied to a student, once assessment eligibility has been reached, the IEP team will convene to develop a graduation plan for the student.

High school promotion and transition considerations:

Upon entering 9th grade, all students will begin the transition planning process in conjunction with completing their IGP. The transition plan will focus on completing high school goals as well as post-high school planning for college or career. The plan will be created with the academic counselor, JAG teacher, and college and career coach, who will have periodic meetings to review and modify the plan as needed to ensure student success.

Students who are identified as Act 833 or those assessed with LEAP Connect (formerly LAA I), and are identified as Jump Start diploma pathway students, the IEP team in conjunction with the CTE Academy Leader will decide on an appropriate course progression based on individual student needs. LEAP Connect students will have goals set by the IEP team in four areas:

- a. Course Requirements
- b. Assessment Requirements
- c. Workforce Readiness and Career Education Requirements, and
- d. Transition Requirements

All Jump Start students, including those that are assessed with LEAP Connect and Act 833, will be required to pass a credential exam in their chosen Jump Start pathway in order to meet graduation requirements.

Early Graduation:

A student who enters high school as a T9 student, but after intervention is able to show competency in areas that were used to place the student as T9, and the student participates in opportunities to make up credits needed to graduate, this student may still graduate at the completion of four years. Opportunities to make up credits will include dual enrollment, Edgenuity, or passing courses in summer school.

Any students who take dual enrollment, Edgenuity, or summer school courses to earn additional credits may be eligible for *early graduation* upon completion of all credit and IEP requirements and goals.

****SSP**:**

Special School Programs, in their role as an educational service agency of the Louisiana Department of Education, does not award final grades defining promotion or Carnegie units for accrual of credit towards graduation. Since students' average stay at any of the facilities is 30-60 days, the school facilities within the district shall forward all progress reports, as well as a formal recommendation, outlining whether the student has acquired minimum fundamental knowledge and skills necessary to award credit for the time they were enrolled at the facility. **

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Effective: Proficient” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

Summer Remediation Procedure

Fourth Grade:

In January, a committee comprised of an administrator, school counselor, and appropriate teachers will hold face-to-face meetings with the parent or guardian of all fourth grade students in danger of failure. At this time the committee, with input from the parent/guardian, will identify the appropriate supports needed for each student. All parties will sign a *Letter of Academic Concern* that will act as a Pre-Individual Academic Improvement Plan until student LEAP 2025 results are received in June. Student grades along with 3rd grade LEAP scores will be used to determine which 4th grade students will be identified as needing a Pre-Individual Academic Improvement Plan. Each student identified will be provided targeted remediation in each subject identified on the Pre-Improvement Academic Improvement Plan during the second semester through one or more of the following supports:

- Embedded RTI time
- In school pull outs by school interventionists/teachers
- After school remediation programs
- Braille and ASL support during summer remediation

After test results are received during the summer, if a preponderance of evidence shows that a student has not achieved an acceptable level of performance to successfully transition to the next grade level, they will be identified as needing an **Individual Academic Improvement Plan (IAIP)**. State assessments will be used to help guide IAIP decisions but may not be the sole determining factor. Prior to October 1st of the next school year, IAIP meetings will be held with the parent or guardian of each student identified to create a plan and sign the IAIP template provided by the State.

Eighth Grade:

All students not meeting the promotion standard, or eligible for a waiver, will be placed on a high school campus as a *Transitional Ninth Grade* student where they will receive summer remediation offered through specified remedial courses in each core subject for which they scored below "Basic". Instruction for this remediation will be aligned to the Louisiana State Standards.

Students eligible for a U/B or AB/AB Waiver may be promoted to the 9th grade provided they attend the Summer Remediation embedded during the specified RTI period for each subject in which they failed to score "Basic" or above. Students receiving waivers will be required to enroll in and complete remedial courses aligned to each core subject in which they failed to score "Basic".

High School:

All high school students not meeting the requirements to pass EOC exams will be required to attend remediation in those courses. Students will then have opportunity to retest in areas in which they did not meet performance standards.

All high school students who fail courses in the areas of math and English Language Arts will be required to enroll in an intervention course for that content area, in which support will be given to assist students with meeting the content standards of the Tier I curriculum of math and English Language Arts. This is in addition to repeating the failed courses. Summer School grade averages will be done in accordance with the District Grading Policy (see appendix).

***Note:** Summer School grades shall not replace the grade earned during the school year.

VII. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

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

Students with Disabilities

For purposes of the policies outlined in this section, the IEP team for the student will replace the School Building Level Committee (SBLC).

Special education students shall be afforded the same on-level access to the Louisiana Student Standards as their peers, along with support of LEAP Connect Standards for our most severe students. The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations and procedures to meet Act 833.

Students with disabilities who do not meet promotion standards for K-8 should be considered for promotion or retention by the SBLC and IEP teams based on the following:

1. Promotion decisions must take into consideration accommodations, modifications to the curriculum, and LEAP Connect Standards for students. Retention may be considered in any grade when the retention will enable the child to address grade level standards in the regular class and continue to make progress in state standards for that grade. This includes use of the IEP accommodations and modifications.
2. Promotion should be based on a review of all applicable data (attendance, LEAP assessment, etc.) and progress monitoring of IEP goals. Progression is defined as documented trend data from statewide assessments, progress monitoring assessments and/or goals and objectives correlating with state standards. Documented is defined as written results reported on the IEP under General Student Information, Progress in the General Curriculum, Results of Statewide Assessment and/or status of goals and objectives.
3. Students who meet the state criteria for LEAP Connect should be promoted from grade to grade each school year according to IEP goal attainment and diploma requirements.

Retention may be considered if the retention will increase mainstreaming, inclusion or other appropriate opportunities to interact with their non-disabled peers.

If an IEP team determines the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention and other evaluation strategies;
3. Include an intensive instructional program;
4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
5. Special education students not attaining performance standards shall be offered remediation the same as regular education students with special support provided as needed. Remedial (below grade-level) instruction shall be limited to only necessary and focus skills as identified from top quality assessments and cannot account for more than 35% of the total summer remediation instructional time.
6. By the end of the eighth grade, the IEP team shall begin to develop an *Individual Graduation Plan (IGP)* pursuant to Bulletin 741. The IGP shall identify a course of study that promotes college or workforce readiness or both, career placement and advancement, and transition from high school to postsecondary education or work placement. IGP will follow standards set forth in the Individual Graduation Planning of this document under: b. High school promotion and transition considerations (*see page 12*).

English Learners

- Every student entering an LSDVI school for the first time will complete a home language survey. If a language other than English is spoken in the home, the school's principal or counselor will retain a copy of the survey. The counselor will schedule further screening as needed.
- To exit the EL program and be reclassified as "monitored," students will need to have an achievement level in the Proficient range on the ELPT for their grade level. The counselor will monitor former ELs through student grades, state assessment scores, teacher recommendations and the grading process in place. All support services and activities will be accessible to ELs. The counselor will input the language information of ELs into JCampus and track their progress.
- Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status because of their disability, as decided by a consensus of the members of the IEP/SBLC team along with an EL representative, may be exited from EL status but will still be required to take statewide assessments.

Deaf & Hard of Hearing

- Because American Sign Language is the primary language for many deaf and hard of hearing students, we will have in place the following:
 - Communication Plan which includes ASL goals;
 - The use of SKI-HI language assessment specifically designed for deaf and hard of hearing students (per LEAD-K legislation);
 - Assistive technology based on need;
 - Immersion program offered for students with significant language gaps.

Blindness & Visual Impairment

- Because students with blindness and visual impairment benefit from alternative communication and support, we will have in place the following:
 - Braille instruction and set Braille goals;
 - Assistive technology based on need;
 - Immersion offered for students with significant gaps;
 - Instruction in the areas of the Expanded Core Curriculum.

Students with Orthopedic Impairments

- Because students who have orthopedic needs benefit from alternative modes of communication and support, we have in place the following:
 - Assistive technology and communication needs are addressed;
 - Transition needs with support.

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

LSDVI does not operate alternative school programs or settings. Students are placed in the regular school setting and efforts are made to maintain that placement. When the student's academic, social, and/or behavioral needs are not met in the regular setting any change of placement will be made by the IEP team. Examples of alternative environments may include: homebound services, distance or online learning.

**SSP shall offer an Adult Education Instructional Program. This program is designed as an alternative to traditional education for student who meet the criteria as defined by LDOE. **

IX. 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.

Due Process for K-12 Special Education Students:

Currently, SSD only serves students who qualify for special education services under Bulletin 1508. Schools adhere to the due process guidelines outlined in Bulletin 1706, Chapter 5, Subchapter A – *Due Process Procedures for Parents and Students*.

Due Process for K-12 Students, Teachers, and Parents:

Step One - Informal within twenty (20) days of the time that the grievant knew, or reasonably should have known of the grievance (or within twenty (20) days of the publication of this grievance procedure, whichever is later), the grievant shall present the grievance orally to the building principal (if the grievant is a student or parent) or to the immediate supervisor (if the grievant is an employee). Within five (5) days after presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance. Principal may consult SBLC team.

Step Two - The Principal within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the principal (typed letter with original signatures).

The grievance shall:

1. Name the employee or student involved
2. State the facts giving rise to the grievance
3. Identify the specific relief requested within five (5) days after receiving the written grievance, the "responsible official" shall give his answer in writing to the grievant.

Step Three - The Assistant Superintendent

If the grievance is not resolved in step two, the grievant may, within five (5) days of receipt of the "responsible official's" answer, appeal to the superintendent by filing the grievance and the "responsible official's" answer, along with any written response of the grievant to the answer of the "responsible official", with the office of the superintendent which shall receipt thereof.

- a. The Assistant Superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed with the superintendent's office and shall render a decision in writing within ten (10) days after such hearing.
 - The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and issues raised by the grievance and may be represented by counsel at the hearing of a grievance by the superintendent.
 - The grievant shall be furnished a copy of the decision of the superintendent.

The decision of the Assistant Superintendent shall be final within the school corporation.

Due Process for Students with Disabilities

Due process procedures will follow Bulletin 1706 when promotion/retention procedures are set forth in the IEP.

For students in SSP, a request for a change or reconsideration of decisions relative to a student's educational program can be made by a parent or guardian/surrogate of a student. Regional Coordinators and/or a designee will consider the request and refer the student to the IEP committee or SBLC when appropriate. The decision will be communicated to the parent(s) in writing and include evidence to be considered. In order to comply with Chapter 5 of the Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941), no circumstances will contradict the due process procedures as described in IDEA Part B, LEA application.

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.

- It is the responsibility of the principal to ensure certification of transcripts annually and to ensure that promotion/placement decisions have been appropriately made.
- For students to be considered for acceleration, they must demonstrate mastery of grade level standards for all relevant grade levels. Students in tested grades must achieve both mastery on their most recent state assessment and mastery on the LEAP 360 diagnostic assessment for the grade in which they wish to be placed. Additional considerations, such as social maturity may also be reviewed. IEP teams, along with SBLC teams, will make the decision to accelerate students who meet qualifying criteria.

**Within the juvenile facilities, SSP teachers provide special education minutes only. To document student progress toward meeting the goals outlined in students' IEP, the following scoring will be used:

S = Satisfactory Progress

U = Unsatisfactory Progress

N = Needs Improvement

There shall be a minimum of nine (9) assessments for each student during each quarter. A variety of assessments may be included; i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. **

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Louisiana Special School District 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent/Appointed Authority

XII. Appendices

The following appendices address additional SSD pupil placement and progression policy information.

APPENDIX A

DEFINITION OF TERMS

Description

- A list of **state terms**
- A list of terms used in the **local plan** (*They will be used as the basis for interpretation of the components of the local plan.*)

Definition of Terms

A. A list of state terms

1. **Acceleration** – Advancement of pupil at a rate faster than usual in or from a given grade or course—this may include “gifted students” identified according to Bulletin 1508.
2. **Alternate Assessment** – The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments
3. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas
4. **LEAP 360** – An optional assessment system that provides educators with student learning data—It consists of formative assessments designed to assist teachers, schools, and school systems to monitor student learning and adjust instructional support.
5. **Louisiana Educational Assessment Program LEAP** – The state’s testing program that includes the grades 3, 4, 5, 6, 7, 8 LEAP and Algebra I, Geometry, English I and II, Biology, and US History LEAP 2025 and the English III EOC
6. **Promotion** – A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines
7. **Pupil Progression Plan** – The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE)—A Pupil Progression Plan shall require the student's proficiency on a certain test as determined by SBESE before he or she can be recommended for promotion.
8. **Regular Placement** – The assignment of students to classes, grades or programs based on a set of criteria established in the pupil progression plan—Placement includes promotion, retention, remediation and acceleration.
9. **Remedial Programs** – Programs designed to assist students including identified students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
10. **Remediation** – See Remedial Programs
11. **Retention** – Non-promotion of a pupil from a lower to a higher-grade

12. **Summer Remediation Program**- The summer program offered by the LEA for the specific purpose of preparing grade 4 and grade 8 students to be proficient in English language arts or mathematics.

B. A list of terms used in the local plan (*They will be used as the basis for interpretation of the components of the local plan.*)

1. **Academically Able** – One who is functioning at grade level as determined by the school.

a. **Foreign Language Program**- must meet all three of the following criteria:

- 1) Students who are functioning at grade level and who have shown at least average progress in language arts studies, with an unmodified 2.5 GPA in ELA
- 2) Students who scored Basic or above on the ELA portion of the state summative assessment are strongly recommended for enrollment and/or continuation in the foreign language program (if data is available)
- 3) Students that are not in need of academic intervention (RTI)

b. **Mathematics**

- 1) Middle School students who are functioning at grade level, demonstrate at or above average progress in mathematics studies and demonstrate a great aptitude for Math as verified by the Counselor, Teacher(s) and Principal may be offered Accelerated Math (grade 6) and/or Pre-algebra (grade 7)—Algebra I may be offered for high school credit (grade 8).
- 2) Within our small schools that do not have enough students to warrant a class—“academically able” students are grouped with others taking the curriculum prescribed math for Grade 8.

c. **Special Education**

For special education students, the IEP Committee will determine the student's enrollment in foreign language based on academically able eligibility criteria for foreign language.

2. **Accommodation** – The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability or limited English to gain access to content and/or complete assigned tasks.

3. **ACT** – American College Testing (Program) – A test required for entrance into state colleges and universities

4. **ACT 146** – Regulations that provide for the implementation of kindergarten developmental readiness screening programs

5. **Action Plan** – The education program for those students qualifying under Section 504 of the Rehabilitation Act of 1973

6. **Appraisal Team** – Appraisal personnel assigned to a particular school. The team consists of at least an educational assessment teacher, a school psychologist and a school social worker.

7. **Assessment** – The process of gathering information on student learning from a variety of sources to understand how well students are achieving identified expectations

8. **Assessment Teacher** – An appraisal role for a specialist who is involved in assisting students who have problems in regular education and in evaluating students identified as having need of Special Education
9. **At Grade Level or Above** – Students demonstrating at least average progress (grade C or above) as verified by teacher/s and principal
10. **At-Risk** – Students identified as exhibiting one or more of the following factors:
- have been retained academically one or more years
 - have exhibited excessive absenteeism
 - have been adjudicated as delinquents
 - are pregnant and/or parents
 - have achieved less than a 2.0 grade point average on 4.0 scale
 - come from low socioeconomic level
11. **Basal (Text)** – An elementary textbook adopted by the parish for general use in the classroom
12. **Bulletin 741** – Handbook for School Administrators--a comprehensive guidebook issued by the State Department of Education
13. **Bulletin 1508** – Pupil Appraisal Handbook
14. **Bulletin 1539** – IEP Handbook for Students with Exceptionalities
15. **Bulletin 1566** – Guidelines for Pupil Progression
16. **Bulletin 1706** – Regulations for Implementation of the Exceptional Children’s Act
17. **Bulletin 1903** – Guidelines for the Education of Dyslexic Students
18. **Career and Technical Education** – Organized educational programs specifically designed to provide students with skills necessary for success at the postsecondary level as well as in the world of work – Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational, course clusters affords students an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
19. **Carnegie Unit of Credit** – State approved qualitative as well as quantitative measure – In LSDVI Schools, which are approved by the State of Louisiana as well as the Southern Association of Colleges and Schools, a unit of credit is awarded after successful completion of a year's work. Classes meet five days a week for thirty-six (36) weeks, and from ninety (90) to fifty (50) minutes each day. Half units represent eighteen (18) weeks participation on the same basis.
20. **Co-curricular Activities** – Those activities that are relevant, supportive, and are an integral part of the program of studies and which are under the supervision and/or coordination of the school instructional staff.
21. **Criterion Reference Test** – An assessment instrument used to determine mastery of specific skills; also called unit, chapter, or periodic test.

22. **Cumulative Folder** – A permanent record of a child that contains documentation of his/her progress at school
23. **Cursive Handwriting** – Cursive Handwriting instruction is required in all public schools by third grade and incorporated into the curriculum for grades 4-12. It is defined as writing in which the strokes of successive characters are joined and the angles are rounded.
24. **Developmental** – Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, socio-emotional development, auditory discrimination, visual discrimination and self-help skills (BESE Policy).
25. **English Learners (ELs)** – Formerly known as Limited English Proficient (LEP) –Students who have little or no social and/or academic proficiency in the English language.
26. **ELPS** – English Language Proficiency Screener-The new state mandated computer-based test used to assess the English proficiency of incoming language minority students.
27. **ELPT** – English Language Proficiency Test – The ELPT assessment measures and reports on students’ English language proficiency.
28. **ESL Pull-out** – A program to teach English as a second language (ESL), as well as, study skills, content vocabulary, and cultural orientation to English learners
29. **ESL Push-In** – A program in which the ESL teacher assists ELs in the regular education classroom
30. **Extended Standards** – The Louisiana Extended Standards provide links from curriculum to instruction for students with significant cognitive disabilities. They are an extension of the content standards, benchmarks and GLEs and provide three levels of complexity.
31. **Extracurricular Activities** – Those activities that are not directly related to the program of studies but are under the supervision of school instructional staff and are considered valuable for the overall development of the student—Extracurricular activities shall not be scheduled during instructional time.
32. **Formative Assessment** – The process of gathering information during the learning process —It involves constructive and specific feedback to students aimed to improve learning and is used by teachers to plan for and drive instruction. Formative assessment is assessment FOR learning.
33. **IASA Title I- Remedial Programs** – Programs designed to assist educationally disadvantaged students to overcome educational deficits identified through testing and other local criteria
34. **IASA Title I** – Improving America’s School Act-Title I of Public Law 103-382 formerly ESEA, Chapter I Act of 1965 and amended 3/31/94)
35. **Instructional Time** – The schedule time designated for teaching courses outlined in the program of studies
36. **GED** – General Equivalency Diploma

37. **Gifted (Academically)** – In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes
38. **Grading** – The process of evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.
39. **Hospital or Homebound** – Any situation in which physical or mental impairment or illness, or the treatment thereof, precludes the movement of an individual from a hospital or home environment to the general educational environment
40. **IAP** – The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular class room
41. **IEP** – A written, individualized education plan developed for each student eligible under IDEA which describes a free, appropriate, public education (FAPE)
42. **Itinerant Special Education Services** – An instructional service in which a special education teacher travels from school to school or other settings, providing special materials and individualized instruction in disability specific skills.
43. **Inventory Tests** – Pre-assessment tests (readiness, placement, screening) given to indicate specific needs of individual students
44. **Lateral Acceleration** – Enrichment through the use of high affective and cognitive skills while dealing with content appropriate to the assigned grade level
45. **Mainstreamed** – In the context of education, refers to the practice of educating students with special needs in regular classes during specific time periods— If the special education teacher provides services in the regular class during mainstream periods, it is referred to as inclusion.
46. **Modification** – The term “modification” may be used to describe a change in the curriculum which alters the learning expectations for students.
47. **Multi-supplementary Materials** – Materials used in the classroom in addition to adopted textbook
48. **Multisensory Structured Language Program** – Direct, explicit instruction in the code of written language (letter-sound system)— The code and the rules governing written language are taught in a sequential, cumulative manner.
49. **Readiness Screening** – The process of identifying the performance levels, skills, and abilities of young children, emotional and social development
50. **Rehabilitation Counselor** – An individual who provides services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence and integration in the workplace and community of a student with a disability--It also includes vocational rehabilitation services.
51. **Related Services** – Transportation and such development, corrective and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and

audiology services, vision services, psychological services, physical and occupational therapy, adaptive physical education, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes— The term also includes school health services, social work services in schools and parent counseling and training.

52. Remedial Programs – Programs designed to assist students including identified students with disabilities and Non- or English Learners (ELs) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.

53. Response to Intervention (RTI) – RTI is a multi-tier approach to the early identification and support of students with academic and/or behavior needs. The RTI process begins with universal screening and high quality instruction for all children in the general education classroom. Data are used to determine which students need extra support and the best research-based interventions available to help students achieve grade level success. Decisions about the intensity and duration of interventions are based on individual student response to instruction. Progress is closely monitored to assess student growth.

54. School-Building-Level Committee (SBLC) – A mechanism which functions as an in-school resource committee and as a liaison committee to support services—The School-Building-Level Committee has three primary functions, which are as follows:

a. It acts as a reference team for insuring that all resources available within the school have been employed prior to referral to pupil appraisal.

b. It is the in-school mechanism for review of decisions affecting retention or promotion. The membership of the committee will vary with the problem presented, but should always include the following positions: referring teacher, principal or his/her designee and counselor. The assessment teacher should be included if a referral for appraisal is being considered.

c. It serves as a committee of three or more knowledgeable people who oversee referrals, assessment, educational planning, and program implementation for students with dyslexia and other related disorders per requirements of Section 504 of the Rehabilitation Act of 1973.

**For purposes of the policies outlined in this document, the IEP team for the student will work in conjunction with the SBLC.*

55. School Day –The daily period of time established by the LEA as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities.

56. Sheltered English Instruction – An instructional approach with the focus of making academic instruction in English comprehensible to English language learners

57. Student with an Exceptionality/Disability – A student who, after being evaluated, is determined to have an exceptionality that significantly affects educational performance to the extent that special education is needed—Refer to Bulletin 1508.

58. Summative Assessment – Occurs throughout a course – Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement. Summative assessment is assessment OF learning.

59. **Summer School** – A summer program designed to assist unsuccessful students in grade 3 through grade 8— Successful classwork is defined as passing all work or all work except one subject. Failing to pass two or more core subjects in grade 3 through grade 8 will not be considered successful class work. Unsuccessful, failing students in grade 3 through grade 8 may be required to attend Summer School in order to be promoted.

59. **Support Staff** – Personnel at the building level and/or personnel from the central office staff with specific expertise—Support staff may include consultants and supervisors from regular instruction, supervisors of instructional programs, special education, federal programs, and pupil personnel services.

APPENDIX B

**SCHOOL-BUILDING-LEVEL COMMITTEE
MEETING VERIFICATION**

STUDENT INFORMATION:

Name: _____ Meeting Date: _____

Age: _____

Present Grade Level: _____

Number of Previous Retentions: _____

REASON FOR MEETING:

COMMITTEE DECISION:

COMMITTEE SIGNATURES:

_____	_____
_____	_____
_____	_____
_____	_____

SCHOOL NAME: _____

COPY - Principal's Office COPY - Student Cumulative Folder

APPENDIX C

REFUSAL OF REMEDIATION



I hereby acknowledge the Louisiana Special School District (SSD) has offered remedial help to my son/daughter at no cost for deficiencies that were identified on the required assessment.

Student _____

School _____

Subjects(s) - Circle those applicable

- English/Language Arts
- Mathematics
- Science
- Social Studies

Signature Parent/Guardian: _____

Date _____

COPY - Principal's Office COPY - Student Cumulative Folder

APPENDIX D

Parent Notification of SBLC Decision

Student: _____ Date: _____

School: _____

School Telephone Number: _____

Dear Parent/Guardian:

The School Building Level Committee at your child's school held a meeting on _____ to discuss his/her academic progress. Hopefully you were able to attend. During the meeting, the committee reviewed information about your child's academic records and an educational decision was made in regards to your child's placement for the _____ school year.

A SBLC Team decision was made to:

- Promote your child to grade _____
- Retain your child in grade _____

If you have any questions or concerns, please call the school leader at the telephone number listed above.

Sincerely,

Principal/Assistant Principal/Designee

Date

APPENDIX E

Grading Policy

- A. In accordance with Bulletin 1566 501 D, no school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the district shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher.

Neither shall a teacher's determination of a student's grade(s) as a measure of the academic achievement or proficiency of a student be altered or changed in any manner by any employee of the school system, other than the student's teacher, except as provided in this policy.

A student's grade(s) may be changed, other than by the student's teacher, only upon a determination that the grade(s) is an error, or that the grade(s) is demonstrably inconsistent with the teacher's grading policy.

The Superintendent/Designee is granted authority by the above policy to change a student's grade(s). The determination of the Superintendent with respect to a grade change is subject to the right of the Superintendent to review, modify, reverse, or affirm the decision of the designee, at the discretion of the Superintendent.

The school counselor and the principal or his/her designee, upon receipt of a complaint about a student's grade(s), or upon discovery of information which raises questions about whether a grade is erroneous or is demonstrably inconsistent with a teacher's grading policy, shall meet with the teacher to review the complaint and/or issues regarding a student's grade(s). The complaint shall also be submitted to the lead counselor for review. Neither the school counselor nor the principal or his designee shall attempt to influence, alter, or otherwise affect the grade(s) received by the student from his or her teacher, but the principal or his designee after meeting with the teacher shall explain to the teacher his/her determination of whether there is an error in the grade(s) and/or whether the grade(s) is demonstrably inconsistent with the teacher's grading policy. See "Request for Grade Correction" form in appendix.

If the issues regarding the student's grade(s) are not resolved to the satisfaction of both the principal/designee and the teacher, the matter will be referred to a review committee composed of the appropriate academic officer, the school principal, the lead counselor, and a curriculum coach appointed. The review committee may interview teachers, students, parents, and other individuals regarding the issue, and may review documents, including but not limited to student work samples, teacher grade books, and any other materials the review committee deems pertinent to the issues presented. The review committee shall report its finding to the Superintendent or designee who shall render a decision regarding the issues presented, and who shall notify the teacher, principal, and appropriate staff of his/her determination.

Unless the grade issue(s) is resolved prior to publication of the grade(s) in question, parents of the student whose grade(s) is at issue will be notified that the student's grade(s) is under review and that a determination regarding the grade(s) will be sent to them, in writing, if a parent or student has filed a

complaint about the student’s grade(s), or if notice of grade review has been sent, the school principal shall notify the parents and student of the final outcome of the grade review.

The review of a grade complaint/issue shall be completed within 14 days from the date of first receipt by the principal of information which raises questions about a student’s grade(s) or receipt of a grade(s) complaint. All grades are considered final at the end of the last nine-weeks. Any extenuating circumstances after that time should be directed to the lead counselor or a district-level designee.

B. LEAs shall use the following uniform grading scale for students enrolled in all grades.

In K-12, letter grades are used. Other grading scales may be used for honors, gifted, Advanced Placement, Dual Enrollment, or other types of courses for which special grading policies exist. (Bulletin 741 2302)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-50

Kindergarten – Grade 12

Grades shall be determined and reported in accordance with the procedures set forth herein and in the SSD Pupil Progression Plan. No teacher may have a grading policy which is inconsistent with the Grading Policy or the Pupil Progression Plan of the Louisiana Schools for the Deaf and Visually Impaired, and every teacher’s grading policy is deemed to have incorporated therein the provisions of the Grading Policy and the provisions of the SSD Pupil Progression Plan with respect to grades.

At the beginning of each school year, *all teachers will be provided in-service training* regarding their responsibilities for assessing and facilitating student academic growth, appropriate assessment practices, determining and reporting grades according to LSDVI policies, the SSD Pupil Progression Plan, and what is expected of teachers when the course work performance of students under their charge is inadequate. Teachers hired at times other than the beginning of the school year must attend training conducted by their individual school’s Leadership Team regarding their responsibilities noted above. Principals/Designees must review the grades of all of their schools’ students reported during each grading period. Principals may require teachers to develop RTI action plans for students who are receiving failing grades, whose performance is inadequate, or who demonstrate a lack of response or motivation regarding grades. Principals may also review teachers’ grade books, lesson plans, and assessment of teachers made during observations to ensure teachers are fulfilling the requirements of their job descriptions, particularly with respect to the requirements regarding instruction.

C. The Assessment Process

Purpose

Assessment and grading are an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and

measure the degree of student mastery of established standards. Assessment and grading provide students, teachers and parents/guardians with information that can be used to encourage student growth and progress. Information provided by assessments enables administrators and teachers to evaluate the effectiveness of curricular, instructional and assessment practices and programs.

Guiding Principles

- Assessment shall take into consideration the ability, aptitude, cultural and other characteristics of the student.
- An assessment program must help teachers become skilled at using challenging assessments linked to established standards as a regular part of their teaching.
- Assessment data should be used to create an instructional focus for the class and for individual students, including those students with special needs.
- Important decisions about students, such as promotion, must depend on multiple factors, never a single test. *Exception:* State Mandated High Stakes Testing
- No single assessment or assessment type provides a complete picture of what students know and can do; therefore, district assessments will provide information about student knowledge and skills through a variety of indicators of student achievement.
- Assessment must be aligned with established standards, curriculum and instruction.
- Assessment results must be clear, consistent, provided in a timely manner and used to help improve student achievement and classroom instruction.

All grades shall be derived from quality assessments aligned with the Louisiana Student Standards. Students shall have multiple opportunities to demonstrate mastery of identified skills.

In grades 1-5, there shall be a minimum of 9 and a maximum of 18 graded items in each subject area per nine week period with the following exception:

In first grade, during the first nine week period, students will be evaluated using a skills checklist aligned with the standards to be taught during the first weeks of school. This will allow for those nine weeks to be used as a transition period. The remainder of the reporting periods (2nd – 4th) should have a minimum of 9 and a maximum of 12 grades in each subject.

In grades 6-8, there shall be a minimum of 9 and a maximum of 18 graded items in each subject area per nine week period. Teachers will use summative assessments AFTER adequate use of formative assessments. The summative assessments will be given approximately one time per week. Middle school grades cannot be doubled or used punitively.

In grades 9-12, there shall be a minimum of 15 graded items in each subject area per nine week period. High school grades cannot be doubled or used punitively.

High School AP and Dual Enrollment Course Grading Scale

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D

59% and below = F
The AP and DE scale matches college grading scales.

9 Weeks and Final Grades

Nine Weeks Grade – To determine the student’s nine weeks’ grade, the student’s individual assignment grades that are recorded in the teacher’s grade book should be averaged and rounded off to the nearest hundredth. The numerical average will then be converted to a letter grade. When grades are requested for students transferring in, but are not received, the existing grades shall be averaged for a final grade.

Final Grade – The Final Grade will be determined by averaging the students’ nine-weeks and exam grade quality points. The following grading range should be used:

- 4.00-3.50 = A = 4 Quality Points
- 3.49-2.50 = B = 3 Quality Points
- 2.49-1.50 = C = 2 Quality Points
- 1.49-1.00 = D = 1 Quality Point
- Below 1.00 = F = 0 Quality Point

Advanced Placement and Dual Enrollment courses will be weighted in the following manner:

Average | Grade | Quality Points

100-90	A	5 points
89-80	B	4 points
79-70	C	3 points
69-60	D	2 points
59-0	F	0 points

Advanced Placement

- Principals and students will follow guidelines as prescribed in section 2121 of Bulletin 741.
- Advanced Placement exams must be paid for by the first 35 school days. (Schools can use school funds to pay for exams.)
- Students enrolled in an AP course are expected to take the AP exam as a condition of successful completion of AP courses unless a serious financial, medical, emergency or other critical issue arises to prevent the AP student from taking the exam.
- All students enrolled in AP courses will receive a 5 quality point grading system and a 10 point grading scale.
- Advanced Placement courses are not provided for student while on Homebound Instruction. If a student enters into the Homebound Program and is currently in AP classes, the student must be transferred to non-AP classes and remains in the non-AP classes until the academic year ends.
- Procedures established by the College Board must be followed.
- Advanced Placement courses will allow GPAs to exceed a 4.0.

Progress Reports

Students in grades K-12 will receive a progress report at the end of fourth week of each nine-week grading period. Progress reports are used to inform students/parents about both satisfactory and unsatisfactory progress in a subject, in conduct, or both. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades.

Documentation of Grades

The teacher's grade book is the official legal document and must be maintained correctly. The electronic grade book is preserved each year. Hard copies are *not* required—except for special education classes. If you need a hard copy for auditors or legal reasons you can print the course grade book to a printer. If the course was in a different year, there is a *year field* that can be changed. However, all grades from previous years are read-only. Changes cannot be made once the year is complete. (Note: see grade correction form in Appendix)

Formative Grades and Bonus Points for Standardized Summative Assessments

Standardized summative assessments (i.e., ACT, EAGLE Assessments, LEAP 360, and State Department of Education End of Course Exams) shall be administered in keeping with State and District policy. The administration of these assessments is in line with the district's Student Learning Target focus on full year, high stakes assessments. While these *assessments shall not be used* as a summative grade (for correctness) during any marking period, formative grades (for completion, effort, and improvement towards meeting goals) may be awarded. Bonus points may also be awarded when student achieve established goals as measured by these assessments. Bonus points should be awarded within the marking period in which the assessment was administered. Bonus points shall not impact grades within any given marking period *beyond 10 points* of the total points earned for the marking period. Under no circumstance may a standardized summative assessment (other than mandated End of Course tests) be used to lower a student's grade in any marking period. School plans for bonus points and formative assessments are subject to review and approval at the district level.

Grading Regarding Absences (Elementary and Middle)

A student who is absent five (5) or more days in any nine-week period shall receive an "I" at the end of 4 weeks, and each nine-week grading period. The student can make up the work during the next Nine Week Period. If he/she fails to do so, the Incomplete Grade (I) automatically becomes an "F". It is the responsibility of the teacher to inform the student of the deadline for any make-up work. If a student is absent **less** than five (5) days, the student should be given a reasonable amount of time to complete the assignments. A reasonable amount of time will be determined through the collaborative efforts of the principal, counselor, teacher, parent and student. (*In extenuating circumstances, an SBLC determination will be made.*) Unexcused: students are not permitted to make up work for any unexcused absence, and in some cases may be required to attend additional after-school instruction programs or summer school to make-up instructional minutes needed to satisfy the requirements for promotion.

Formative vs. Summative Grades

A. Schools will continue to strive for balanced use of formative and summative assessments.

- Both formative and summative assessments should be applied in a consistent and fair manner for each marking period. Teachers should strive to have 40% formative assessments and 60% summative assessments during each nine week period.
- Summative grades are typically graded for correctness. Summative assessments are assessments of learning and should take place *after* the learning has occurred. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations and projects.
- Formative grades are typically graded for completeness, effort and improvement. Formative assessments should be assessments for learning and should take place *while* learning is

occurring. Examples of formative assessments include quizzes (not for correctness, but to gauge student's understanding), homework, warm-ups, pre-tests, exit tickets/surveys, cooperative learning activities and notebook checks.

English Learners (ELL), Deaf, and Visually Impaired Modifications and Grading

Teachers should utilize teaching strategies, which may include adjusting the language demands of a lesson, modifying speech rate, using context clues, extensive modeling, relating instruction to student experience, adapting the language of texts or tasks, or using other methods to promote language and content acquisition (i.e., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels. All modifications must be articulated in the students' IEP, when applicable, with a plan to address individual needs.

Elementary and Middle School

Students who cannot comprehend the language of instruction should not be assigned failing grades in the content area subjects. The student should be assigned grades based on cooperation, effort and participation in class work to the degree that his English language proficiency allows. A description may be added behind such grades (for example: "B* modified" on tests and report cards, but "B LEP" in cumulative folders).

Students should still be expected to:

- > Pay attention in class
- > Follow directions
- > Bring required materials
- > Participate in class activities
- > Show progress

Secondary

Evaluations should be based on students' English proficiency level and the established state standards should be used in the design of instruction and assessment. If accommodations area not provided to an EL, a failing grade is not to be assigned because this would violate the student's right to an equal education. Performance assessments and an assessment portfolio can be used as documentation for assigning a grade.

Grading Policies for Grades/Courses for which Letter Grades are Not Used

Elementary

When grading the student's individual assignments, the state grading scale (above) should be used. The letter grade for the individual assignments should be recorded in the teacher's electronic grade book. Grades in the teacher's grade book will be used to arrive at the appropriate evaluation. All subjects will be marked with an A, B, C, D or F with the following exceptions:

Grades K-2:

Social Living (Science/Social Studies), World Languages, Handwriting, Health & Physical Education, Fine Arts and Conduct will be evaluated using the following scale to determine student performance:

- O-Outstanding
- S-Satisfactory
- N-Not Satisfactory

Grades 3-5:

Handwriting, Health & Physical Education, Fine Arts, World Languages and Conduct will be evaluated using the following scale to determine student performance:

O-Outstanding

S-Satisfactory

N-Not Satisfactory

Grading Policy for End-of-Course (EOC) Tests

Courses with mandated End of Course exams will count these tests as 20% of the student's final course average, with each of the other nine week grading periods counting as 20% of the final course average. The final course grade will be an average of letter grades awarded each nine weeks and the quality points earned based on the performance on the EOC exam. The letter grade on the EOC will be determined by the official conversion chart provided by LDOE. Then, the quality points for this letter grade will be used in the formula determining the student's final grade for the course. If a student does not take an EOC for medical reasons, then the final grade will be averaged with the four nine-weeks grades.

Adding, Dropping and Repeating Courses

All adds/drops should be done during the first 10 days of school.

Beginning with the 11th school day, all courses on the schedule will count as a course pursued and will be added to the student's transcript.

Courses may be dropped for ½ credit at midterm (prior to the start of the 3rd marking period). Courses for ½ credit added at midterm may be dropped during the first 10 days of the 2nd semester. Students will not be allowed to repeat courses for a higher grade.

Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester (i.e., attained both academic success at 67% or higher and a minimum rate of 94% attendance during the semester). The minimum credit that can be earned in the Trades and Industry course is one credit unless approved by the state.

Honor Graduate Policy

Students who desire Honors status must meet the guidelines outlined below:

The Honors GPA calculation is based on the 5.0 G.P.A.

A. Honors GPA Positions

1. Summa Cum Laude 3.90-4.00+ G.P.A.
2. Magna Cum Laude 3.70-3.89 G.P.A.
3. Cum Laude 3.50-3.69 G.P.A.
4. Distinguished Student 2.5-3.49 G.P.A.

B. Curriculum Requirements

The course requirements for Louisiana's TOPS Opportunity Scholarship eligibility will be required of SSD honor graduates.

C. Enrollment Status

Students must be enrolled in a state approved high school the final two years leading to graduation.

Summer School Credit

High school students may enroll in summer school to earn Carnegie credit in order to graduate in four years, to address a deficiency, or to improve grade point average by repeating a previously taken course. Carnegie credit earned through summer school is weighted with a final exam, which counts for 20% of the grade, and assignments counting for the remaining 80%. Although the high school student may earn Carnegie credit during summer school for a course s/he previously failed, both failing and passing grades are included on the high school transcript and in the computation for grade point average. A maximum of two credits may be earned.

Athletic Eligibility / Extracurricular Grade Requirements

For 9-12 athletics, student council, class/club officers, and cheerleaders, the following academic and behavioral requirements will apply:

- Must earn at least six (6) units with a "C" average from the previous year to be eligible for the first semester of the school year.
- To be eligible for the second semester of the school year, a student shall earn a "C" average from the first semester.
- A student's GPA cannot be rounded.

Some behaviors will be considered serious violations of the LSDVI athletic code and school rules and could result in loss of privileges. These behaviors include but are not limited to the following.

1. Civil law infraction
2. Malicious destruction of school property or individual equipment
3. Misconduct by a student athlete that is potentially detrimental to the athletic program, school, or school district
4. Theft
5. Unexcused absence from practices or contests
6. Unexcused absence from class
7. Unsportsmanlike conduct toward an opponent or official
8. Sale, possession, and/or consumption of illicit drugs, alcohol, marijuana, and/or anabolic steroids
9. Possession and/or use of tobacco products

The school shall disseminate these requirements to students and parents.

APPENDIX F

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

DETERMINING ELIGIBILITY FOR HIGH SCHOOL CREDITS

Middle school students who intend to take Algebra I for Carnegie credit must demonstrate mastery of the eighth grade standards of mathematics by:

- successfully completing an accelerated sixth and an accelerated seventh grade course which addresses the middle school standards in mathematics
- and receive the SBLC recommendation based on the student's historical assessment profile to include (but not limited to) the student's grade point average of "B" or higher, Grade 6 LEAP scaled score, Grade 7 LEAP scaled score, and LEAP 360 Interim scores.*

*For purposes of the policies outlined in this document, the IEP team will work in conjunction with the SBLC.

EARNING A CARNEGIE UNIT CREDIT

Middle school students may earn a Carnegie unit credit by:

- passing a course in which the student is enrolled, *and*
- meeting instructional time requirements, *and*
- meeting bulletin 741 section 2314, Carnegie Credit and Flexibility policy

Students' transcripts will reflect the final grade based on the four marking periods and the EOC score.

GRADING

- Courses taken for Carnegie credit in SSD schools by a middle school student shall be graded in accordance with the high school grading policy.
- Credits will be awarded immediately upon enrollment in the 9th grade at a state approved high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The transcript will show grades for courses earned in middle school and high school. A grade of a "P" will only be used when the credit was obtained out of parish/state and reasonable efforts have been made by the school to obtain a grade.
- C. E. (Credit Examination) must be indicated in the remark column if a credit exam was required, along with the credit exam score for the grade.
- Once a course credit has been earned on the middle school level, the course in which credit has been awarded will not be offered to the student on the high school campus.
- Middle School students will be allowed to transfer to an 8th grade course from the high school credit course at the end of the second 9 weeks grading period based on their performance in the course.
- Requests for transfers from a high school course to an eighth grade course will not be allowed after mid-semester unless approved by the Superintendent or his designee.

High School Credits Allowed in Middle School

Middle school students taking high school courses for Carnegie credit shall be held to the same grading and assessment standards as high school students.

Possible Credits for Middle School Students (based on course availability):

- Algebra I—The Algebra I credit will be awarded to only students who score Advanced, Mastery, or Basic as defined by LDOE on the End of Course exam.
- Foreign Language—Students must have completed two levels of the same language in middle school to be placed in the course. French I or Spanish I credit will only be awarded to students that pass the end-of-the year exam and have a final average of a B or above in the course.
- IBCA –8th grade
- Quest for Success – 7th or 8th grade
- Fine Arts Survey (cannot be substituted) – 7th or 8th grade
- FACS I (Family & Consumer Science) – 8th grade
- Speech I- 7th or 8th

APPENDIX G

WAIVER EXCEPTIONS TO PROMOTION FOR EIGHTH GRADE STUDENTS

Eighth grade students shall score at least “basic” level on either English language arts or mathematics and “approaching basic” in the other subject in order to be promoted to ninth grade. There are exceptions, and they are outlined here:

A. Mastery/Advanced Waiver.

The LEA may waive the above policy for students scoring *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other, provided that:

1. the decision includes a referral to the School Building Level Committee (SBLC);
2. the student has taken the LEAP spring assessment and attended summer school; and
3. parental consent is granted.

B. U/B Waiver.

The LEA may waive the above policy for students scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *basic* level in the other, provided that:

1. the student scored *approaching basic* or above on the science and social studies LEAP assessment;
2. the student had an overall 2.5 GPA on a 4.0 scale;
3. the student had a minimum 92% attendance during the school year;
4. the decision includes a referral to the School Building Level Committee (SBLC);
5. the student has taken the LEAP spring assessment and attended summer school; and
6. parental consent is granted.

C. AB/AB Waiver.

The superintendent may consider a waiver for a student who has scored at the *approaching basic* level on both the English language arts and mathematics components of LEAP, provided that:

1. the student attended summer school.

D. LEP Waiver.

Limited English proficient (LEP) students shall participate in LEAP pursuant to Bulletin 118. The SBLC is granted the authority to waive the state’s promotion policy for a LEP student.

E. Extenuating Circumstances Waiver.

The superintendent may grant a waiver on behalf of individual student who are unable to participate in LEAP testing because of one or more of the following extenuating circumstances if verified through documentation (outlined in Bulletin 1566):

- a) a physical illness or injury that is acute or catastrophic in nature;
- b) a chronic physical condition that is in an acute phase;
- c) court-ordered custody issues.

F. State-Granted Waiver.

The state superintendent may grant a waiver on behalf of students due to 1) an LEA error, or 2) other unique situations.

PROMOTION WAIVER PARENT CONSENT FORM -1
Use for 8th Graders Only

It is my understanding that my child has met requirements to be promoted under the guidelines of Bulletin 1566: Exceptions to Promotion for Eighth Grade Student. The final requirement is parental consent.

Decision of Acceptance

I, _____ give consent to
(parent/guardian name)

_____ to promote my child, _____
(school's name) (student's name)
as outlined in the district Pupil Progression Plan and SBLC recommendation.

(parent/guardian signature)

(date)

Decision of Rejection

I, _____ do not give consent to
(parent/guardian name)

_____ to promote my child, _____
(school's name) (student's name)
as outlined in the district Pupil Progression Plan and SBLC recommendation. I understand that my child will be retained in accordance with the guidelines of the LSDVI Pupil Progression Plan.

(parent/guardian signature)

(date)

COPY - Principal's Office COPY - Student Cumulative Folder

PROMOTION WAIVER PARENT CONSENT FORM -2
Limited English Proficient (LEP) 8th Grade Students

Date: _____

School Site Granting the Waiver: _____

Student's Name: _____ DOB: _____

Social Security Number: _____ Gender (circle): Male / Female

I _____ confirm that the 8th grade student above has met the criteria necessary to receive the LEP Waiver:

- Granted waiver to the promotion policy due to SBLC override,
- Participated in LEAP spring assessment.

Signatures:

(School Building Level Committee Chair)

(Primary ESL Teacher)

(Principal)

COPY - Principal's Office COPY - Student Cumulative Folder

APPENDIX H



**Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form**

_____ (student name) shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 701 and 703, _____ (student name) has the right to at least two or more of the following interventions:

- Strategic classroom placement
- Access to instruction leveraging a high-quality (tier 1) curricula during school hours
- Additional in-school support where off grade level instruction does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in high-quality summer program that uses a high-quality (tier 1) curricula or learning program

Further, the parent/legal guardian of _____ (student name) understands:

Initial	
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan:

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- Enrollment in the summer program
- Additional in-school support
- Guaranteed access to a tier 1/high quality curriculum
- Strategic classroom placement

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:
----------------------------------	-------

School Administrator Signature:	Date:
---------------------------------	-------



APPENDIX I

GRADE CORRECTION FORM

School Year _____ Date: _____

Student ID _____ Student Name _____

Course Name _____ Section # _____

Semester (check) Fall Spring

Current Grade (letter and percent) _____ Corrected Grade (letter and percent) _____

Reason for Grade Correction: _____

Attach Supporting Documentation:

- Printed & Signed JCampus Gradebook/Egenuity Grade Report
- Signed Letter of Explanation from the School Principal

Teacher's Signature _____

School Counselor Signature _____

Principal's Signature _____

Correction Approval

Lead Counselor's Signature _____ Review Date: _____

Grade correction for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester. A grade correction will only be allowed if an error was made in the calculation of the grade and with the approval of the building principal. The Superintendent or designee must approve any deviation from this policy. (Per SSD PPP)

Superintendent/Designee Signature _____

Correction in System

The grade correction was made in JCampus on _____ by _____
(date) Name (Counselor)

APPENDIX J



Virtual Platform and Dual Enrollment Transcript Entry Request

School Year _____ Date: _____

Student ID _____ Student Name _____

Course Name _____ Section # _____

Semester (check) Fall Spring

Current Grade (letter and percent) _____

Attach Supporting Documentation:

- Printed & Signed Egenuity Grade Report, or
- Official Transcript

Teacher's Signature _____

School Counselor Signature _____

Principal's Signature _____

Entry Approval

Lead Counselor's Signature _____ Review Date: _____

Entry in System

The grade entry was made in JCampus on _____ by _____
Date Name (Counselor)