

Louisiana Believes

2016-17
Pupil Progression Plan
Format and Content

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State Superintendent of Education

March 2016

Louisiana State Board of Elementary and Secondary Education

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**. Anything highlighted in **yellow** has been revised to reflect recent policy updates.

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• a local contact information page	
• a listing of the committee of educators appointed by the superintendent	
• a listing of the parents appointed by the school board	
• documentation of input into the PPP by educators/parents, and	
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Pupil Progression Plan

for

Grant Parish School System

for

2016-2017

Submitted to Louisiana Department of Education

(Date Submitted)

SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

Formal Submission Statement

Assurance is hereby made to the State Department of Education that the Grant Parish School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN
LEA CONTACT INFORMATION

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(Primary Signature)

(Date)

SECTION II

STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program (LEAP) and is aligned to state laws and BESE policies.

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
 - ▶ Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)
[Developing Skills Checklist](#)
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. 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. (Bulletin 741 §1111 D.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

► Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable. Just as a typical age student entering Kindergarten, a gifted student entering Kindergarten will be administered the DSC.

c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance. Developing Skills Checklist

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement. (Bulletin 741 §325 C.)

► Name the Developing Skills Checklist, DSC, criterion used for placement of every child entering kindergarten for the first time. Early Childhood System Developing Skills Checklist

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.

b. For students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign

schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)

- a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
- b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
- c. For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

► Describe the placement policies for transfer students entering transitional 9th grade.

► Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

- Approved schools within the state (public/nonpublic)
 - A student transferring from a public/non-public state approved school, in or out of parish, will be allowed credit for work successfully completed in prior high school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, and units of credit is required.
- Approved out-of-state schools (public/nonpublic)
 - A student transferring from a public/non-public state approved school, in or out of parish, will be allowed credit for work successfully completed in prior high school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, and units of credit is required.

▪ Home School Testing and Special Education Transfer Students’ Policy

An announcement will be released to the local news media indicating the schedule for state testing and instructions for the testing options for home study students. Students who have been receiving special education in another state or children who possess severe, low incidence impairment documented by a qualified professional may be initially enrolled in a special education program on an interim IEP concurrent with a referral for evaluation according to the requirements of Bulletin 1508. The enrollment process as outlined in Bulletin 1706 from initial entry into the system to placement shall occur within 10 school days.

- Home Study and Unapproved schools (public/nonpublic)
 - Student entering 5th or 9th grade
 - The determination of the accredited school from which the student transferred shall be used to place those students. Those students who transfer from non-accredited schools or home school shall be given placement assessments to determine the proper placement of the student (SBLC will use the results to make determination).
 - Names of the entrance tests used to determine grade placement
 - Star Reading, Star Math, Online Curriculum Placement Test (Currently using Oddyseyware in our LEA)
 - The procedure used for determining Carnegie credit for high school students
 - SBLC committee will review results of transcripts, and/or exams given to student to determine the Carnegie units applicable.
 - ► List the placement test(s) administered to the above-mentioned transfer students, if applicable.
 - Online Curriculum Final Exams, LEA final exams, transcripts from previous accredited school.

C. Limited English Proficient (LEP) Students

1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

a. Establish procedures to identify language minority students.

► Describe the procedures the LEA has established to identify language minority students. All parents are asked through a Home Language Survey, whether a language other than English is spoken in the child's home.

b. Establish procedures to determine if language minority students are Limited English Proficient.

► Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient. All students who fall below the 36th percentile as LEP are entitled to services.

c. 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.

► Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

If financially possible, a teacher certified to teach English as a second language will be employed to teach the child. LEP students will be provided special language services which

addresses their need for becoming fluent and literate in English. All support services and activities (federally assisted programs including, but not limited to, Title I, II migrant, bilingual and vocational education, guidance counseling, community liaisons, extracurricular activities, summer programs, library services, and staff development) will be accessible to the limited English proficient student. LEP students shall be provided instructional programs, which foster their success in mathematics, social studies, and language arts (alternative programs and alternative methods may be necessary). Placement, grading, promotion, or retention of regular or special education non/limited English proficient students will be adhered to. Appropriate English as a second language (ESL) instructional material will be used to correlate with any state content standards. LEP students will not be placed in language dependent courses until they develop a degree of proficiency in the English Language.

d. Establish procedures to monitor former Limited English Proficient students for two years.

► Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

LEP students shall begin participation in statewide assessment upon entry into the Grant Parish School System. LEP Students may be considered for a waiver from the Grant Parish Grade Promotion Policy. SBLC will monitor LEP students.

e. No LEP student shall be retained solely because of limited English proficiency.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).

► Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

The Elementary and Secondary Supervisors will monitor promotion and/or placement decisions each year, respectively, to determine that the Grant Parish policies are being implemented uniformly throughout the parish. The local school board, superintendent, principal, teacher, and/or parent can initiate a review of promotion and/or placement. A parent, teacher, principal, superintendent, or others that can prove vital interest in the welfare of the student may request

the review of a student's placement. This request in review will be granted. The request only needs to be made to the principal of the school the student attends.

II. Attendance Policy

- A. 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)

Grant Parish School Board permits a student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting to be granted additional excused absences at the discretion of the superintendent or designee.

IV. Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31)(A)] (Bulletin 741 §2302.Uniform Grading Policy)

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

► List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

Grant Parish schools will use a 10 point grading scale for the above listed classes.

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

III. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)

3. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)

EOY, STAR Reading & Math, Report Card, Decision of SBLC Committee

4. At the conclusion of the 2016-2017 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 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 in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)

5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)

6. 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)

7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year. **Determination of students who were non-proficient will be decided by a review of scores; these students will be provided remediation by the LEA.**

► Describe the 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. Identify which resources will be utilized to make the placement decision and who will make the decision. **All relevant student data will be reviewed and the decision will be made by the SBLC committee.**

► Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content. **Intervention/Remediation time will be provided. (Will not interfere with the students' Carnegie unit course time)**

► Describe the function of the SBLC as it relates to student promotion and retention. **The SBLC committee determines student placement and retention decisions.**

B. High Stakes Testing Policy

1. **At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or**

benchmark assessments. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to meet requirements of local progression plans. Using all relevant student data, the SBLC will make the determination for retention or promotion.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 D.)

Using all relevant student data including but not limited to age, academic progress, parent and teacher recommendation, the SBLC committee will make the determination for the proper placement of the student

2. At the conclusion of the 2016-2017 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B 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 relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

► Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student. Counselor, Administrator, Parent, Student, Adult Mentor are each assigned to the T9 student to monitor progress and give feedback.

► Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps. Data analysis of transcript, discipline, attendance, report card and progress reports will be used to monitor and track student progress.

► What Career Readiness Course Opportunities will be provided to the students? College and Career Fair for 8th, 11th, and 12th grade students, Career Ready Course, Work Keys, LRSC transition specialist will offer career counseling services will be utilized.

► How will an appropriate T9 curriculum be identified and implemented? Schedule of classes, Advisory Meetings, SBLC

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing the state mandated assessments, list any additional requirements.

Standardized Grading Policy for Elementary and Middle Schools: Grades must be posted in JPAMS within a week of being assigned.

A. Kindergarten

Promotion-Students are expected to meet or exceed Louisiana State Standards as evidenced by Kindergarten Report Card Checklists.

B. 1st and 2nd Grades

Grading Policies-Receive letter grades A, B, C, D, or F in ELA and mathematics. A combination Social Studies and Science grade will be given every six weeks as indicated with a Satisfactory or Unsatisfactory. All other subjects will use an S or U to document progress. Teachers are required to give performance based tasks, tests, project grades, chapter/unit tests with a minimum of 4 major grades and 100 points each six weeks. A major grade will be at least 25 points.

Promotion- **Students must earn a minimum of 6 quality points per year in each subject to pass that subject.** In order to be promoted, students must achieve a minimum session grade of D in Math and ELA.

C. 3rd Grade

Grading Policies- Receive letter grades A, B, C, D, or F in ELA, Mathematics, Social Studies, and Science. Social Studies and Science assessments will be combined and alternated within the 6 week period. An S or U will be given in all other subjects to document progress. Teachers are required to give performance based tasks, tests, project grades, chapter/unit tests with a minimum of 7 grades given in a 6 week period, 3 of these 7 must be considered major grades. A major grade will be at least 25 points. Minor grades (homework, daily grades, pop quizzes, participation) should constitute a lesser amount of the total points. Total points given should be at least 125 points—this is a minimum only.

Promotion-Students must earn a minimum of 6 quality points per year in each subject to pass that subject. To be considered for promotion, students must achieve a minimum of a D in Math and ELA.

D. 4th, 5th and 6th Grades

Grading Policies- Receive letter grades A, B, C, D, or F in ELA, Mathematics, Social Studies, and Science. An S or U will be given in all other subjects to document progress. Teachers are required to give performance based tasks, tests, project grades, chapter/unit tests with a minimum of 7 grades given in a 6 week period, 3 of these 7 must be considered major grades. A major grade will be at least 25 points. Minor grades (homework, daily grades, pop quizzes, participation) should constitute a lesser amount of the total points. Total points given should be at least 125 points—this is a minimum only.

Promotion- Students must earn a minimum of 6 quality points per year in each subject to pass that subject. Students must pass a minimum of 3 major subjects. The major subjects are ELA, Mathematics, Science and Social Studies. Minor subjects are Music/Art, PE/Health, Handwriting.

E. 7th and 8th Grades

Grading Policies- Receive letter grades A, B, C, D, or F in ELA, Mathematics, Science and Social Studies. Letter grades and quality points used will be (A = 4, B = 3, C = 2, D = 1, F = 0). Course averages will be A = 3.5 and above, B = 2.5 – 3.49, C = 1.5 – 2.49, D = 1.0 – 1.49, and F = below 1.0.

Cumulative grade point averages will be determined by dividing the total quality points earned by the total units pursued. In order to be eligible to receive a grade and be considered for promotion, a student must earn at least 2 quality points during the second semester and 4 quality points for the year.

Teachers must post grades within a week of assessment. Teachers are required to give a minimum of 5 major grades (unit tests, chapter tests, project grades, etc.) during the course of the nine week grading period. A major grade will be at least 50 points. Of the total points given per 9 weeks, 60% of the total should be considered major grades (tests, project based learning, etc.) and 40% should be considered minor grades (homework grades, daily grades, pop quizzes, etc.) Student grades will be posted in JPAMS weekly.

Carnegie Units offered at the Junior High level will apply to the students' High School Transcript.

Promotion- Pass a minimum of 3 major subjects and 1 minor subject.

Major Subjects: English, Math, Science, Social Studies

Minor Subjects: PE, Choir, Health, Keyboarding, Journey to Careers, Band, Exploratory/Enrichment

► Describe the elementary foreign language program for academically able students in grades 4–8. **Waiver Applied.**

- Explain the local definition of the term “grade level” or “on grade level.”
Students who met or exceed the Louisiana State Standards Grade Level Expectations.

IV. High School Graduation Requirements

A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.

7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.

a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

► List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

Letter grades and quality points used will be (A = 4, B = 3, C = 2, D = 1, F = 0)

Course averages will be A = 3.5 and above, B = 2.5 – 3.49, C = 1.5 – 2.49, D = 1.0 – 1.49, and F = below 1.0. Cumulative grade point averages will be determined by dividing the total quality points earned by the total units pursued. All required exams, either mid-term or final, must be given. No student or subject will be exempted for any reason.

Letter grades and quality points used will be (A = 4, B = 3, C = 2, D = 1, F = 0) Course averages will be A = 3.5 and above, B = 2.5 – 3.49, C = 1.5 – 2.49, D = 1.0 – 1.49, and F = below 1.0. Cumulative grade point averages will be determined by dividing the total quality points earned by the total units pursued. In order to be eligible to receive a grade and be considered for promotion, a student must earn at least 2 quality points during the second semester and 4 quality points for the year.

For 1 Carnegie Credit high school courses, a letter grade will be given each 9 weeks of the course, which will count twice. A cumulative mid-term exam and a final exam will be given. The average of these 6 grades will determine the course grade. In order to be eligible to receive this credit, the student must earn a minimum of 6 quality points and pass either the second 9 weeks of the course or the final exam. Student grades will be posted in JPAMS weekly.

A ten point grading scale will be used for Dual Enrollment, Honors, and AP Classes.

Online Curriculum Guideline (Oddyseyware): A letter with student, parent, and principal signatures must be completed prior to the student beginning the Online Curriculum Course.

Teachers must post grades within a week of assessment. Teachers are required to give a minimum of 8 major grades (unit tests, chapter tests, project grades, etc.) during the course of the nine week period. A major grade will have a minimum of 25 points. Minor grades (homework grades, daily grades, pop tests, etc.) will be averaged and that grade will constitute a lesser amount of the nine weeks grade. Student grades will be posted in JPAMS weekly.

Promotion Requirements:

Grade	Carnegie Unit Requirements	High School Attendance Requirements
9	0-6 Carnegie Credits	
10	7-12 Carnegie Credits	Completion of 2 prior semesters of high school

11	13-18 Carnegie Credits	Completion of 4 prior semesters of high school
12	19-24 Carnegie Credits	

*Students must complete both requirements (Carnegie Units and Attendance) to be eligible for promotion to next grade.

► Describe the LEA’s policy for awarding ½ unit of credit.

For ½ Carnegie Credit high school courses, a letter grade will be given for the 9- week grading period, which will count twice and a final test will be given. The average of these 3 grades will determine the course grade. In order to be eligible to receive this ½ credit, a student must earn a minimum of 3 quality points. Student grades will be posted in JPAMS weekly.

► List the set of courses for which students will have the opportunity to earn credit by proficiency.

N/A

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade in 2014-2015 and beyond
5. Graduation requirements for the Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:

- i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
- 6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
- 7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or United States History
 - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
 - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
- 8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:
 - a. Course requirements;
 - b. Assessment requirements;
 - c. Workforce-Readiness and Career Education requirements; and

d. Transition requirements.

9. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.

Students may be retained only 1 time in grades 1 – 3. All previously retained no more than 1 time in grades 4-7. In grade 4, students may not be retained more than 1 time either due to academics, attendance, or failing to score at/or above the “approaching basic” on both sections of the State Assessment Test. After repeating grade 4, these students will be promoted to grade 5. Upon referral, the SBLC will convene to decide appropriate placement. If students fail the grade a second time, he/she will be placed in the next grade and will be referred to the SBLC to make recommendations for interventions/modifications. Students in grade 8 who have repeated the entire grade (Option 1 students or academic/attendance failures) will be fully promoted to the ninth grade.

Each school in Grant Parish has an RTI Plan in place to address retention and prevent retention when possible. In addition, each of the high schools are doing Credit Recovery so that students will not be retained and remain on-track to get a high school diploma within four years.

- ▶ Describe any additional LEA policies that may determine student retention.

When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed, in writing, of the decision, and of the system’s due process procedure relating to placement procedures as defined in the system’s Pupil Progression Plan.

- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades. Grant Parish has fully implemented RTI in all schools.

VI. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

Grant Parish does not offer grade acceleration in K-8. However, students in grades 9-12 can opt to enter the Accelerated Pathways Program.

- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies

Individual cases will be determined through the SBLC committee procedure.

- ▶ Describe any applicable policies and procedures for grade “skipping.”

Individual cases will be determined through the SBLC committee procedure.

► Describe any policies governing services for gifted students.
LDOE Policy is followed for gifted students.

► List any Carnegie credit courses that will be offered on an “accelerated” schedule.

N/A

A. Early Graduation

1. 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. (Bulletin 741 §2317)
 - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
 - Describe the components and requirements of the local early graduation program.
Complete 3 years of high school and meet all high school requirements as set forth by the LDOE.

VII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s testing program for grades 4 and 8, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State test, shall be provided remedial education. (R.S. 17:397)
 - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.

D. School Year Intervention/Remediation Program

► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:
- Program Description
 - Student selection criteria
 - Pupil/Teacher ratio
 - Instructional time
 - Selection criteria for teachers and/or paraprofessionals
 - Materials and methodology to be used
 - Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
 - Documentation of students' and parents' refusal to accept remediation

- Students will be provided 50 hours of EOC Remediation in a school year.
- Any public 9th, 10th, 11th, or 12th grade student who does not meet the performance standards established by the department and approved by the State Board, as measured by the EOC state criterion referenced tests, shall be offered remedial education. The failure of special education students to achieve performance on the state criterion referenced tests does not qualify such students for extended special education programs.
- The standards in Bulletin 741 shall be used as criteria for pupil/teacher ratio.
- Instructional time will be determined by individual needs of the students.
- Remediation teachers shall possess the appropriate certification/qualifications as required by the SBESE. The criterion for a teacher who is doing Summer Remediation is: A certified teacher who is proficient in the area that they provide remediation. Grant Parish School Board educators already employed as regular and/or special education teachers will provide remedial instruction provided the services are performed in addition to their regular duties.
- State Curriculum and Assessment Guides
- During school remediation and after school remediation.

- Documentation of students' and parent/guardians' refusal to accept remediation shall be a signed statement by the parent/guardian refusing summer school remediation. This documentation is to be on file at the building level.
 - Plan for coordination of state, federal, and local funds for remediation
 - The school system shall assure that communication and coordination occurs on a regular basis among all who provide instruction for a student receiving remedial instruction. Funds for remediation are provided through the MFP
 - Evaluation plan for documenting evidence of achievement/growth of students
 - Building level personnel will analyze spring 2016 to spring 2017 to determine growth.

VIII. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

▶ List the written policies for all alternatives to regular placements.
SBLC determines appropriate placement.

▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.
SBLC determines appropriate placement in Grant Alternative Program.

▶ Describe the LEA's procedures for placement in adult education programs.
Parent request, Student request, Grant Parish School Board Assignment, Administrative placement

▶ Describe the curriculum used to deliver coursework for alternate education programs.

Louisiana State Standards, Hi-Set Curriculum, Oddyseyware, Career Ready 101, Work Keys

IX. Other Policies and Procedures

A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

► Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

- Regular education students

An individual student, parent/guardian, or teacher may initiate due process involving placement. A student or parent/guardian must first contact the teacher. The teacher will file within 3 days a written request to the principal furnishing him/her all necessary information for a review of the request. The principal within 3 days will convene a school committee to review the placement and a decision will be rendered at that time. If the concerned person/persons do not agree with the decision, they will file within 5 days a written request for review with the superintendent of schools. The superintendent will convene a parish committee and reach a decision within 5 days. If the concerned person/persons do not agree with this decision, they will file a written request to appear before the full school board at the next regular scheduled meeting. The request in writing must be received 5 days prior to the board meeting. If the concerned person/persons do not agree with the decision of board, then appeal is open to the district courts.

- Students with disabilities

In case of the student with a disability, the due process procedures must be consistent with those described in the approved IDEA Part B, LEA Application.

- Section 504 students

Due process for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. The Grant Parish School System assures that the due process procedures for teachers, students, and parents/guardians do not contradict the due process right of students with disabilities as defined in IDEA Part B.

SECTION III

LOCAL POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
- 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.)