

# **2023-2024 Pupil Progression Plan**

**Local Education Agency:  
Lafourche Parish School District**

**Submitted to Louisiana Department of Education:**

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## Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been 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](mailto:PPP@La.Gov)

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

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

### Grade 1

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

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

### Kindergarten – 1<sup>st</sup> Grade Placement

All entering Kindergarten students will be administered the DRDP (Desired Results Developmental Profile). Students who score below proficient as indicated on the screening test will be referred to the SBLC for further assessment and intervention recommendations.

All entering first grade students without Kindergarten experience will be administered the DRDP (Desired Results Developmental Profile) for first grade screening.

Students who are identified as gifted by the Pupil Appraisal Center may enter Kindergarten up to a year early.

All entering first grade students from out of state without Kindergarten experience will be administered the DRDP (Desired Results Developmental Profile) for first grade screening. Students who score below proficient as indicated on the screening test will be referred to the SBLC for review of current performance data and/or intervention recommendations.

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

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

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

Elementary Level (Grades K-2 5)

Curriculum at the elementary grades shall provide effective instruction in the Content Standards of English Language Arts (ELA), mathematics, social studies, science, physical education, and fine arts.

Students in grades K-2 shall be provided instruction in whole group and small group in both reading and math addressing core content standards.

After each marking period, students in grades K-2, 5 who are not achieving satisfactory progress in reading (as evidenced by the LPSD Learning Report (K) or LPSD Report Card (1<sup>st</sup>-2<sup>nd</sup>, 5<sup>th</sup>) shall be referred to the SBLC for an academic review and possible placement in a multi-sensory or remedial method of instruction in addition to regular core reading classroom instruction.

After each marking period, students in grades K-2, 5 who are not achieving satisfactory progress in math (as evidenced by the LPSD Learning Report (K) or LPSD Report Card (1<sup>st</sup>-2<sup>nd</sup>, 5<sup>th</sup>) shall be referred to the SBLC for an academic review and possible placement in a remedial method of instruction in addition to the regular core math classroom instruction.

Students in grades K-2 who failed reading the previous year, but were promoted due to the LPSD Promotion/Retention Policy, shall receive additional core reading instruction to include instructional remediation in core reading skills and other deficits.

Kindergarten

Student progress in benchmark objectives will be reported using the following codes:

- S (Satisfactory) = Meets Required Objectives
- N (Needs Improvement) = Practice Needed to Meet Required Objectives
- U (Unsatisfactory)= Performing Below Required Objectives

At the end of the school year, the DRDP (Desired Results Developmental Profile) first grade screen may be administered to students for placement consideration.

Criteria for promotion or placement are based on student academic performance and shall be in accordance with local retention policies.

The student must meet attendance requirements in order to be promoted.

First Grade

Major Subjects: English Language Arts (ELA), Mathematics

Minor Subjects: Art, French, Health & P. E., Music, Social Living, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects

Second Grade

Major Subjects: English Language Arts (ELA), Mathematics, Social Living

Minor Subjects: Art, French, Health & P. E., Music, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects

#### Fifth Grade

Major Subjects: English Language Arts (ELA), Mathematics, Science, and Social Studies.

Minor Subjects: Art, French, Health & P. E., Music, and Handwriting.

Band shall be a minor subject with grade designations of A, B, C, D, or F.

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects

#### Multi-Tiered Systems of Support (MTSS)

After each marking period, students in (Grades K-2, 5) who are not achieving satisfactory progress in reading and/or math as evidenced by the LPSD Learning Report (K) or the LPSD Report Card (1<sup>st</sup>-2<sup>nd</sup>, 5<sup>th</sup>) shall be referred to the SBLC for an academic review and to determine the next appropriate step to address the student concerns.

#### Students with Disabilities (Grades K-2, 5)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

#### Middle School Level (Grades 6-7)

Curriculum in the Middle School grades shall provide effective instruction in the Content Standards of language arts, mathematics, social studies, science, physical education, and fine arts and the opportunity to earn Carnegie Credit in line with bulletin 741.

Students will address the state approved skills required in these subjects as prescribed in Bulletin 741.

Students may earn at least 2 Carnegie Units including, but not limited to, Keyboarding, Agriculture I, Quest for Success, FACS, or Art I.

#### Carnegie Credits

Assignment of credit-value for a final grade shall require that the last marking period be successfully completed with a minimum mark of "D". A student who fails the last marking period shall lose a minimum of one-half unit of credit value. (Grades 6-7)

#### Distance Learning Courses

Carnegie Credit shall be granted to a student following the student's completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grades 6-7)

#### Sixth and Seventh Grades

Major Subjects: English Language Arts (ELA), Mathematics, Science, Social Studies, and/or core Carnegie Credit courses

Minor Subjects: Elective/Exploratory Subjects (with or without Carnegie Credit)

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies

## MTSS

After each marking period, students in (Grades 6-7) who are not achieving satisfactory progress in reading and/or math as evidenced by the LPSD Report Card shall be referred to the SBLC for an academic review and to determine the next appropriate step to address the student concerns.

### Students with Disabilities (Grades 6-7)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## III. Promotion of students in grade 3

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

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

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.

- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual plan.

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

Elementary Level (Grade 3)

Curriculum at the elementary grades shall provide effective instruction in the Content Standards of English Language Arts (ELA), mathematics, social living, science, physical education, and fine arts.

After each marking period, students in Grade 3 who are not achieving satisfactory progress in English Language Arts (ELA) and/or math as evidenced by the LPSD Report Card shall be referred to the SBLC for an academic review and possible placement in a multi-sensory and/or remedial method of instruction in addition to regular core reading classroom instruction.

Third Grade

Major subjects: English Language Arts (ELA), Mathematics, and Social Living

Minor Subjects: Art, French, Health & P.E., Music, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects

Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science, and social living; however, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning, including LEAP results. See Bulletin 1566, section 701.

Promotional determination shall be based on a preponderance of evidence as indicated on the LPSD “Review of Records” form and the MTSS process will continue for these students throughout the school year.

The “Review of Records” form includes; but is not limited to, demographics, test history, regular education, previous retention, evidence of interventions, evidence of progress monitoring, 504 student classification information, 1508 student classification information, placement tests, attendance issues, discipline issues, and extenuating circumstances.

Struggling students (those who do not score “Basic” in ELA) shall be provided with an individual literacy plan, reviewed with and signed by the student’s parent or legal custodian. The plan must include any actions that are in place to address the student’s area(s) of need. Supports can include:

- Daily targeted small group instruction
- Pull out interventions
- Before/After school literacy intervention provided by a teacher or tutor with specialized literacy training
- At home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities
- Summer learning opportunities
- Additional classroom instruction

The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” in ELA that initially led to the development of the student’s individual literacy plan.



An Individual Literacy Plan shall be developed outlining at least two allowable interventions/supports listed above to be provided during the school year to assist with the transition of these students into their next grade level. The MTSS process will continue for these students throughout the school year.

#### Students with Disabilities (Grade 3)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## IV. Promotion of students in grade 4

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

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

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such 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.***

#### Elementary Level (Grade 4)

Curriculum at the elementary grades shall provide effective instruction in the Content Standards of English Language Arts (ELA), mathematics, social studies, science, physical education, and fine arts.

After each marking period, students in Grade 4 who are not achieving satisfactory progress in English Language Arts (ELA) and/or math as evidenced by the LPSD Report Card shall be referred to the SBLC for an academic review and possible placement in a multi-sensory and/or remedial method of instruction in addition to regular core reading classroom instruction.

#### Fourth Grade

Major subjects: English Language Arts (ELA), Mathematics, Science, and Social Studies

Minor Subjects: Art, French, Health & P.E., Music, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects

Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science, and social studies; however, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning, including LEAP results. See Bulletin 1566, section 701.

Promotional determination shall be based on a preponderance of evidence as indicated on the LPSD “Review of Records” form and the MTSS process will continue for these students throughout the school year.

The “Review of Records” form includes; but is not limited to, demographics, test history, regular education, previous retention, evidence of interventions, evidence of progress monitoring, 504 student classification information, 1508 student classification information, placement tests, attendance issues, discipline issues, and extenuating circumstances.

Struggling students (those who do not score “Basic” in at least two core academic subjects) shall be provided with an individual academic improvement plan, reviewed with and signed by the student’s parent or legal custodian. The plan must outline at least two allowable interventions/supports to be provided during the school year and/or during the summer (if applicable). Allowable interventions and supports include:

- Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
- Completion of summer remediation program (if applicable). that includes curriculum fully aligned to Louisiana State Standards and limits below grade-level content to no more than 35 percent of total instructional minutes. ***DISCUSS SUMMER SCHOOL REQUIREMENTS/PROGRAMING*** (if applicable).
- Additional instructional time during or outside of the school day
- Grade-level instruction that is aligned to Louisiana State Standards, which may include limited below-grade level content and support needed to address the student’s identified weaknesses

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 improvement plan. Can be taught by teacher’s rated as Highly Effective or Effective Proficient as approved by BESE to Bulletin 1566, Progression Pupil Policies and Procedures, relative to student promotion, placement, and summer remediation(if applicable). .

An Individual Academic Improvement Plan shall be developed outlining at least two allowable interventions/supports listed above to be provided during the school year to assist with the transition of these students into their next grade level. The MTSS process will continue for these students throughout the school year.

#### Students with Disabilities (Grade 4)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## V. Promotion and support 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 may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

### **Grade 8 Promotion Waivers**

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

*Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

*Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

### **Transitional 9<sup>th</sup> 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.***

#### Middle School Level (Grade 8)

Curriculum in the Middle School grades shall provide effective instruction in the Content Standards of language arts, mathematics, social studies, science, physical education, and fine arts and the opportunity to earn Carnegie Credit in line with bulletin 741.

Students will address the state approved skills required in these subjects as prescribed in Bulletin 741

Students may earn at least 2 Carnegie Units including, but not limited to, Keyboarding, Agriculture I, Quest for Success, FACS, or Art I.

#### Carnegie Credits

Assignment of credit-value for a final grade shall require that the last marking period be successfully completed with a minimum mark of "D". A student who fails the last marking period shall lose a minimum of one-half unit of credit value. (Grade 8)

#### Distance Learning Courses

Carnegie Credit shall be granted to a student following the student's completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grade 8)

#### Eighth Grade

Major Subjects: English Language Arts (ELA), Mathematics, Science, Social Studies,-and/or core Carnegie Credit courses.

Minor Subjects: Elective/Exploratory Subjects (with or without Carnegie Credit)

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies

### Transitional Ninth Grade

Non-proficient students in ELA and/or Math on the LEAP shall receive remediation within the school day based on identified deficits. The student will be referred to SBLC for promotional determination to 9<sup>th</sup> grade with and/or without T9 classification and intervention/remediation will continue for these students throughout the school year. The SBLC will consist of middle school and high school members. Such placement decisions shall occur no later than October 1 of each school year.

Students enrolled in transitional ninth grade shall receive dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students. High School Principals shall submit their school specific counseling structure for T9 students to the immediate supervisor for review, approval, and monitoring purposes. Various strategies in “Step 3: Plan for Student Support” of the High School Planning Guidebook (page 4) shall be utilized in each school’s specific T9 counseling structure.

Individual student trend data from state-, district-, and school-level assessments will be used to identify each student’s strengths and weaknesses. From there, the progress of T9 students will be monitored at the individual school sites via their T9 support class(es) for Math/ELA along with the school’s MTSS process. Opportunities for remediation/acceleration and counseling supports will be offered to the students during the school day and/or after-school at each school site.

Students enrolled in transitional ninth grade shall have opportunities to take career and technical education courses and participate in any career training opportunities included in a high school career pathway developed by a consortium of LEAs, postsecondary colleges and universities, and local business and industry, and approved by the LDE.

Appropriate curricula will be determined by the district and the individual school sites based on the needs of the T9 students. T9 math curricula will consist of Math Essentials and Geometry skills needed for success in high school mathematics. T9 English curricula will focus on the necessary skills deemed appropriate for success in high school English while taking into account the Lexile levels and reading comprehension abilities of the students. As the curricula are implemented at each school site, students will receive extra support built into their daily class schedule in the form of a preparatory math/ELA course or a Study Skills course. The progress of T9 students will be monitored via the support class and MTSS process of each school site.

LEA’s criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient

If a student passes 8<sup>th</sup> grade academically, he/she is promoted to 9<sup>th</sup> Grade.

If a student does not pass 8<sup>th</sup> grade academically, he/she shall be retained in 8<sup>th</sup> grade.

Upon receipt of the LEAP scores, the SBLC shall meet to determine classification determination of one of the following:

- Retention in the 8<sup>th</sup> grade (SBLC final decision – no letter);
- Placement in T9 (SBLC final decision – no letter);
- Promotion to 9<sup>th</sup> grade

The SBLC recommendation shall be made by the school in which the student is enrolled in the 8<sup>th</sup> grade. Representatives from the high school will be invited to attend the SBLC meeting as resource to the committee.

Non-proficient students in ELA and/or Math on the LEAP shall receive remediation within the school day based on identified deficits. Intervention/Remediation will continue for these students throughout the school year.

Assessments will include, but are not limited to, district assessments, teacher-made assessments, and other types of summative and formative assessments.

Students enrolled in transitional ninth grade shall receive remediation in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such remediation shall be included in the student's individual graduation plan.

#### Students with Disabilities (Grade 8)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## VI. High School 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.

### **Credit Recovery Courses and Units**

Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to the LDE.

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

### **NCAA Update**

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

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

- The course must meet all [requirements for an NCAA-approved core course](#).

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

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

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

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

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

### **Credit recovery programs**

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

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

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



### **Information for school administrators**

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

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

#### NCAA Requirements

Virtual learning is offered to students through regularly scheduled course classes, the alternative site, as well as students assigned due to special circumstances.

To ensure that online classes meet NCAA requirements, curriculum leaders will ensure all present and future online (virtual) programs are aligned with state curriculum standards, specific curriculum skills as well as scope and sequence.

#### Exiting Courses Prior to Completions

A student who elects to exit or terminate a Carnegie unit course six or more school days after the start of the course and before successful completion of the ½ Carnegie credit shall receive a grade of “F” for the course.

#### Secondary School Grading and Course Credit (Grades 9-12)

##### Course Credits

Assignment of credit-value for a final grade shall require that the last marking period be successfully completed with a minimum mark of “D”. A student who fails the last marking period shall lose a minimum of one-half unit of credit value.

##### Repeat Credit

- Students may petition for credit recovery in a core curriculum course not successfully completed.
- To petition for repeat credit in a course, the student must submit a written request to the principal, or his designee, within 5 school days of the issuance of the report card for that semester. (Fall = Fall Semester Report Card, Spring = Spring Semester Report Card)
- Repeat Credit courses shall be during and/or only outside of the regular school day (summer (if applicable), after school, and/or Saturday programs.) Participation will be based on student/school data.
- Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript

##### Proficiency Examinations

High School credit shall be granted to a student following the student’s passing of a Proficiency Examination for the eligible course. Students shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which they have completed (Grades 9-12).

##### Distance Learning Courses

High School credit shall be granted to a student following the student’s completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grades 9-12)

### Correspondence Study Courses

Credit toward high school graduation for students at the high school level shall be earned through correspondence work from accredited institutions. (Grades 9-12)

### Requirements for Repeating Carnegie Unit Courses

- A student may repeat any previously attempted TOPS core courses in order to achieve a higher-grade average. To repeat a course attempted, the student must submit a written request to the principal, or his designee, within 5 days of the issuance of the final grade report for the course. The higher grade of the repeated course shall be reported on the student's transcript and will be awarded Carnegie credit. The Carnegie credit for the lower graded course shall be removed from the student's transcript.
- A student may repeat any previously failed non-core course.
  - Example: Family Consumer Science 1 will only be offered as an entire course. A student that has ½ units in Family Consumer Science 1 must repeat the entire course to earn full credit.
- A student must repeat any previously failed core course through the Credit Recovery program.

### Advanced Placement/Honors Classes

- Advanced Placement/Honors classes are allowed and encouraged and shall be established only after the supervisory staff evaluates and recommends a proposed class to the superintendent. Students shall be encouraged but not compelled to enroll in Advanced Placement/Honors classes.
- Criteria for Enrollment, in Advanced Placement/Honors classes:
  - All students in grades 9, 10, 11, and 12 are eligible to enroll in Advanced Placement courses.
    - Criteria for Enrollment in Advanced Placement classes:
      - All students in grades 9, 10, 11, and 12 are eligible to enroll in Advanced Placement courses.
      - Students must have written permission from parent(s) or guardian(s).
  - All students who meet certain criteria in grades 9, 10, 11, and 12 are eligible to enroll in Honors courses.
    - Eligibility Criteria for enrollment in Honors Courses:
      - Must have a 3.0 GPA from previous year in subject area.
      - Must have a score of mastery or above on previous year standardized test, if applicable.
      - Must meet attendance requirement of 11 or less unexcused absences.
      - Students must have written permission from parent(s) or guardian(s).
    - Honor Students – Transferring into Lafourche Parish School District
      - A transfer student transferring in from another state approved school and currently enrolled in an AP/Honors Course will have the option to stay enrolled if available. They will follow the same criteria that is in place the following year if still in attendance with our district.

A student may transfer out of an Advanced Placement/Honors class at mid-term after a parent conference and only with the principal's approval. The student's parents or guardians must approve of the transfer and understand that once the transfer has occurred, it will not be reversed during the school session.

### Student Classifications and Carnegie Unit Requirements

#### 9th Grade – Freshman

- Any student who meets the 8th grade promotion requirements shall be classified as a freshman.

#### 10th Grade – Sophomore

- A student who has earned at least 5 Carnegie units, one of which must have been either Non-Remediation Entry Level English or Non-Remediation Entry Level Math (Algebra I or Math Essentials).

### 11th Grade - Junior

- A student who has earned 11 Carnegie units, four of which must be core subjects including both Algebra I and English I.

### 12th Grade - Senior

- Any student who has successfully completed all Junior level requirements and earned at least 18 Carnegie units. Any student that meets the above criteria for promotion to the Sophomore, Junior or Senior level at the mid-year point shall have their classification changed.

## Early College Admissions Policy

### Eligibility Information General Criteria

- The local early graduation program provides high school students the opportunity to earn a high school diploma in less than four years by earning Carnegie credit in middle school and participate in distance learning and dual enrollment.
- Student must be at least 15 years of age at a public Louisiana high school.
- Student must have ACT (or SAT) scores on file at the high school.
- Student must be in good standing as defined by the high school and meet the college/university enrollment criteria.
- Student must have permission from the high school and his/her parent/guardian to participate.
- Student must be enrolled in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record.
- Student may enroll in 6 credit hours per semester/term, up to 12 credit hours per year, pending available funding. (The student may be responsible for additional enrollment costs if funding is not available, even if the student enrolls in more than one college or university.) A dual-enrolled student is expected to follow the same withdrawal deadlines as any other undergraduate student in the college or university.
- To continue enrollment in subsequent semesters/terms through this funding opportunity, student must have successfully completed (earned a college grade of A, B, C, or P) current dual credit courses. Students who earn less than C or who withdraw/resign from a course may not enroll in the following semester or term with supplemental funding. Limited, documented exceptions for continuation after withdrawal may be granted by the college/university.
- Continued state funding is not guaranteed. These criteria are subject to change.
- Students who are enrolled in any Dual Enrollment course(s) through Nicholls, Fletcher, South Central, Course Choice, and/or any other affiliate school/program, and decides to drop the course(s) without earning the credit, will be required to pay the tuition costs back to the Lafourche Parish School District.

### Eligibility Criteria to Enroll in a College Level, Degree Credit Course

Note: Students REQUIRING Developmental English and/or Math MAY NOT enroll in ANY College Level, Degree Credit Course until ALL Developmental Coursework has been COMPLETED

- College Level, Degree Credit Course: A course in an academic subject that generates postsecondary institutional credit and appears.
  - As a General Education course on the current Board of Regents' Master Course Articulation Matrix (public institutions) or
  - On a list of general education courses approved by the Board of Regents (for LAICU institutions).
- Student must be on track for completing TOPS University.

- Student must have the ACT test scores required by the institute of higher learning or have completed ALL college developmental courses required for placement into college level degree credit courses in BOTH English and Mathematics to enroll in ANY college level, degree credit course.

#### Eligibility Criteria to Enroll in an Enrichment/Developmental Course

Note: Students MUST COMPLETE ALL REQUIRED DEVELOPMENTAL COURSES before enrolling ANY College Level, Degree Credit Course

- Enrichment/Developmental Course: An English or mathematics course that generates postsecondary institutional credit, but not degree credit, and is designed to prepare the student for college-level instruction.
- Student must be on track for completing TOPS University.
- Student must have an ACT Composite score of at least 15 (or SAT equivalent).

#### Eligibility Criteria to Enroll in a Work Skills Course

- Work Skills Course: A course in a skill or occupational training area that contributes to a declared Career Area of Concentration/Credential and leads to a recognized industry based certification.
- Students must be on track
  - For completing TOPS University or
  - To graduate from high school (having earned at least 11 Carnegie hours if a junior, or 16 if a senior) and have declared a Career Area of Concentration /Pathway.
- Student must have an ACT Composite score of at least 15 (or SAT equivalent) or a Work Keys Bronze Certificate.

#### Incoming Freshmen in 2017-2018 and Beyond Must Pass at Least One in Each of the Following Pair of LEAP 2025 Tests

- English I or English II
- Algebra I or Geometry
- Biology or US History

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations) If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

#### High School Requirements

##### Students will have two diploma path options

- Jump Start TOPS Tech Career Diploma
- TOPS University Diploma

#### Graduation Requirements to be Considered Valedictorian or Honor Student Graduates

##### Valedictorian

- Beginning with the classes of 2016 - 2020, a student must take for credit, 12 of the courses from Advanced Placement/Pre-Advanced Placement/Honors/Dual Enrollment TOPS Course list and have a final grade of "A" in all coursework to be valedictorian based on 4.0 scale.
- Beginning with the class of 2021 and beyond, a student must take for credit, 12 of the courses from Advanced Placement/Honors/Dual Enrollment TOPS Course list and a final grade of "A" in all coursework based on 4.0 scale.

- In the event more than one student meets the criteria above, the student with the highest ACT Score on file will be named valedictorian. This rule is only intended as a tie-breaker for the purpose of determining the student who will represent his/her class as a speaker at graduation ceremonies.

#### Honor Graduate

- Beginning with the class of 2018 and beyond, a student must take for credit, 8 of the courses from the Advanced Placement/Pre-Advanced Placement/Honors/Dual Enrollment TOPS Course list and must have a CUM GPA of 3.5 or above with no final grade lower than a "C" to be considered an honor graduate.

#### ½ Unit of Credit

For courses other than those with a LEAP test, a student may earn one-half unit for an entire course if they pass semester 1 or semester 2. In order to earn full credit, a student must repeat the entire course (semester 1 and semester 2), unless course is offered in the Edgenuity suite of courses.

#### LEAP 2025 Remediation Program Type

- After School Program - Fall and Spring Remediation Tutoring, Summer Program (if applicable).

#### LEAP 2025 Remediation Plan for coordination of state, federal, and local funds for remediation

- LEAP 2025 remediation is funded by the district.

## VII. Placement of transfer students

The local school board shall establish written policies for the placement of students transferring from all other systems and home-schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

#### Placement of Transfer Students

Students transferring from an in- or out-of-state approved school will be allowed credit for work successfully completed in his/her former school provided that a properly certified copy of the student's cumulative record (K-8) or transcript (9-12) is received by the LPSD. This record/transcript must show the student's record of attendance, achievement, and/or units of credit earned. Schools will contact Child Welfare and Attendance in order to request verification of approved schools within the state.

Schools will contact Child Welfare and Attendance in order to request an up to date list of current approved Home Study Programs.

Students transferring from home study programs/out of state or foreign systems/ unapproved schools in grades K-4, 6, 7, 8, 10, 11, 12 shall be administered a LDOE placement test by the LPSD Pupil Appraisal Center, and said placement examination shall be based on age, grade level, and previous educational services. Final placement decisions shall be determined by the SBLC. Students transferring to grades 5 or 9 will be administered the state placement test by the receiving school.

If the student is 15 years or older and two or more grade levels behind as determined by LDOE placement test results, the student will be directly placed in the receiving high school's T9 program even if the student has not met the components of the Lafourche Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status.

If the student is 16 years old with no Carnegie credits, the student will be placed in T9.

If the transfer student in his/her previous district has met components of the Lafourche Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status, the student shall be placed accordingly in the High School's T9 program.

If the student is in 8<sup>th</sup> grade at the previous school and is two or more grade levels behind, the student will be directly placed in the receiving high school's T9 program even if the student has not met the components of the Lafourche Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status.

All other placement processes shall adhere to the following guidelines set forth in this pupil progression document.

Names of the entrance tests used to determine grade placement may include the following:

- Woodcock-Johnson Test of Achievement
- Wechsler Individual Achievement Test
- Peabody Individual Achievement Test
- Diagnostic Achievement Battery
- Kaufman Test of Educational Achievement
- Edgenuity Assessments

Textbooks for Home Study Program- The following procedures shall be used for ordering of textbooks to be used in a home study program. Parents and or guardians must proceed through the following steps in order to access textbooks for students in home study:

- Submit an application to the LDOE for participation in the Home Study Program;
- Present a copy of the home study application form to the local Textbook Supervisor or designee at local school board office;
- Select the textbooks and/or materials needed from the listing provided by the textbook personnel at each local school board office (only materials approved by the BESE and adopted by local school districts are provided, when available);
- Provide a deposit equal to one hundred percent (100%) of the replacement cost. Such deposit will be returned when the books are returned. If books are not returned or paid for, the parent or legal guardian shall not be eligible to continue participation in the textbook rental program until all textbooks have been cleared;
- Only one grade level set of texts per child per subject is available any single time.

## VIII. Support for students

### School year support

The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Students with disabilities attending summer remediation will receive special 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 “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

## IX. Support Standard for Grades Kindergarten-3

Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall

- Provide information on activities that can be done at home to support the student’s literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

## X. Literacy Support Standard for Grades 3 and 4

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

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.



- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

## XI. 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

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## EL Students

### Identifying Potential ELs (K-12)

- Parents/Guardians of new incoming students are required to complete the Home Language Survey.
- If the answers to the Home Language Survey indicate a predominant language other than English, the child should be screened for English proficiency. However, to ensure bilingual students are not identified as English learners, families will be interviewed if the Home Language Survey indicates that the student speaks both English and another language. If it is determined from the family interview that the student does not need to be screened, documentation is filed in the student's cumulative folder, and the screening process is stopped.

### EL Student Placement

If the student scores at the emerging or progressing level on the English Language Proficiency Screener (ELPS), he/she shall be identified as EL and will receive accommodations/modifications as described on the EL Accommodation Plan.

Any newly enrolling students completing the Home Language Survey with previous in-district or out-of-district EL records may be exempt from formal assessment for placement in the EL program. Records will be reviewed by the receiving EL coordinator for final determination.

The following will apply for ELEMENTARY and MIDDLE SCHOOL non-English students:

- Students entering the school system with NO RECORDS will be placed age appropriate to his/her chronological age as indicated on the birth certificate or other available documents.
- Students entering the school system WITH RECORDS will be placed according to previous school's grade placement.

The following will apply for SECONDARY non-English students:

- Students entering the school system with NO RECORDS will be placed in 9<sup>th</sup> grade.
- Students entering the school system WITH RECORDS will be placed based on Carnegie units earned. Foreign transcripts will be evaluated by the school counselor and translator to make sure students receive credit for classes that have been successfully completed.
- Once an EL is initially placed in a grade, promotion will be based on the same Carnegie unit requirements as all students.

### EL Student Parental Notification

Parents will be notified that their child has been identified as an English Learner and is/will be receiving accommodations and/or participating in a language instruction educational program within 30 days of enrollment.

Parents have the right to decline EL services. The child will be removed from the program upon parental request. However, the student will remain classified as EL until he/she achieves English proficiency as indicated by the English Language Proficiency Test (ELPT) criteria. Parent refusal of services will be documented through the SBLC process.

All notices to parents shall be provided to the extent practicable, in a language that parents can understand.

### EL Instructional Programs

- The EL student is the primary responsibility of the core classroom teacher.
- All EL students will be placed in the regular classroom setting with an EL Accommodation Plan to assist them with developing English Language skills, study skills, content vocabulary, content subject matter, and cultural orientation.
- EL students should not be placed in a Foreign Language Class (Example: French) until the child has successfully acquired the English language.

### Core Classroom Instruction

- Students are placed into the regular classroom with monitoring by the Core Classroom Teacher.
- The instruction provided to EL students is equal in amount, sequence and scope to the instruction provided to the English proficient students at the same grade levels. In addition, the curriculum, textbooks, and other instructional material used by EL students should be the same instructional materials as English Proficient Students. The instructional program ensures that through differentiation in instruction, EL students develop high levels of attainment in English and State Content Standards and meet the annual measurable academic achievement objectives.
- Lesson Plans must include differentiation to address the individualized needs of the EL students for whole group and small group instruction. EL students should receive practice in the CORE Classroom on Assessment like items.

### Supplemental EL Instruction

#### ESL Course (High School)

- Tier III students are provided instruction by an ESL teacher in a researched-based ESL program in order to help ELs acquire proficiency in English while achieving in content areas.
- Tier I and II students receive instruction via the core classroom teacher and are monitored for adequate progress by the district EL staff.
- The instructional program for the EL secondary student will be one in which the EL student **will not** be placed in highly language-dependent courses (i.e. English I-IV, American History, Biology) until he/she develops a level of competency to succeed in the courses. Competency is a score of 3 in all areas (reading, writing, listening, and speaking) on the ELPT. EL students may be scheduled in courses such as math, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

#### ESL Support (K-8)

- Tier III students receive instructional language support by an ESL teacher or paraprofessional to assist ELs in acquiring English proficiency.
- Tier I and II students receive instruction via the core classroom teacher and are monitored for adequate progress by the district EL staff.
- Instruction is aligned to the Louisiana Connectors for English Learners to address the domains of listening, reading, writing and speaking and the Louisiana Student Standards for ELA.
- Imagine Learning is a computer program used to supplement the EL curriculum for all EL students in grades K-8.

### Grading Policy for EL Students

- Placement, grading, promotion or retention of regular or special education EL students must comply with established criteria in the Pupil Progression Plan.
- EL students who cannot comprehend the language of instruction are not assigned failing grades in their content classes. Their assigned grades should be based on the student's cooperation, effort and participation in class work to the degree that his/her English language proficiency allows. If it is observed and documented that the student

is not putting forth effort, cooperating, and/or participating in class in which ELP modifications have been provided, and documented parental contact was provided with the appropriate staff such as, ESL Coordinator, ESL teacher, SBLC Chair, and/or Regular Education Teacher, a failing grade may be assigned regardless of the language barrier. If an EL student turns in an incomplete assignment or fails to turn in an assignment, the teacher should put an "X" for the assignment grade in JCampus. Classroom teachers are required to keep parents/guardians informed of any student non-compliance in their native language as situations occur.

- Teachers are required to make the necessary modifications to instruction and assessment in accordance with individual student ELPs and Federal Guidelines. Students who cannot comprehend the language of instruction because of a language barrier are to receive a grade no lower than a "D" on assessment materials and report cards with EL Comment Codes 24 & 84 added on JCampus report card screen if modifications are used. These students may still earn "A", "B", "C", and "D" if abilities warrant such grades.
- Students in grades K-3 who can be assigned "S", "N", or "U" in the content area subjects of Social Living, P.E., & Music/Art are not given a "U". An "S" or "N" on assessment materials and report cards is given with the EL Comment Codes of 24 & 84 added on the JCampus report card screen if modifications are used.
- Content courses at ALL grade levels are to be modified according to the EL's English proficiency level. Teachers should provide concreteness by extensively using graphic materials, visuals and electronic translators, adult tutor models or peer tutors whenever possible. Evaluations should be developed according to the child's level of English Proficiency determined by ELPT.
- Every attempt must be made to provide EL accommodations to EL students to avoid violating the student's right to an equal education since we cannot provide instruction in their native language.

#### EL Students with Disabilities

- Students identified as having a disability according to IDEiA or Section 504 shall receive instruction in accordance with their IEP or IAP. Each plan shall include any language-related needs with regards to instruction or accommodations in the regular and special education setting. Language-related needs shall be determined by the IEP or SBLC Committee. To assist with determining language-related needs, each ESL Teacher shall provide the SBLC Committee with the student's EL Accommodation Plan.
- Any evaluation of an EL student shall include language-free measures to ensure any disability is not a result of a language barrier.
- The EL Coordinator must be notified of any EL student referred to SBLC for possible evaluation.

#### Retention for EL Students

- Students in grades K-8 cannot be retained if their deficiencies are the result of limited English proficiency. Students in grades 9-12 receive credit only if they pass course work.
- No EL student shall be retained based solely on the lack of English proficiency.
- Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations). If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

#### Exiting EL Status

- To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 (Early Advanced) or level 5 (Advanced) on all four ELPT domains including speaking, listening, reading, and writing.

- Once a student has achieved overall proficiency on ELPT, the student is no longer classified as EL and will be reclassified as Fully English Proficient.
- Parents must be notified through a notification letter.

#### Reclassifying Students with Disabilities

- The IEP team should meet and discuss how the student’s exceptionality is preventing their acquisition of any language. The IEP itself should then indicate this and the exceptionality should be indicative of one that would impede language acquisition in general.

#### EL Monitoring

- Once an EL student meets exit criteria, the student’s progress shall be monitored by the school’s SBLC Committee for a period of two years. Report card grades, and LEAP 2025 assessment results are reviewed. Students may be re-evaluated as a possible re-classification for EL with the English Language Proficiency Screener (ELPS) if progress is not maintained.

## XII. Alternative education placements

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

#### Alternative General Education Programs

The Board has approved alternative general education programs called the Positive Action School Site (P.A.S.S.) program and the Virtual Academy of Lafourche (VAL) P.A.S.S. program for suspended/expelled/excluded students as provided for in LA R.S. 17:416.2. Students suspended/expelled/excluded for more than ten (10) days from school or suspended until a formal expulsion hearing shall remain under the supervision of the governing authority of the school system through an alternative placement.

The P.A.S.S. program is located in the northern part of the parish in the Thibodaux area on the campus of C.M. Washington. In the P.A.S.S. program, students will receive computer facilitated instruction at the site as well as at home.

The VAL P.A.S.S. program is for students suspended/expelled/excluded in the central and southern parts of the parish. In the VAL P.A.S.S. program, students receive instructions via computers at the VAL P.A.S.S. sites as well as at home.

Students who receive 1508/504 services will continue to receive those services consistent with his/her I.E.P. and/or I.A.P. plan while attending either the P.A.S.S. program or the VAL P.A.S.S. program.

The P.A.S.S. program and the VAL P.A.S.S. program are designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma.

A student who is suspended out of school for ten (10) days or fewer shall be assigned schoolwork missed while he/she is suspended and shall receive either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his or her designee, upon the recommendation of the student's teacher.

A student who is suspended for more than ten (10) days, or is expelled, shall receive educational services in an alternative educational placement, shall be assigned work by a certified teacher, and shall receive credit for schoolwork if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was suspended or expelled.

#### Staffing

Each alternative general education program shall provide, at a minimum:

- one teacher
- a special education instructor
- a Para-professional
- a school resource officer (SRO)

#### Adult Education

In accordance with Act 732 of the 2010 Regular Session of the Louisiana Legislature, the governance of Adult Education and GED testing was transferred to the Louisiana Community and Technical College System.

The Lafourche Parish School District works closely with the Louisiana Technical College System and recommends students to the Adult Education Program based on rules and regulations governing the program through the LCTCS Board of Supervisors Policy Manual.

### XIII. Due process related to student placement and promotion

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

#### Due Process for Regular Education Students

The parent or guardian of a child who has a change of placement shall be notified promptly in writing of such intention.

Such notice shall contain a statement informing the parent or guardian that he is entitled to review data upon which the determination is made and the procedure for such placement.

The notice shall contain the information that a hearing may be had, upon written request made no less than fifteen (15) days nor more than thirty (30) days from the date on which the notice was received. Notice fixing the date of such hearing shall be by registered mail.

No change in placement of a student shall be made without official notice to parent or guardian.

A committee of a requesting teacher, a teacher of same grade level, and the principal will review and recommend further placement of the student.

The parent or guardian shall have access to any reports, records, or other material for placement.

The determination of a hearing officer or board shall be subject to judicial review in a manner provided by law or by determination of the state or local educational agency, as the case may be.

### Due Process for Special Education Students

The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEiA) Part B, LEA Application.

### Due Process for 504 Students

Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD and other related disorders).

## XIV. Additional LEA policies related to student placement and promotion

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

### Review of Placement

Each school will receive a copy of the Pupil Progression Plan (PPP) as adopted for the school year. All faculty members will receive in-service training regarding the implementation of the Pupil Progression Plan. As changes occur, the plan will be updated and faculty members advised regarding changes.

It shall be the responsibility of the local school principal to ensure that promotion, retention, and placement policies are implemented in accordance to the PPP and that they are implemented in a uniform manner. Periodic monitoring of regular instruction shall consist of an examination of academic progress as well as other educational and socio-economic considerations. Principals are also responsible for informing parents of the provisions of and any changes to the PPP.

Central Office staff members, who are designated as evaluators of principals, are charged with the task of monitoring principals to assure uniform implementation.

Any exceptions made to these policies, whether made by the teacher, principal, or supervisor, shall include parental involvement.

A review of general placement policies may be initiated, at any time, upon request of parents/guardians, teachers, principals, the superintendent, or school board members.

A review of policies as they affect an individual student's retention or promotion decision may be initiated by the school or student's parent or guardian. The parent request to the principal may be made verbally or in writing; an SBLC meeting will be initiated within 10 school days. If the SBLC chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

### Attendance Policy

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.-(Bulletin 741, §1103.G)

### Elementary Foreign Language Program for Academically Able Students in Grades K-5

In Lafourche Parish, students may participate in the French foreign language program in grades K-5, instruction is provided through the Fine Arts program.

### Local Definition of the Term “Grade Level” or “On Grade Level”

In local terms, grade level is considered to be mastery of seventy-five (75%) of the subject matter as presented in the LEA curriculum.

### Uniform Grading Policy

LPSD shall use the following uniform grading system for students enrolled in **Regular Courses**:

<b>Grading Scale for Regular Courses</b>	
<b>Grade</b>	<b>Percentage</b>
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

LPSD shall use the following uniform grading system for students enrolled in AP, Dual Enrollment TOPS University Core courses:

<b>Grading Scale for AP, Dual Enrollment TOPS University Core Courses</b>	
<b>Grade</b>	<b>Percentage</b>
A	100-90
B	89-80
C	79-70
D	69-60

LPSD shall use the following uniform grading system for students enrolled in Honors courses:

<b>Grading Scale for Honors Courses</b>	
<b>Grade</b>	<b>Percentage</b>
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

### Role of the School Building Level Committee (SBLC)

The School Building Level Committee (SBLC) meets on a scheduled basis to address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic, behavior, and/or medical issues.

The committee complies with policies and guidelines listed in Bulletin 1566, Bulletin 1508, and Bulletin 1903.

If the SBLC chooses to make a data-driven recommendation for promotion or retention that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of



Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent (see Appendix J).

Requests and supporting data will be reviewed for any promotion or retention recommendations by the appropriate member(s) of the supervisory staff for a recommendation to the Superintendent.

Supporting data for all students are as follows: current grade level, student classification, retention history, subjects failing (if applicable), state assessments results, attendance, and behavior records/support plans.

Parents will be notified by mail of the decision of the Superintendent.

The decision of the Superintendent shall be final.

#### Members of the School Building Level Committee

The Lafourche Parish School District's SBLC shall be comprised of at least 4 members, including:

- Campus administrator, SBLC Chair, at least one teacher knowledgeable of the child, and the child's parent (or student if 18 years of age or older). In addition to these four members, a PAC representative must be present if a student is being considered for a special education evaluation and/or if an independent educational evaluation has been presented to the SBLC and is being considered for purposes of eligibility or necessary services/accommodations.

#### Procedure for Reviewing of Grades

In the event that a complaint is made regarding the validity of a grade issued to a student, the SBLC shall:

- make an expeditious review of the complaint;
- hold a recorded, "show cause" hearing to review the complaint with the teacher issuing the grade;
- make a judicious determination of the validity of the grade

The teacher, student, parent/guardian, or child advocate may appeal the decision of the SBLC to the superintendent, or his designee, within 10 working days.

#### Retention Policy

A student in grades K-5 may be retained only one time based on academic performance. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent-for promotional consideration based on data for those students who have academically failed more than one time in grades K-5

A student in grades 6-8 may be retained only one time based on academic performance. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed more than one time in grades 6-8

Students in grades K-8 who do not meet grade-level promotion standards, may complete summer school course(s) (if applicable) in the areas they failed approved by LPSD such as Virtual Academy of Lafourche (VAL) for SBLC placement decisions to the next grade level.

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## General Rules

Students who fail to meet the promotion criteria described in the placement section of this plan shall be retained. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed.

For students in grade 1 who fail English Language Arts (ELA) only, these students shall receive additional core reading instruction to include instructional remediation in core reading skills and other deficits. The MTSS process will continue for these students through the school year (as per Elementary requirement 1.e.).

## Lafourche Parish School District Policies

It is not recommended that a kindergarten student be retained, however, a student in kindergarten may be retained with adequate documentation indicating a lack of performance and a consensus among the parent, teacher, principal, and SBLC. A single standardized test score, such as the DRDP (Desired Results Developmental Profile), shall not be the sole determining factor for retention in kindergarten. The SBLC may make a recommendation for retention consideration to the Superintendent based on a data review of records.

Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed in grades 1-8.

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per April Dunn Act of 2014 and BESE guidelines and regulations).

## Retention of Students with Passing Grades

Any parent requesting that their child be retained in a grade that the student successfully completed based upon the Pupil Progression Plan must make that request in writing. The request must outline compelling reasons why the child should be retained. The request must be forwarded to the Superintendent for consideration.

Requests and supporting data will be reviewed by the appropriate member(s) of the supervisory staff for a recommendation to the Superintendent. Supporting data are as follows: current grade level, student classification, retention history, subjects failing (if applicable), state assessments results, attendance, and behavior records.

Parents will be notified by mail of the decision of the Superintendent.

The decision of the Superintendent shall be final.

## Intervention/Remediation Strategies to be Used to Prevent Retention or in Lieu of Student Retention at the Lower Grades

MTSS is implemented in all schools for students in the lower grades to determine specific academic needs. Universal screeners are administered to all K-3 students three times a year for benchmarking purposes and those students identified as at-risk for reading failure are provided remediation during the school day to address their specific needs. These students are progress monitored throughout the year to determine effectiveness of intervention. Student intervention may continue, change, or discontinue based upon student progress monitoring results and academic performance.

## Students Identified as Having Characteristics of Dyslexia

Dyslexia is defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell, noting that the phonological processing is the appreciation of the individual sounds of spoken and written language.

## Identification of Students with Characteristics of Dyslexia

Request for SBLC review from a parent or educator shall initiate the preliminary gathering of data to assist in addressing the educational progress of a student who is consistently struggling or having difficulty attaining expected academic progress, despite receiving instruction in a high-quality curriculum with the implementation of additional instructional intervention strategies within the framework of a multi-tiered system of support.

Data gathering and review may include, but is not limited to, the following information to establish a profile of the whole child: student and family history, including assessment of phonological awareness, academic, cognitive and behavior records, teacher observations of aptitude, behavior and concerns; criterion references, norm references, and/or standardized test results; interventions implemented; formal and/or informal assessment and progress monitoring data; samples of student work; observations of student effort at home and/or school; student academic and non-academic strengths and interests; most recent vision and hearing screening results.

## Screening of Students with Characteristics of Dyslexia:

In accordance with Bulletin 741: *Louisiana Handbook for School Administrators*, all students enrolled in kindergarten through third grade shall be administered an early literacy screener within the first 30 days of the school year.

A score that indicates deficits shall result in additional screening for Dyslexia to include:

1. Kindergarten and fall semester of first grade students:
  - a. phonological awareness such as rhyming and syllable manipulation; and/or
  - b. rapid automatic naming skills such as colors, objects, and numbers.
2. Spring semester of first grade through third grade students:
  - a. phonological/phonemic awareness such as syllable manipulation, phoneme segmentation, or phoneme manipulation;
  - b. rapid automatic naming skills such as colors, objects, letters, and/or numbers;
  - c. encoding skills using spontaneous spelling;
  - d. oral and written language skills.

A student demonstrating deficits after additional screening is considered to have characteristics of dyslexia and shall be provided appropriate structured language and literacy interventions.

Screening is not limited to students in kindergarten through third grade and may be administered at any grade level if a student exhibits impediments to a successful school experience.

Instructional methodology for a multisensory structured language and literacy program must be: explicit, systematic, sequential, cumulative, individualized, diagnostic, automaticity of performance, simultaneous multisensory, and synthetic to analytic phonics.

Multisensory structured language and literacy programs are to be routinely provided within the regular school day within the framework of multi-tiered systems of support in: regular classroom setting; separate classroom setting; individual or small group instruction; any additional accommodations that are developed by the SBLC; or any combination thereof.

## Review of Student Progress:

1. Progress monitoring data shall be maintained on students receiving instruction in a multisensory structured language and literacy program.

2. The SBLC shall conduct a periodic review of the date to determine the effectiveness of the program for the student.

### Acceleration Policy

Lateral acceleration may be achieved through multi-age classrooms, distance learning, proficiency testing, and various programming implemented throughout the district.

#### Grades K - 8

- A request to consider acceleration is presented to the SBLC from a parent, teacher(s) or student. The committee will use historical and current student data to develop an acceleration plan for the student if warranted.

To be eligible to enroll in a selected Carnegie credit courses (ELA, math, science, or social studies) in middle school, a student shall complete a seventh-grade course in that same content area that addresses both the seventh and eighth-grade standards.

For Carnegie unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the final grade.

### Criteria for Placement into the 8<sup>th</sup> Grade Algebra I Honors Course

In order to be considered for placement into the 8<sup>th</sup> Grade Algebra I Honors course, the student must meet the following criteria:

- Earn at least a "B" in the previous math course
- Earn at least a Mastery on the previous LEAP 2025 assessment

The following steps will be applied by the school's principal to the list of eligible students to determine the order in which students will be offered the opportunity to enroll in the advanced course.

1. Rank all students by scale score of the previous grade level LEAP test-highest to lowest.
2. If there are ties that need to be broken after step one, students with ties will be ranked by the previous year's unit assessment average.
3. If there are still ties after step two, the scale score of the LEAP 2025 assessment from two years prior will be used.

Students that are transferring into Lafourche Parish Public Schools from a public school within the state of Louisiana wanting to enroll in an advanced math course must have earned an "A" in the previous mathematics course and an Advanced or Mastery on the previous LEAP 2025 assessment.

Students that are transferring into Lafourche Parish Public Schools from a homeschool, non-public, or out of state school wanting to enroll in an advanced math course must have earned an "A" in their previous mathematics course and provide additional evidence for readiness in an advanced course.

### Removal of a Student from 8<sup>th</sup> Grade Algebra I Honors

In order to ensure that students placed into advanced courses in middle school are progressing in a satisfactory manner, student progress will be reviewed after each marking period. A student who is not progressing as expected may be returned to his/her regular, grade appropriate course based on the following guidelines.

- If a student has a “C” or lower at the end of the first marking period, the student may be removed at the administrator and parent’s discretion. If a student has an overall average of a “C” for the fall semester of the school year, the student shall be removed from 8<sup>th</sup> Grade Algebra I Honors and return to regular 8<sup>th</sup> grade math.

A middle school student who earned Approaching Basic or Unsatisfactory on the LEAP 2025 test and/or a “D” in Algebra I Honors may elect to retake Algebra I during his/her ninth grade year.

#### Grades 9-12

- High school students may accelerate their curriculum via dual enrollment courses at local universities, advanced placement courses, virtual high school programs, local honors program classes, distance learning, correspondence courses, and additional online courses based on individual preferences.

#### Acceleration Criteria

The student will be evaluated for the following criteria:

- Academic Maturity: The SBLC should utilize state standardized test scores; course grades, district assessment benchmarking data, and other pertinent information which may help determine acceleration eligibility and placement.
- Social Maturity: student’s interests should be basically the same as those of the older students.
- Emotional Maturity: student should have a high degree of persistence, drive, and motivation for learning. Student should be able to withstand frustrations inherent in addressing new, more difficult tasks.
- Attendance: student should attend school regularly to achieve skills necessary for academic success.

After review of all information, the SBLC shall submit a written determination to all parties involved in the decision-making process. All documentation shall remain in the student’s permanent record.

#### Vertical Acceleration -Grade “Skipping”

If vertical acceleration is approved, the SBLC shall design a written plan for acceleration.

The principal shall schedule a meeting of parents and all school personnel involved to coordinate implementation of the SBLC acceleration plan.

#### Policies Governing Services for Gifted Students

The Lafourche Parish School System has chosen the local option to provide enrichment services for students based upon the specific needs of each gifted/talented child as noted in the IEP. The state policies and laws that govern the education of gifted students are followed and are cited below: "Regulations for Implementation of the children with Exceptionalities Act" (R.S. 17:1941 et seq.)

*Bulletin 1706 Subpart 2-Regulations for Gifted/Talented Students Louisiana Department of Education; August 1, 2000*

#### §1101. Free Appropriate Public Education

- The Louisiana State Board of Elementary and Secondary Education (the State Board) shall be responsible of the assurance of free appropriate public education all G/T students’ ages three through twenty-one years: and shall exercise supervision and control public elementary and secondary education.

#### §1261. Program Options

- The Department shall ensure that each LEA shall take steps to ensure that its G/T students residing in the areas serviced by the LEA have available to them the variety of educational programs and services available to all students in the area serviced by the agency.

## APPENDIX A

### Definition of Terms

**State Terms-** *A list of state terms as outlined in the Guidelines.*

**Acceleration** - Advancement of a 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.

**Alternate Assessment** -The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.

**Alternative to Regular Placement** – Placement of students in programs not required to address the State Content Standards.

**Content Standards** – Statements of what we expect students to know and be able to do in various content areas.

**Dyslexia-** Dyslexia is defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell. “Phonological processing,” means the appreciation of the individual sounds of spoken and written language.

**Homeless** – An individual who lacks a fixed, regular and adequate nighttime residence and/or who has a primary nighttime residence that is a short-term or transitional shelter, or a place not designed for/or ordinarily used as regular sleeping accommodation for human beings. The Stewart B. McKinney Homeless Assistance Act (P.L.100-645).

**Louisiana Education Assessment Program (LEAP 2025)** - The state’s testing program.

**Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines.

**Pupil Progression Plan** – “The comprehensive plan 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. A Pupil Progression Plan shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.” (Act 408).

**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.

**Remedial Educational Programs** - Programs designed to assist students, including identified students with disabilities, and LEP to overcome their educational deficits identified as a result of the state’s criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:396, 397, 24.4 and SBESE Policy).

**Remediation** - See Remedial Educational Programs.

**Retention** - Non-promotion of a pupil from a lower to a higher grade.

**State Grade Level Standards** - Specific levels of attainment of skills and objectives as established in the mandated state curriculum guides.

**Local Terms-** *A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)*

**Academically Able Student** - A student who is functioning at grade level. Those who have shown at least average progress (grade C) in Language Arts and/or mathematics studies are considered to be academically able students.

**Accountability** - Shared responsibility for actions relating to the education of children. These respective responsibilities must be shared by the following groups: local school boards, administrators, principals, teachers, and other personnel, as well as the State Department of Education, parents, students, and other governing authorities as specified by the Constitution and laws of this state.

**Advanced Placement** – placement of a student in specific advance courses.

**Central Lafourche Area** - The geographic area roughly encompassing the towns of Raceland, Lockport, Mathews, Gheens, and Bayou Blue, and their environs.

**Concentrated Program** - A curricular program in any specific discipline, which exceeds the minimum hours of instructional time.

**Committee of Knowledgeable Persons** - See School Building Level Committee.

**Criterion Reference Test (CRT)** - A test designed to measure a particular domain and specific objectives within that domain.

**Due Process** - A course of legal proceedings carried out regularly and in accordance with established rules and principles.  
EL - English Learner.

**LEAP 2025 Remediation** – remediation for student(s) not meeting criteria in courses tested with LEAP 2025 exams.

**End of Year State Assessment** – assessments selected by the State Department of Education for administration at the end of the school year.

**ESL** - English as a Second Language.

**FAPE** - Free and Appropriate Public Education.

**Grade Level** - Is considered to be mastery of seventy-five per cent (75%) of the subject matter as presented in the Louisiana State Content Standards and LEA curriculum.

**Hearing Officer** - A school official designated by the superintendent to review the placement of a student.

**IEP** - Individual Educational Program.

**Initial Screening** - The first assessment of a student to determine if exceptionality exists.

**ITP** - Individual Transitional Program.

**Kinesthetic Skills** - Those skills concerning loco-motor manipulations.

**Least Restrictive Environment** - An appropriate setting for a child with a disability which provides an educational program as near as normal as possible without removing the child from the regular class or school setting unless absolutely necessary.

**LEP** - Limited English Proficiency.

**Madeline Hunter Criteria for Excellence Method** -Those five criteria which determine teaching skills are as follows:

- teaching to an objective;
- teaching to the correct level of difficulty;
- monitoring and adjusting teaching;
- use of principles of learning: motivation, rate and degree of learning, retention, and transfer; and

- evaluation of the knowledge acquired.

**MFP** - Minimum Foundation Program.

**Mastery** - A pre-determined criteria indicating successful performance on a specific objective.

**Multi-disciplinary Evaluation** - A diagnostic evaluation of the student's degree of learning in various subject matter areas.

**Multi-Tiered Systems of Support (MTSS)** – MTSS is a framework to ensure successful education outcomes for all students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction/intervention that is matched to student needs in alignment with educational standards.

**North Lafourche Area** - The geographic area roughly encompassing the city of Thibodaux, Ward 6, St. Charles, and their environs.

**Parish Evaluation Team** - A team composed of a psychologist, a social worker, and an assessment teacher who is responsible for identification and determination of students with exceptionalities.

**Pre-Advanced Placement** - placement of a student in specific advance courses.

**Regular Education Program** - A program of studies followed by students who have not been identified as having exceptionalities or has been modified to address students with special needs.

**School Building Level Committee (SBLC)** - A committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973, Bulletin 1566, Bulletin 1508 and Bulletin 1903, to conduct assessment, referral activities and document, review, and recommend actions needed to improve academic performance. The committee must be comprised of at least 4 members:

- the child's teacher, and principal, or appropriate administrator;
- two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
  - reading specialist;
  - guidance counselor;
  - language/speech therapist;
  - curriculum specialist in language arts;
  - master degreed teachers in reading, language arts, special education, elementary education;
  - school psychologist;
  - assessment teacher;
  - occupational therapist;
  - Any other additional members including the parent or guardian and student, and pupil appraisal team members when necessary.

**Socio-Economic Status (SES)** - Factors affecting the social and economic status of an individual or group of individuals.

**South Lafourche Area** - The geographic area roughly encompassing the towns of Larose, Cut Off, Galliano, Golden Meadow, and their environs.

**State Approved School** - A school which meets the standards set by the State Board of Elementary and Secondary Education (BESE).

**Systematics** - The science of classification characterized by the use of method or orderly planning.

**Tracking System** - A method of monitoring a student's degree of progress through a portion of the curriculum.



**Unapproved School** - An approved school on probation which has not corrected the stated deficiencies within the time fixed by the State Department of Education.

## APPENDIX B

### Grading Policy

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate 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 – 0

### Describe Grading Policies for Grades/Courses for Which Letter Grades are not Used.

- Subjects for which the letter grades S, N, or U are assigned shall not be considered for promotion.
- Minor subjects for grades 1-5 shall be assigned the letter grades of S, N or U unless specifically stated otherwise in each curriculum policy. (S = Satisfactory, N = Needs Improvement, U = Unsatisfactory)
- In the first grade only, English Language Arts (ELA) shall receive a grade of S, N or U with no assigned quality points for the first nine weeks.
- Specific comments on reading progress must be made by the teacher on the report card.
- Conduct shall be graded as S, N, and U, and shall not be considered as criteria in the academic grade average.

### Describe Grading Scales and Policies for Gifted, Advanced Placement, Honors, International Baccalaureate or Any Other Type of Course for Which Special Grading Policies Exist.

Grading scales and policies for Honors, International Baccalaureate, or any other type of course will follow the uniform grading system established by BESE for students enrolled in regular courses grades K-12 for which letter grades are used.

Grading Scale for Honors Courses	
Grade	Percentage
A	100 – 93
B	92 – 85
C	84 - 75
D	74 - 67
F	66 - 0

Grading Scale for AP, Dual Enrollment TOPS University Core Courses Will Follow a 10-Point Grading Scale.

Grading Scale for AP, Dual Enrollment Tops University Core Courses	
Grade	Percentage
A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	Below 60

General Grading and Reporting Policies and Procedures- (K-12 Reporting Procedures

• The Lafourche Parish School District's (LPSD) Grading and Reporting System provides for reporting of average grades after every marking period. Within 5 school days of the end of a marking period, grade reports shall be issued to parents/guardians. All reports will include a record of attendance and a record of grade-placement for the succeeding school year.

- There are four marking periods for Grades K – 12. Each is approximately 44 days in length.
- Subjects for which the letter grades S, N, or U are assigned shall not be considered for promotion.
- All district assessments will be graded according to the Grading Scale for Regular Courses as outlined above (7-point scale).

Grading Policies

Major subjects shall be assigned the letter grades A, B, C, D, or F. For such courses, the following quality points will be assigned:

- Letter Grade "A" = 4 quality points
- Letter Grade "B" = 3 quality points
- Letter Grade "C" = 2 quality points
- Letter Grade "D" = 1 quality points
- Letter Grade "F" = 0 quality points

Minor subjects for grades 1-5 shall be assigned the letter grades of S, N, or U, unless specifically stated otherwise in each curriculum policy. (S = Satisfactory, N = Needs Improvement, U = Unsatisfactory) For such courses, the following quality points will be assigned:

- Letter "S" = 4 quality points
- Letter "N" = 2 quality points
- Letter "U" = 0 quality points

In the first grade only, English Language Arts (ELA) shall receive a grade of S, N, or U for the first nine weeks. Specific comments on reading progress must be made by the teacher on the report card.

Minor/Elective subjects for grades 6-12 shall be assigned the letter grades A, B, C, D, or F.

Conduct shall be graded as S, N, and U, and shall not be considered as criteria in the academic grade average.

A grade of "I" may be substituted for a student's grade in any grading period during the school year while that student is attempting to make up class work due to extenuating circumstances.

The student must complete all required class assignments no later than ten working days after the end of the student's school session, as determined on an individual basis. On the next working day after the end of the student's school session, the student will be assigned a grade of "F" on any missing assignments and grades will be computed according to parish grading policy.

In the event a school receives a transfer student, the receiving school's administration will be responsible for resolving any conflict in grade reporting.

Beginning with the 2014 Freshmen Class, Advanced Placement, Honors and Dual Enrollment classes which are part of the TOPS Core Curriculum will be calculated on the five point – (5.00) scale. (See the school counselor for a list of applicable courses) For such courses, the following quality points will be assigned:

- Letter Grade "A" = 5 quality points
- Letter Grade "B" = 4 quality points
- Letter Grade "C" = 3 quality points
- Letter Grade "D" = 2 quality points
- Letter Grade "F" = 0 quality points

Grade Averaging Rules

If the quality points average more than one point and is .4999 or less, the letter grade earned shall be the lower of the two grades. All averages (marking period and final) shall be rounded to the third decimal place.

Final Grade Averaging Scale	
Grade	Average
A	4.000-3.500
B	3.499-2.500
C	2.499-1.500
D	1.499-1.000
F	0.999-0.000

EXAMPLES OF GRADE AVERAGING:

Example 1: Teacher grades for one marking period:

Week 1 test	B	3
Week 2 test	C	2
Quiz average	C	2
Week 3 test	D	1
Daily assessment average	B	3
Homework	<u>C</u>	<u>2</u>

$$13/6 = 2.167 \text{ C - Marking Period Grade}$$

Example 2: Teacher grades for one marking period:

Grade 1	B	3
Grade 2	C	2
Grade 3	B	3
Grade 4	C	2
Grade 5	C	2
Grade 6	<u>B</u>	<u>3</u>

15/6 = 2.500 B - Marking Period Grade

For individual marking periods, any quality point average less than 1.0 shall be a grade of "F".

EXAMPLE OF INDIVIDUAL MARKING PERIOD:

Example 1: Teacher grades for one marking period:

B 3

F 0

F 0

D 1

D 1

F 0

5/6 = .833 F - Marking Period Grade

For final grades at the Elementary and Middle School levels, if the quality point value is .75, the final grade shall be "D" provided the last marking period grade is not an "F". For first grade English Language Arts (ELA), if the quality point value is less than 1.0, the final grade shall be an "F".

EXAMPLE OF FINAL GRADES ELEMENTARY & MIDDLE:

Example 1: Final Grade Elementary & Middle:

D 1

F 0

D 1

D 1

.75 D - Final Grade

Example 2: Final Grade Elementary & Middle:

D 1

D 1

D 1

F 0

.75 F - Final Grade

For final grades at the Secondary Schools, if the quality-point value is less than 1.0, the grade shall be an "F".

EXAMPLE OF FINAL GRADES SECONDARY:

Example 1: Final Grade

D 1

F 0

D 1

D 1

## .75 F - Final Grade

### Methods for Obtaining Grades (Grades K-12)

#### Individual Marking Periods (Grades K-8)

At least five independent grades that are aligned to the **GRADE LEVEL STANDARDS** in each subject during each marking period shall account for 100% of the grade for that period.

Independent grades include but are not limited to:

- Common District Assessments
- Teacher Made Tests
- Student Projects
- Story Retellings
- Performance Assessments
- Unit assessments
- Section Tests
- Portfolio Assessments
- Average of all quiz grades
- Average of all homework assignments
- Average of spelling quiz grades (K-3 only)

\*Daily participation and conduct shall not be included as an independent grade

#### Final Grade (K-5)

- The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. For first grade English Language Arts (ELA), add the last three marking periods' quality point values and divide by three to get the quality point average.

#### Final Grade (6-8)

- Half-unit courses shall complete at the end of two marking periods (two quarters of study for seven period schedule). For half- unit courses, the quality point values of the two marking periods are totaled and then divided by two. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- One-unit courses shall complete at the end of four marking periods (four quarters of study for seven period schedule). For one-unit courses, the quality point values of the four marking periods are totaled and then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses without LEAP 2025 Tests, the quality point values of the four marking periods are totaled then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- Any student with a score Advanced/Mastery on the LEAP 2025 Test and a final course average of "F" will receive Carnegie Credit for that course. If this occurs, the student will receive a "P" (Passing) on his/her transcript.

Middle School Health and Physical Education Grading Guidelines (Grades 6-8) The following standards are the requirements established as the Lafourche Parish School Board's Middle School grading system in the areas of Health and Physical Education. The six areas graded to justify a final grade are dressing out, participation, skills, written tests/tasks, social responsibility, and physical fitness for a total of six grades with all six areas being weighted equally.

#### Dressing Out

- Each student shall dress out in the official school PE uniform.
- Grade will be determined as follows:
  - 2 "not dressed" = B
  - 3 "not dressed" = C
  - 4 "not dressed" = D
  - 5 "not dressed" = F
- If a student does not have the official school PE uniform, the student may participate in their school uniform as long as the shoes are appropriate for safety and participation.

#### Participation

- A level of participation during activity based on each individual's maximum capabilities is required as determined by the individual teacher.
- Grade will be determined as follows:
  - 2 "non-participation" = grade of B
  - 3 "non-participation" = grade of C
  - 4 "non-participation" = grade of D
  - 5 "non-participation" = grade of F
- If a student does not have the official school PE uniform, the student may participate in their school uniform as long as the shoes are appropriate for safety and participation.

#### Social Responsibility

- Areas taken into consideration are safety, sportsmanship, and following directions. These areas will be documented in the teacher's grade book.
- Grade will be determined as follows:
  - 2 infractions = B
  - 3 infractions = C
  - 4 infractions = D
  - 5 infractions = F

#### Skills

- Motor skills will be evaluated relative to activities being taught.
- Grade will be determined by averaging all skills tests.

#### Physical Fitness

- Physical fitness will be evaluated once per marking period.
- Grade will be determined by the fitness performance rubric.

#### Written Tests/Tasks

- Written tests and literacy tasks covering strategy and terminology of activities will be administered at least once per unit.
- Grade will be determined by averaging all written tests/tasks.

## Secondary Schools (Grades 9-12)

### Individual Marking Periods

- At least five independent assessments of student performance (including, but not limited to, teacher-made tests, student projects, performance assessments, standardized end-of- chapter tests, section tests, portfolio assessments, quizzes, homework assignments, etc. excluding daily participation and/or conduct) shall be administered in each subject area during each marking period. Unit Assessments shall be administered in all content areas in compliance with the implementation of the Louisiana Comprehensive Curriculum or the Common Core. These grades shall be included in averaging marking period grades. The only exception shall be when a marking period does not include a unit assessment.

### Semester Averages

- Semester averages shall be obtained by adding the quality point values of the two marking periods and dividing by two. The resulting quality point average is converted to its letter symbol and posted as a semester average. This average is used only for honor roll purposes; it is not used in determining the final grade.

### Final Grade

- Half-unit Carnegie courses shall complete at the end of two marking periods (two quarters of study for seven period schedule). For half- unit courses, the quality point values of the two marking periods are totaled and then divided by two. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- One-unit Carnegie courses shall complete at the end of four marking periods (four quarters of study for seven period schedule). For one-unit courses, the quality point values of the four marking periods are totaled and then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses without LEAP 2025 Tests, the quality point values of the four marking periods are totaled then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- Any student with a score of Advanced/Mastery on the LEAP 2025 Test and a final course average of "F" will receive Carnegie Credit for that course. If this occurs, the student will receive a "P" (Passing) on his/her transcript.

### Repeat Credit Grading

- Students enrolled in Repeat Credit courses will adhere to the same grading scale as those enrolled in regular courses.
- The Repeat Credit course shall have at least five independent assessments of student performance.

### Distance Learning Grading

- Students enrolled in Distance Learning courses will adhere to the same grading scale as those enrolled in regular courses.
- In order to receive credit through Distance Learning courses, the student will complete all formal assessments included in the course and the final grade will be the average of all formal assessments and a state-approved comprehensive final examination if applicable.

### Test Grade Recovery Program

- Schools that choose to offer test grade recovery shall refer to district guidelines.



Grading Policy for LEAP 2025 Tests

- Students enrolled in a course for which there is an LEAP 2025 test must take the LEAP 2025 test.
  - The LEAP 2025 test score shall count as a percentage of the student’s final grade for the course.
  - The Lafourche Parish School System has adopted 20% as the weight for the LEAP 2025 test. Students enrolled in courses with LEAP 2025 tests will receive grades for four marking periods as previously established in the Pupil Progression Plan. The LEAP 2025 test will count as a fifth grade and the quality points of all marking periods and the LEAP 2025 will be added and divided by five. The resulting GPA will determine the final grade for the course in compliance with grade averaging rules for secondary schools as established in the current Pupil Progression Plan.
    - For students with disabilities identified under IDEiA who meet the participation criteria found in *Bulletin 1530—Louisiana’s IEP Handbook for Students with Exceptionalities*, 405.B and R.S. 17:183.2, the EOC test score shall count for 5 percent of the students’ final grade for the course.
  - The grades assigned for the LEAP 2025 test achievement levels shall be as follows.

LEAP 2025 High School Achievement Level for English I, & II, Algebra I, Geometry, Biology I, & U.S. History	Grade
Advanced	A
Mastery	B
Basic	C
App. Basic	D
Unsatisfactory	F

High School Physical Education Grading Guidelines

The following criteria have been established as a Lafourche Parish High School Grading System in the field of Physical Education, Recreation and Dance. The three areas to be graded are participation, dressing out and test grades.

Participation: 4/9 of Grade:

- Areas taken into consideration are sportsmanship, attentiveness, self-discipline, tardiness, following directions, class and school rules.
- Quality of participation during activity based on each individual’s maximum capabilities is required for each taught activity.
- Parent notification will be made after the second “non-participation”
  - 1 “non-participation” = grade of B
  - 2 “non-participation” = grade of C
  - 3 “non-participation” = grade of D
  - 4 “non-participation” = grade of F
- Students with long-term medical excuses will be given a written assignment that will be graded for correctness. Long-term medical excuses MUST be signed by physician, and include a begin date and end date.

Dress Out: 3/9 of Grade:

- Each student shall dress out in the official school PE uniform.
- Any type of dress violation will be marked in the teacher's grade book as a DV (dress violation). The 4th dress violation in one marking period will count as one "not dressed"
- Parent notification will be made after the second "not dressed"
  - 1 "not dressed" = B
  - 2 "not dressed" = C
  - 3 "not dressed" = D
  - 4 "not dressed" = F

Test Grades: 2/9 of Grade:

- Will include, but not limited to skills test, fitness assessment and/or written assessments covering strategies, rules and terminology of taught activity.

Class Attendance:

- **½ Carnegie unit course: students can have 6 absences.**
- **1 Carnegie unit course: students can have 11 absences.**

- The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

**APPENDIX C**

*Refusal Letter for Special Language Program*

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**PARENT/GUARDIAN REFUSAL**

I do not give permission for my child, \_\_\_\_\_  
(Please print)

to participate in the special language program which the Lafourche Parish public school system will offer for the 20\_\_\_\_\_  
- 20\_\_\_\_\_ school year. I understand that no bilingual/English second language assistance will be provided and that  
he/she will be expected to participate in the mainstream curriculum on grade level.

\_\_\_\_\_  
Signature of Parent

**APPENDIX D**

*Refusal Letter for LEAP 2025 Remediation*

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**PARENT/GUARDIAN REFUSAL**

I do not give permission for my child, \_\_\_\_\_  
(Please print)

to participate in the LEAP 2025 Remediation Summer School Program (if applicable) which the Lafourche Parish public school system will offer for the 20\_\_\_\_ - 20\_\_\_\_ school year. I understand that due to my refusal to accept remediation through these programs my child may be retained in accordance with LDOE promotional policy.

\_\_\_\_\_  
Signature of Parent

APPENDIX E

BULLETIN 1530

Chapter 5. Participation in Statewide Assessments

**§503. Types of Alternate Assessments**

A. LEAP Alternate Assessment (alternate assessment) was developed for students with disabilities who are served under IDEA for whom there is evidence that the student has a **significant cognitive disability**. The alternate assessment is a performance-based assessment designed for students **whose instructional program is aligned with the Louisiana Connectors**.

**§505. Alternate Assessment Participation Criteria**

A. LEAP Alternate Assessment (alternate assessment). To be eligible to participate in the LEAP Alternate Assessment (alternate assessment), the IEP team must verify the student (in grades 3-11) meets the criteria listed in this Subsection.

**Criterion 1 – Applies to current grades 8 – high school (as of the 2018-2019 school year)**

1. For students entering a high school cohort on or before the 2019-2020 school year, the student has a disability that significantly impacts cognitive function and/or adaptive behavior. This may be demonstrated in the following ways.

a. For students who have not completed the fifth grade, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

b. For students who have completed fifth grade, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

c. Students who have completed the fifth grade functioning **between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

**Criterion 1 – Applies to current grades PreK - 7 (as of the 2018-2019 school year)**

2. For students entering a high school cohort during the 2020 – 2021 school year and beyond, the student has a disability that significantly impacts cognitive function. This may be demonstrated in the following ways.

a. For students who have not completed the fifth grade, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning**.

b. For students who have completed fifth grade, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning**.

c. Students who have completed the fifth grade functioning **between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and with deficits in adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

**Criterion 2 – Applies to all students and all grade levels**

1. The student requires **direct individualized instruction and substantial supports** to achieve measurable gains on the challenging state academic content standards **for the grade in which the student is enrolled**.

**Criterion 3 – Applies to all students and all grade levels**

1. The decision to include the student in an alternate assessment is **not solely based on** the following:
  - a. student's educational placement;
  - b. excessive or extended absences;
  - c. disruptive behavior;
  - d. English language proficiency;
  - e. student's reading or academic level;
  - f. student's disability according to Bulletin 1508;
  - g. social, cultural, and/or economic differences;
  - h. anticipated impact on school performance scores;
  - i. administrative decision;
  - j. expectation that the student will not perform well on the LEAP 2025 or other statewide assessments; or
  - k. the student's previous need for accommodation(s) to participate in general state or district-wide assessments.

APPENDIX F  
Individual Academic Improvement Plan Template



**Individual Academic Improvement Plan Template**

*Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.*

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> Offered a summer program (if applicable)	Teacher name:  Summer program curriculum (if applicable):  Progress monitoring plan:
<input type="checkbox"/> Additional in-school support	Teacher name(s):  Define supports:  Progress monitoring plan:
<input type="checkbox"/> Guaranteed access to a tier 1/high quality curriculum	Curriculum:
<input type="checkbox"/> Placement in a classroom with an effective teacher	Teacher name:

*\*Attach additional pages as necessary.*

School Administrator Signature:	Date:
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APPENDIX G



**Student Individual Literacy Plan**

School Year \_\_\_\_\_

Plan Start Date \_\_\_\_\_

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Teacher Name \_\_\_\_\_

**Data Collection**

Include data from screeners or assessments by listing the measure and score. Not all spaces may be used.

Literacy Screener:		Assessment:		Class/Subject	Grade
Measure	Score	Measure	Score		
		Measure	Score		
Composite Score					

**Intervention/Support Action Plan**

Include any actions that are in place to address the student’s area(s) of need. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed. This can include:

- daily targeted small-group interventions
- pull-out interventions
- before and after school literacy intervention provided by a teacher or tutor with specialized literacy training



- at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities
- summer learning opportunities
- additional classroom instruction.

Provider/Service	Program/Skills	Frequency	Adjustments (based on PM)

### Family Involvement

List any communication with the parent/guardian that shares information about the student’s results, intervention plans, and progress monitoring. At-home reinforcement can be discussed and encouraged. Additional information can be shared by completing and sending home the [Student Literacy Screener Results](#) template. This can include:

- PimsPoints Tasks
- Literacy Nights
- Family Literacy Center › This can be a designated space in the school for families to have access to internet, community resources and programs, and information on at-home activities
- Family Book Clubs › Trade books with other families in the class or community.
- Grab and go book club activities
- Build a book

Conference Date & Name	Notes

**Progress Monitoring**

Regular progress monitoring of a specific measure or skill provides trackable data on student improvement and needs. Progress monitor on one or two measures/skills at a time. Under each date, record the score for that measure/skill.

Measure/Skill	Date:	Date:	Date:	Date:	Date:	Date:

*Important Note: This plan is for school and/or classroom use. Please review the Family Involvement section above for communicating data and action plans with parents/guardians.*

Comments:

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Principal Signature: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Updated June 2022

APPENDIX H  
SBLC/IEP Request to the Superintendent

LETTER REQUIRED	NO LETTER REQUIRED
Student <i>does not meet</i> promotion criteria; <u>previously retained in same grade range-</u> and if SBLC recommends <u>retention</u>	Student meets promotion criteria; <u>never retained-</u> No SBLC action required
Student <i>meets</i> promotion criteria; <u>previously retained in same grade range-</u> and if SBLC recommends <u>retention</u>	Student meets promotion criteria; <u>previously retained in different grade range-</u> No SBLC action required
Student <i>meets</i> promotion criteria; <u>previously retained in different grade range-</u> and if SBLC recommends <u>retention</u>	Student meets promotion criteria; <u>previously retained in same grade range-</u> No SBLC action required
Student does not meet promotion criteria; <u>Never retained-</u> and if SBLC recommends <u>promotion</u>	Student does not meet promotion criteria; <u>previously retained in same grade range-</u> and if SBLC recommends <u>promotion</u>
Student does not meet promotion criteria; <u>previously retained in different grade range-</u> and if SBLC recommends <u>promotion</u>	Student does not meet promotion criteria; <u>never retained-</u> and if SBLC <u>determines</u> retention
	Student does not meet promotion criteria; <u>previously retained in different grade range-</u> and if SBLC <u>determines</u> retention
	Student does not meet promotion criteria in 8 <sup>th</sup> grade; <u>previously retained in same grade range-</u> and if SBLC <u>determines</u> placement in T-9
	Student does not meet promotion criteria in 8 <sup>th</sup> grade; <u>and is proficient on either the ELA or Math LEAP assessments-</u> and if SBLC recommends promotion to 9 <sup>th</sup> grade
	Student meets promotion criteria in 8 <sup>th</sup> grade; <u>and is non-proficient on the ELA and Math LEAP assessments-</u> and if SBLC <u>determines</u> placement to T-9
	Student meets promotion criteria in 8 <sup>th</sup> grade; <u>and is proficient on either the ELA or Math LEAP assessments-</u> and if SBLC <u>determines</u> promotion to 9 <sup>th</sup> grade
	Student does not meet promotion criteria in 8 <sup>th</sup> grade; <u>and is non-proficient on the ELA and Math LEAP assessments-</u> and if SBLC <u>determines</u> placement to T-9

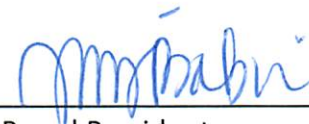
\*GRADE RANGES: (K-5) (6-8)

## XV. LEA assurances and submission information

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

Date approved by local school board or governing authority August 2, 2023

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Board President

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Barry Filce

Telephone Number (985) 435-4612

E-mail Address [bfilce@mylpsd.com](mailto:bfilce@mylpsd.com)

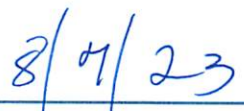
If Applicable:

LEA Contact Person (Secondary) Kim Gros

Telephone Number (985) 435-4613

E-mail Address [kgros@mylpsd.com](mailto:kgros@mylpsd.com)

  
\_\_\_\_\_  
(Primary Signature)

  
\_\_\_\_\_  
(Date)