

**St. Martin Parish
School Board Office**

600 Corporate Blvd.
Breaux Bridge, LA 70517

Telephone: (337) -332-2105

Fax : (337)-332-3050

FREDERICK WILTZ
SUPERINTENDENT

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St. Martin Parish Pupil Progression Plan

P.O. Box 1000 Breaux Bridge. LA 70517

2023-2024



Superintendent: Frederick Wiltz

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 pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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.

Local Policies on Placement for Grades K-1 and Required Assessments

A. First Time Entrance into Kindergarten

Only those students who have attained the age of five (5) on or before September 30th of that year may enter kindergarten. Only those students who have attained the age of six (6) on or before September 30th of that year may enter grade one. All students entering kindergarten will be administered the Desired Results Developmental Profile for Kindergarten (DRDP-K). The results of the screening shall not be used to exclude any child who meets the age requirements from entering kindergarten and shall be used only for planning instruction and not for ability grouping purposes.

Note: Naps are no longer a part of the Kindergarten students' daily schedule.

B. Kindergarten – Gifted Evaluations

St. Martin Parish recognizes the fact that it is difficult for kindergarten students to qualify for gifted programming; however, referrals are accepted through Child Search efforts. If evaluation is requested, the student shall obtain a score at least three standard deviations above the mean on an individually administered test of intellectual abilities appropriately standardized on students of this age and administered by a certified school psychologist or licensed psychologist; or the student shall obtain a combined score of at least 10 when scores are entered into the cells of the Standard Matrix with at least 4 points earned on a test of intellectual abilities (As per guidelines from Bulletin 1508). The recommendation for screening begins at grade one.

C. Kindergarten - Entrance Requirements for Out-of-State Students

The criteria and screening instruments used for students from out of state entering first grade in St. Martin Parish who have not meet the requirements for kindergarten attendance are the same as for students entering first grade without attending a full-day public or private kindergarten for a full academic year. Students will be administered the St. Martin Parish Kindergarten Assessment containing specific Louisiana Student Standards for Kindergarten in ELA and Mathematics. A score of 80% is required for placement in grade one. Should the student score below 80%, placement shall be recommended at the kindergarten level. The final decision will be made by the principal in consultation with the parents.

D. Kindergarten to First Grade

Students entering first grade who have not attended kindergarten must meet the same criteria as students who have successfully completed kindergarten. Such students will be administered the St. Martin Parish Kindergarten Assessment containing specific Louisiana Student Standards for Kindergarten in ELA and Mathematics. A score of 80% is required for placement in grade one. Should the student score below 80%, placement shall be recommended at the kindergarten level. The final decision will be made by the SBLC and the principal in consultation with the parents.

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.

A. SBLC as it Relates to Promotion and Retention

The School Building Level Committee shall be composed of two regular education teachers, a special education teacher, the student's teacher(s), and the Pupil Appraisal Contact Person, when the student is being considered for a Bulletin 1508 or Section 504 evaluation as well as promotion/retention decisions. When applicable, the school building administrator and the parent will also serve as members of the committee. The committee shall serve as a day to day problem solving group for teachers within the school. The function of the committee is to help teachers cope with children who are having learning and/or behavioral problems.

The district IEP facilitator/behavior strategist and the principal and/or school level behavior interventionist or disciplinarian, who deals with the student, shall participate in the SBLC for 1508 Students with Disabilities (SWD) exhibiting behavior problems. For students in the general curriculum exhibiting behavior problems, the principal or principal designee and the school level behavior interventionist shall participate on the SBLC.

The goal of the SBLC is to obtain more efficient and effective delivery of special help to students. The SBLC will serve as the Committee of Knowledgeable Persons for the implementation of *Section 504, Bulletin 1903, Bulletin 1508 and IDEIA*. In determining eligibility, the committee will follow the procedures outlined in the St. Martin Parish School Building Level Committee Process Guide and the St. Martin Parish.

In making promotion and retention decisions for all students, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for the particular child. In the event a decision is made to promote a student who does not meet all of the promotion criteria listed, a form so indicating must be completed and placed in the student's cumulative folder. All committee members **must** sign the form as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedures. Parents must be invited to attend the SBLC meeting and should sign the meeting form indicating they were in attendance.

In the case of students who are eligible for and participate in alternative pathways to promotion and graduation through the April Dunn Act (formerly Act 833), promotion decisions will be determined by the IEP committee (Chapter 4 of Bulletin 1530).

Each teacher shall, on an individual basis, determine promotion of each student based upon the criteria established in these guidelines.

Calculation of semester grades and final grades shall be the same for all students in grades 1-12, with the exception of EOC grades which counts as 15% of the final grade. Students shall earn 4 quality points to pass a course.

Grade Band Retention Limit - Students may be retained a maximum of one time at each school level: primary (grades K-2), elementary (grades 3-5), and junior high (grades 6-8). However, a student may be retained a second time at any level on the recommendation of the School Building Level Committee.

Promotion Criteria

The following information outlines the criteria required for promotion to the next grade level. Please refer to the Teacher Information Handbook, located under the policies tab on the district's website, for grading policies in each grade level/grade band.

(1) **KINDERGARTEN:** To be promoted from kindergarten, the student should:

- Show evidence and ongoing development of knowledge of learned skills, as documented by work samples and anecdotal notes in the student's portfolio and as noted on the Kindergarten Skills Checklist
- Meet attendance requirements
- Parish Assessments may be used to support decisions made for promotion or retention

(2) **GRADES 1-2:** To be promoted the student must:

- Achieve a minimum D (1.0) average in reading and math.
- Meet attendance requirements.
- For SFA schools, achieve satisfactory progress on the reading program assessment by reaching the minimum reading levels as identified by the program
- A school may opt to administer an Independent Reading Inventory (IRI) to obtain additional assessment information

Note: Spelling is included in the language course. All spelling grades should be posted under language in JCAMPUS

(3) **GRADE 5:** To be promoted the student must:

- Achieve a minimum D (1.0) average in at least four (4) major subjects, two (2) of which must be reading and math. Major subjects are reading, language, math, science, and social studies. Physical education, art and music are to be considered minor subjects

Note: Spelling is included in the language course. All spelling grades should be posted under the language course in JCAMPUS

- Meet attendance requirements

(4) **GRADES 6-7:** To be promoted the student must:

- Successfully pass three (3) of the four (4) major subjects which must include English Language Arts, math and either science or social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects

Note: English Language Arts consists of reading, language and spelling in grades 6-8. All reading, language and spelling grades should be posted under the English Language Arts course in JCAMPUS

- Students who have been retained one or more times may be enrolled in major subject areas courses in the next grade level and in grade 8 may be allowed to enroll in elective courses for Carnegie units at the high school level. The placement decision is to be made by the School Building Level Committee and the principal
- Meet attendance requirements – Students with ten or more excused absences during a nine-week period will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine-week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal

C. Definition of “Grade Level” or “On Grade Level”

The term “grade level” or “on grade level” is indicated by performance on the district universal screener, benchmark assessments, or Informal Reading Inventories.

D. Foreign Language for Academically Able Students in Grades 1 - 8

An articulated foreign language program shall be required in grades 4 - 8 for academically able students. **Academically able students** are defined as those students who are working at or above grade level in all academic subject areas as indicated by placement in the on reading/literacy screeners and/or benchmark assessments used and are maintaining an overall GPA of 3.5.

III. Promotion of students in grade 3

(For students at the end of third grade to be promoted to fourth grade)

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 LEA 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.

Local Policies for Promotion in Grade 3

- Achieve a minimum D (1.0) average in reading and math.
- Students who fail to meet the acceptable level of performance in reading at the end of grade 3 shall be placed on an **Individual Literacy Plan** (See **Appendix B, pages 51-53**) and shall be promoted or retained based on the approved Board policy for promotion and retention for grade three (3)
- Third grade students who fail to score Basic or higher on the ELA portion of the most recent LEAP assessment and scored a composite of 441 or below on the spring Dibels 8th assessment **must** attend summer learning to be considered for promotion.
 - During summer learning, each student must have an **Individual Literacy Plan**. To be promoted, students must attend 27 of 30 days and promote to the next grade level with an updated literacy plan to be implemented during the following school year.
 - Third grade students who do not score Basic or higher on the ELA portion of the most recent LEAP assessment and do not attend summer learning, shall be retained. In making promotion and retention decisions for students who have not met the promotion criteria and have not attended summer learning, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for the child. In the event a decision is made to promote a student who does not meet all promotion criteria listed, a form so indicating must be completed, approved and signed by the Supervisor of Elementary Education and Director of Curriculum and Instruction, and placed in the student's cumulative folder.
 - All committee members **must** sign the form as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedures. Parents must be invited to attend the SBLC meeting and should sign the meeting form indicating they were in attendance. Students who have not met the promotion criteria but are moved on to the next grade based on evidence of possible success, must have

an updated **Individual Literacy Plan** to be implemented during the next school year.

- In considering 3rd grade students for promotion, the SBLC committee should consider at a minimum students' LEAP scores, RTI data, Dibels 8th, iReady data, STAR data, and academic grades.
- Meet attendance requirements
- For SFA schools, achieve satisfactory progress on the reading program assessment by reaching the minimum reading levels as identified by the program
- A school may opt to administer an Independent/Informal Reading Inventory (IRI) to obtain additional assessment information

Note: Spelling is included in the language course. All spelling grades should be posted under language in JCAMPUS

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 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 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.

Local Policies for Promotion in Grade 4

A. Promotion to Grade 4 (Local Policies)

Students in grade 4 must meet the following requirements for promotion to grade 5:

- Achieve a minimum D (1.0) average in at least four (4) major subjects, two (2) of which must be reading and math. Major subjects are reading, language, math, science, and social studies. Physical education, art and music are to be considered minor subjects
- Fourth grade students who fail to score Basic or higher on the ELA portion of the most recent LEAP assessment and scored a composite of 441 or below on the spring Dibels 8th assessment **must** attend summer learning to be considered for promotion. Student would be placed on an **Individualized Academic Improvement Plan (IAIP)** (See Appendix C, pages 54-59)
 - In considering 4th grade students for promotion, the SBLC committee should consider at a minimum students’ LEAP scores, RTI data, Dibels 8th, iReady data, STAR data, and academic grades.
 - Student must attend summer learning or remediation during the school year with a Highly Effective or Effective Proficient teacher
 - During remediation, student would be exposed to a Tier 1 curriculum 65% of the time and remediation tools 35% of the time

- Student may also be placed in the class of a Highly Effective or Effective Proficient teacher during the school year
- Spelling is included in the language course. All spelling grades should be posted under the language course in JCAMPUS
- Score Basic/Approaching Basic combination in ELA or Math
- Meet attendance requirements

For students failing to meet the promotion requirements listed above, promotion or retention would be considered by the SBLC.

B. Decision to Retain Students at 4th Grade

The decision to retain a student in the 4th grade more than once as a result of his/her failure to achieve the promotion requirements outlined by the district shall be made by the SBLC in accordance with the local Pupil Progression Plan. Students repeating 4th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention limit policy (see page 4 for **grade band retention limits**).

- A student who has repeated the 4th grade may be promoted only to the 5th grade
- Students who have repeated 4th grade and will be 12 on or before September 30th of the next school year, can be promoted based on the local Pupil Progression Plan

C. Remediation

Students in grade 4 who do not meet the current district promotional standards shall be provided remediation at the next grade level. Each school shall provide such remediation on grade level using a Tier 1 curriculum until October 1st. **Documentation shall be kept in the student's IAIP folder.**

Waiver for Extenuating Circumstances

St. Martin Parish School System, through its superintendent, may grant waivers on behalf of individual students who are unable to attend summer remediation or unable to participate in state summer retesting testing because of one or more of the following circumstances, as verified through appropriate documentation:

- a physical illness or injury that is acute or catastrophic in nature,
- a chronic physical condition that is in an acute phase, or
- court-ordered custody issues

Documentation:

- *Physical Illness:* Appropriate documentation must include verification that the student is under 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 testing and/or remediation.
- *Custody Issues:* Certified copies of the **court-ordered** custody agreements must be submitted to the LEA at least ten (10) school days prior to summer remediation or retesting.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

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

Transitional 9th Grade

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

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic 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.

Local Policies for Promotion to Grade 8

A. Promotion to High School

GRADE 8:

To be promoted to high school, 8th Grade students must:

- Successfully pass three (3) of the four (4) major subjects which must include English Language Arts, math and either science or social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects. See page 4 for grade band retention limits.

Note: English Language Arts consists of reading, language and spelling in grades 6-8. All reading, language and spelling grades should be posted under the English Language Arts course in JCAMPUS

- Score Basic/Approaching combination in ELA or Math
- Be allowed to enroll in elective courses for Carnegie units at the middle and/or high school level. The placement decision is to be made by the School Building Level Committee and the principal.
- Meet attendance requirements – Students with ten or more excused absences during a nine-week period will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine-week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

B. Placement Criteria for Transitional 9th Grade

First-time eight grade students determined to be non-proficient may be considered for placement in the transitional ninth grade if the following criteria are met:

- Attendance requirements
- Attended summer remediation
- Meets requirements of the 9T waiver as defined by the Louisiana Department of Education (See Bulletin 741)
- SBLC has met to review student work samples, assessments, etc.
- Documentation is provided to support SBLC decision for placement in T9
- Remediation/Interventions are provided for students who have not met the Basic/Approaching Basic combination in ELA and math
- Student earned a D or better during summer remediation/summer school in the subject(s) for which he attended **OR**
- Student **failed** to earn a D or better during summer remediation/summer school in **either** ELA or math; however, the student has earned a D or better in all other core courses including science and social studies **OR**

- Although the student has not achieved the promotion criteria to be promoted to ninth grade, the student has demonstrated readiness for promotion to T9. Evidence must be provided by the sending school

Forms for documenting the progress of T9 students are located in Appendix D.

Students placed in the T9 program will receive remediation from Tier 1 curricula at a minimum of 65% of the intervention time, through remedial courses during the school year in ELA and/or math. This also applies to remediation provided during the summer. The *iReady* program by Curriculum Associates shall be used to provide benchmark assessments, probes, and progress monitoring in ELA and math. The *iReady* and *Ready* curricula shall only be used 35% of the time to provide remediation. In addition, students in Tiers 2 and 3 of RTI will be provided a reading intervention using READ180, as well as other intervention programs.

C. Requirements for T9 Program

- T9 students do not enter a graduation cohort until the next school year
- Must take the 8th grade LEAP during the school year in all four content areas
- Must be provided dropout prevention and mentoring
- Must make a grade of D or better in the remediation course to enroll in English 1 or Algebra 1 for Carnegie credit
- Can earn Carnegie units in other subjects that earns the school Dropout/Credit Accumulation Index (DCAI) points for the T9 year only. T9 students do not have 2 years to earn DCAI credits

D. Counseling for T9 Students

Students in the Transitional 9th grade shall be provided individual counseling through the school guidance counselors and teachers in each pathway. The district graduation coach will assist guidance counselors and teachers in meeting with individual students to provide counseling on academic and career opportunities, career pathways, and skills required for credentials and certifications. Counselors and teachers will review benchmark and progress monitoring scores with students to help determine next steps in meeting their goals. Five-year plans will be reviewed and updated as needed.

E. Documentation of Progress and Use of Data for T9 Students

Teachers of high school students classified as Transitional 9th (T9) grade students shall complete a progress chart administered by the district curriculum office. Teachers shall track student test scores on state testing, benchmark test scores using *iReady* benchmark assessments and progress monitoring by *Curriculum and*

Associates. Each school shall be responsible for tracking students' intervention plans, Lexile levels, promotion and retention(s), attendance, and career counseling activities on the district administered tracking form.

F. Career Readiness for T9 Students

Students will take Quest for Success in grade 8 or as Transitional 9th grade students. A research-based career readiness tool and interest inventory will be used with all T9 students as a career counseling tool.

G. Curriculum for T9 Students

Remediation in English and math will be made available for T9 students not meeting the district promotion criteria and/or proficient on state mandated high stakes tests. Students will be taught from the district adopted Tier 1 curricula for at least 65% of the time. iReady will be used as an intervention/remediation tool and will be used no more than 35% of the instructional time. Students will be given the *iReady* screener and benchmark assessments to determine their individual strengths and weaknesses. Those students in need of interventions shall be provided prescriptive instruction and progress monitoring through the *iReady* software program. Growth shall be measured through analysis of the fall, winter, and spring *iReady* benchmark scores.

H. Remediation and Waivers for Extenuating Circumstances

Students in grade 8 who do not meet the current district promotional standards shall be provided remediation at the next grade level. Each school shall provide such remediation on grade level using a Tier 1 curriculum until October 1st. Documentation shall be kept in the student's IAIP folder.

Waiver for Extenuating Circumstances

St. Martin Parish School System, through its superintendent, may grant a waiver on behalf of individual students who are unable to attend summer remediation or unable to participate in state summer retesting testing because of one or more of the following circumstances, as verified through appropriate documentation:

- a physical illness or injury that is acute or catastrophic in nature,
- a chronic physical condition that is in an acute phase, or
- court-ordered custody issues

Documentation:

- *Physical Illness:* Appropriate documentation must include verification that the student is under 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 testing and/or remediation.

- *Custody Issues:* Certified copies of the **court-ordered** custody agreements must be submitted to the LEA at least ten (10) school days prior to summer remediation or retesting.

High school promotion and transition considerations

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

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

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

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

2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/o
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

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

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

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

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

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.

Credit recovery programs (NCAA Guidelines)

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.

Local Promotion Policies for Grade 9 and Above

A. Carnegie Unit and Promotion Requirements for High School Students

High schools in St. Martin Parish are configured from grades nine (9) through twelve (12). For a full credit to be awarded at grades 9, 10, 11, and 12, the final grade is determined by quality point(s). A student cannot receive more than one full credit for a one Carnegie unit course. Periods 1, 2, 3, and 4 are used for averaging grades. To obtain a full credit in a non-LEAP 2025 course, students must earn a minimum of four (4) quality points. To obtain a full credit in a LEAP 2025 course with four (4) quality points, students must pass the LEAP 2025. However, if a student fails the LEAP 2025, then 5 points will be required to earn credit in the course. In addition, Fs earned in P4 will result in failure of the course.

Grade classification is as follows:

NUMBER OF CREDITS	GRADE	CLASSIFICATION
0 – 4	9 th	Freshman
5 – 10	10 th	Sophomore
11 – 17	11 th	Junior
18 – 23/24	12 th	Senior

1. Grade Reclassification

Grade reclassification according to Carnegie units will be updated at the completion of each school year. Students may recover failed credits through the St. Martin Parish Credit Recovery Program offered at their attending high school. The St. Martin Parish Credit Recovery Program adheres to the State guidelines for credit recovery as listed in *Bulletin 741: Louisiana's Handbook for School Administrators*. To recover Carnegie credits, each student must pass a comprehensive final exam approved by the Louisiana Department of Education with a score of 70% in each content area in which they are seeking to recover credit.

2. Courses for Acceleration and Credit by Proficiency Exams

Courses for which students may receive credit by proficiency exams include the following:

- Algebra I (8th Grade)
- ProStart I & II
- Certified Nursing Assistant (CNA)
- Process Production/T2 Safety
- Cosmetology I & II
- Electrical I & II
- JROTC I – IV
- French I & II
- Spanish I & II

Middle school students shall take the **Diplôme d'Études en Langue Française (DELF)** exam to earn a high school Carnegie credit in French I (DELF Level A1) and French II (DELF Level A2).

3. Half-Credits

High schools in St. Martin Parish will be moving to the 7-period day for the 2021-2022 school year and beyond. Students may earn ½ credit for approved ½ credit courses only.

Students transferring into St. Martin Parish from another Louisiana district or an out-of-state school with half-credits on their transcripts, shall retain these half-credits based on the awarding district's/school's Pupil Progression grading and promotion policies. Grades from another school system shall not be changed to match the St. Martin Parish Pupil Progression grading and promotion guidelines.

4. Diploma Pathways

St. Martin Parish high schools shall offer both regular and honors classes in the TOPS University Diploma Pathway as long as there are enough students for a course.

Students on the **TOPS University Diploma Pathway** must complete a minimum of **24** Carnegie units of credit, while students on the **Jump Start Diploma Pathway** must complete a minimum of **23** Carnegie units. In addition to the Carnegie units, student shall also be required to pass three End of Course (EOC) exams, one in each of the following content areas:

- Algebra I or Geometry
- English I or English II

- Biology or U.S. History

Civics will replace US History for the freshmen cohort of 2024-2025 and beyond. U.S. History will phase out with the freshmen cohort of 2023-2024.

For grading purposes, the EOC Test shall be counted as a percentage of the student's final grade for the course. The percentage shall be 15%. Quality points for the two semesters in the EOC course are totaled, averaged and multiplied by 85%. The EOC quality score is multiplied by 15%. The products are then added together and divided by 100 which results in the letter grade earned.

For grading purposes for Students with Disabilities, the EOC shall count as 5% of the final grade. Quality points for the two semesters in the EOC course are totaled, averaged and multiplied by 95%. The EOC quality score is multiplied by 5%. The products are then added together and divided by 100 which results in the letter grade earned.

Any student who missed the EOC Tests for grading purposes shall receive a grade based upon the district attendance policy for make-up work for excused and unexcused absences and suspensions. (See St. Martin Parish Discipline Handbook for percentage of make-up work allowed for absences and suspensions). Students who missed an EOC Test (for example Algebra I) as a requirement for graduation shall have the option of making up the exam on the next administration of the said exam (Algebra I) or waiting for the EOC exam administered in the next course (Geometry) for the content area.

5. Early Graduation

Any student meeting the requirements of any state diploma track will be eligible for graduation. If a student has earned the required Carnegie unit and meets the EOC requirements, they shall be afforded the opportunity to earn their diploma and graduate early if they so choose.

6. Attendance Requirements

Students must meet attendance requirements. Students with eight or more excused absences during the nine-week period may be given an incomplete (I) and allowed to make up work missed. A grade will be awarded by progress report time of the next grading period. In no case may an (I) remain on the report card for more than one grading period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal. **Beginning with the junior class of 2023-2024, only seniors scoring an 18 or above on the ACT or a Silver or above on the WorkKeys assessment, will be eligible for early dismissal or late arrival. Students and/or their parents may submit an appeal to the principal.**

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home-schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or 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.

Local Policies on Placement and Transfer Students
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A. Approved schools within the state (public/nonpublic)

Students transferring from approved schools outside of the parish, both within and out of state, or transferring from approved non-public schools, will be given an informal reading inventory and/or the iReady placement test, Edgenuity placement test in the core areas for diagnostic purposes; and the DIBELS 8th ed. assessment, STAR reading assessment, Independent Reading Level Assessment (IRLA), or the Success for All (SFA) assessment to determine reading placement. Parish approved assessments, such as *iReady* from Curriculum Associates will be administered as a diagnostic instrument to assist teachers in identifying student needs.

Students transferring from public schools within the parish will not be tested unless deemed necessary by the principal and/or teacher. A student transferring at the beginning of the year will be placed in the grade level following the one in which he was previously enrolled provided he presents proof of successful completion. A student transferring during the school year will be placed at the grade level at which he was last enrolled.

Students in grades **five** and **nine** transferring to the public-school system from any in-state nonpublic school (state approved or unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.

B. Approved out-of-state schools (public/nonpublic)

Students transferring from approved out-of-state public schools or approved nonpublic schools will be given an informal reading inventory and/or the iReady placement test, Edgenuity placement test in the core areas for diagnostic purposes; and the DIBELS 8th ed. assessment, STAR reading assessment, Independent Reading Level Assessment (IRLA), or the Success for All (SFA) assessment to determine reading placement. Parish approved assessments, such as *iReady* from Curriculum Associates, will be administered as a diagnostic instrument to assist teachers in identifying student needs.

C. Home Study and Unapproved schools (public/nonpublic)

Students transferring from non-approved schools, home study programs or foreign system will be administered an informal reading inventory and/or DIBELS 8th ed. assessment to determine reading placement and the iReady or Edgenuity placement tests in the areas of language arts and mathematics. Students should achieve the mastery level as specified for the grade level for which they are being tested or the average score achieved by parish students at that particular grade level. The decision for placement will be made by the SBLC and the school principal. Transfer students from home study or unapproved schools will be awarded **Carnegie credits** based on the successful completion of end of course exams and/or placement tests in Edgenuity. The appropriate central office personnel may be consulted when necessary.

Students in grades five (5) and nine (9) transferring to the public school system from any in-state nonpublic school (State approved and unapproved), any home schooling program, or Louisiana resident transferring from any out-of-state school shall be required to pass the English Language Arts **and** Mathematics portions of the placement test.

Home study program transfers will be administered district approved assessments and/or end-of-course tests through Edgenuity. These students may also be given an informal reading inventory and/or the iReady placement test, Edgenuity placement test in the core areas for diagnostic purposes; and the DIBELS 8th ed. assessment, STAR reading assessment, Independent Reading Level Assessment (IRLA), or the Success for All (SFA) assessment to determine reading placement.

Transfer students may take state mandated assessments at either the spring or summer administration prior to enrollment. **It is the responsibility of the parent to contact the District Test Coordinator to register for the test.**

The nonpublic school and parent (or home-schooling parent) are responsible for providing the District Test Coordinator, **at least ten (10) working days prior to the testing date**, any documentation required for requested standardized testing accommodations.

Students with disabilities who have a current 1508 evaluation and IEP will participate in state mandated testing. Promotion decisions for these students will adhere to those policies as outlined in the LEAP 2025 testing policy. The district will follow the procedures outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act for students with significant cognitive disabilities who transfer within the state of Louisiana.

D. Approved Placement Tests for Transfer Students

1. Approved schools within the state (public/nonpublic)

Grades 1-8 placement tests for students transferring from approved schools:

Reading, Language Arts and Mathematics

- a. Informal Reading Inventory
- b. Success for All Reading (SFA) Assessment
- c. Independent Reading Level (IRLA) Assessment
- d. iReady Diagnostic for ELA and Math

2. Approved out-of-state schools (public/nonpublic)

Grades 1-8 placement tests for students transferring from approved schools from out-of-state:

- a. Informal Reading Inventory
- b. Success for All (SFA) Reading Assessment
- c. Independent Reading Level (IRLA) Assessment
- d. iReady Diagnostic for ELA and Mathematics

3. Home Study and Unapproved schools (public/nonpublic)

Grades 1-8 placement tests for students transferring to the public school system from home study or any in-state or out-of-state unapproved public or nonpublic school:

- a. Informal Reading Inventory
- b. Success for All (SFA) Reading Assessment
- c. Independent Reading Level (IRLA) Assessment
- d. iReady Diagnostic for ELA and Mathematics
- e. St. Martin Parish End-of-Course Assessments through Edgenuity

5. Transfer of high school Carnegie credits from Home Study programs and Unapproved schools (public/nonpublic)

- a. [St. Martin Parish End-of-Course Assessments through Edgenuity](#)

VII. 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 support 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.

Local Remediation Guidelines

Students in grades 4 and 8 who do not meet the current district promotional standards shall be provided remediation at the next grade level. Each school shall provide such remediation on grade level using a Tier 1 curriculum until October 1st. Documentation shall be kept in the student’s IAIP folder.

VIII. 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.

IX. 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:CXV.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.

Local Policies for Promotion Consideration for 3rd and 4th Grade Students

- Third grade students who fail to score Basic or higher on the ELA portion of the most recent LEAP assessment and scored a composite of 441 or below on the spring Dibels 8th assessment must attend summer learning to be considered for promotion.
- Fourth grade students who fail to score Basic or higher on the ELA portion of the most recent LEAP assessment and scored a composite of 441 or below on the spring Dibels 8th assessment must attend summer learning to be considered for promotion.
- During summer learning, each 3rd grade student must have an **Individual Literacy Plan** and each 4th grade student must have an **Individualized Academic**

Intervention Plan. To be promoted, students must attend 27 of 30 days and promote to the next grade level with an updated literacy plan to be implemented during the following school year.

- Third and fourth grade students who do not score Basic or higher on the ELA portion of the most recent LEAP assessment and do not attend summer learning, may be retained. In making promotion and retention decisions for students who have not met the promotion criteria and have not attended summer learning, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for the child. In the event a decision is made to promote a student who does not meet all promotion criteria listed, a form so indicating must be completed, approved and signed by the Supervisor of Elementary and Secondary Education and Director of Curriculum and Instruction, and placed in the student's cumulative folder.
- All committee members **must** sign the form as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedures. Parents must be invited to attend the SBLC meeting and should sign the meeting form indicating they were in attendance. Students who have not met the promotion criteria but are moved on to the next grade based on evidence of possible success, must have an updated **Individual Literacy Plan or Individualized Academic Intervention Plan** to be implemented during the next school year.
- In considering 3rd and 4th grade students for promotion, the SBLC committee should consider at a minimum students' LEAP scores, RTI data, Dibels 8th, iReady data, STAR data, and academic grades.

X. 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.

Local Policies on Promotion and Placement of Students with Populations Disabilities, English Learners, or Other Student Populations

A. Promotion/Progression of Students with Disabilities:

Promotion and retention decisions for Students with Disabilities shall go through the IEP Team and then the SBLC, pursuant to Bulletin 1530, Chapter 4, § 401 and 403.

Students who participate in alternate assessment or those who receive 50% or more of their instructional minutes outside of the regular education classroom may progress from one grade level to the next if they meet the following assurances:

- the student has met attendance requirements according to *Bulletin 741*;
- the student has completed 70% of his annual goals;
- Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher;
- the approval of the SBLC.

B. Qualifying Criteria for the April Dunn Act (formerly Act 833)

Students with Disabilities may work toward a regular diploma. Those SWD who have met the required marks for promotion and/or graduation purposes will not be provided an option that is necessary for them to be promoted to the next grade or graduate. Students with disabilities shall meet either the standard of requirements or those established by his or her IEP team to be awarded a diploma.

A student's IEP team may determine an alternative pathway for students with disabilities regarding promotion requirements when:

- In years prior to 9th grade, a student did not pass the state standardized test the previous school year or did not meet the state and local requirements for advancement (promotion) to the next grade.

A student's IEP team may determine an alternative pathway for students with disabilities regarding graduation requirements when:

- A student did not pass or has not met the state required benchmarks on required state assessments for any two of the three most recent schoolyears prior to high school, or for a student in high school, did not meet the state required benchmarks on two of the most recent administrations of any state assessments required for graduation.

C. Alternate Placement Programs for Students with Disabilities:

- No student will be removed from the regular program and placed in an alternative program without a multi-disciplinary evaluation and an IEP conference. Written informed consent by the student's parents and/or guardian will be obtained on the IEP.
- All students with disabilities will have access to the general education curriculum.

- Eligibility for Certificate of Achievement is as follows:

Certificate of Achievement: refers to an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these Regulations unless the student has reached the age of twenty- two.

- (a) The student has a disability under the criteria in the *Pupil Appraisal Manual*.
- (b) The student has participated in alternate assessment.
- (c) The student has completed at least twelve years of school or has reached the age of twenty-two (not to include students younger than sixteen).

- (d) The student has met attendance requirements according to the *School Administrator's Handbook, Bulletin 741*.
- (e) The student has addressed the general education curriculum as reflected on the students' IEP.
- (f) Transition planning for the student has been completed and documented.

Certificate of Achievement - Provisional Eligibility Criteria: refers to an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below.

Eligible students are those:

- (1) Who have disabilities under the criteria in the *Pupil Appraisal Manual*
- (2) Who were in an Alternative to Regular Placement (ARP) program during the 1997-98 school year as documented in the IEP;
- (3) Who were enrolled in grades 6, 7, 8, 9, 10, 11, or 12 during the 1998-99 school year; and
- (4) The IEP team determined that the student would not be eligible to participate in the alternate assessment.

Due process procedures for students with disabilities must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEIA) Part B, LEA application.

Students who participate in LEAP Alternate Assessment will receive a report card each nine-week period to be accompanied by a progress report. Preschool students will receive a progress report only.

Evaluation system, K-8: Students will receive marks as follows unless otherwise stated in the IEP:

S = Satisfactory
U = Unsatisfactory

N = Needs Improvement

Evaluation system, 9-12: Students will receive marks as follows unless otherwise stated in the IEP:

A = Satisfactory
B = Improving

C = Needs Improvement
D = Unsatisfactory

Letter grades shall be used on report cards only; progress reports shall indicate *IP – Insufficient Progress, SP – Sufficient Progress, A – Achieved, and G – Generalized*.

Evaluation System, K-8: Students will receive marks as follows unless otherwise stated in the IEP:

S = Satisfactory

N = Needs Improvement
U = Unsatisfactory

Evaluation System, 9-12: Students will receive marks as follows unless otherwise stated in the IEP:

A = Satisfactory
B = Improving
C = Needs Improvement
D = Unsatisfactory

D. Gifted Education Students

Students remain in their current placement until a 1508 gifted evaluation is completed. St. Martin Parish policy does not allow early entrance of students not yet identified.

E. English Learners (EL)

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.

1. Identification of English Learner (EL) Students

Identification of English Learner Students (ELs) (K-12)

- All students entering the school system for the first time will complete the Home Language Survey (Located on the School Registration form)
- A student may be considered an English Learner student if:

- The student has scored below the fluency level on an oral English Language Proficiency Screener (ELPS)
- The Home Language Survey Questions indicate that:
 - His/her first learned language is other than English; or
 - He/she comes from a home where the language usually spoken is other than English; or
 - He/she usually speaks a language other than English
- All students entering the school system for the first time will complete the Home Language Survey.
- Any student who completed Home Language Survey and indicates a language other than English on any one of the questions will be reviewed for possible assessment on the English Language Proficiency Screener (ELPS).
- Survey forms will be returned to the school for placement in Cumulative Folders.

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 ELP Accommodations Checklist.

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

An EL student entering the school system with no records shall be placed age appropriate to his/her chronological age as indicated on birth certificate or other available documents and placed in the appropriate high school program of studies based upon a consultation with the student, parent, EL tutor, District EL coordinator, counselor, and translator (if needed).

For SECONDARY non-English students with records the following will apply:

- Evaluation of student's transcript by a qualified counselor with the assistance of translator, when needed.
- Student placement in the appropriate grade level is based on earned credit;
- Students fifteen years or older are placed in the appropriate high school program of studies based upon a consultation with the student, parent, EL tutor, District EL coordinator, counselor, and translator (if needed).

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 no later than 30 days after the start of the school year.

For a child who has not been identified for participation in such a program prior to the beginning of the school year, parental notification shall be made within 2 weeks of the child receiving accommodations or being placed in such a program.

Parents have the right to decline services (to enroll their child in an instructional program) or to choose another program of instruction, if available. 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 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.

2. Procedures for Monitoring EL Students for Two Years

This process should be followed for any student identified as EL and should also be followed for students that have exited the program for 2 years.

Supplemental EL Instruction

ESL Course (High School)

- Students are provided supplemental support through the use of Imagine Learning Language and Literacy and/or Rosetta Stone Foundations Language & Literacy in order to help ELs acquire proficiency in English while achieving in content areas.
- 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.

EL(Direct) Pull-Out (K-8th by EL Professional or Paraprofessional)

- Students receive instructional language support by an EL professional teacher or paraprofessional to assist ELs in acquiring English proficiency.
- Instruction is aligned to the Louisiana Connectors to address the domains of Listening, Reading, Writing, and Speaking and Louisiana ELA Common Core State Standards.

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. 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 EL modifications have been provided, and a parent conference was held

with the appropriate staff such as, EL teacher/tutor, EL District Coordinator, SBLC Chair, and Regular Education Teacher, a failing grade during the marking period may be assigned regardless of the language barrier. 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 English Learner Accommodation Plan 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 P.E. and 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 EL Teacher/tutor shall provide input to the SBLC Committee.
- Any evaluation of an EL student shall include language-free measures and/or conducted in the student's native language to ensure any disability is not a result of a language barrier.

Retention for EL Students

- Students cannot be retained if their deficiencies are the result of limited English proficiency.

- No EL student shall be retained based solely on the lack of English proficiency.

Exiting EL Status

Grades K-12:

Kindergarten: A Kindergarten student will be considered proficient if they score Level 3 or better in all four domains. The student would no longer be identified as an EL and would not require EL support services.

Grades 1-12: To be considered English Proficient and exit English Learner (EL) status, an EL student must score proficient (4s and/or 5s) on the English Learner Proficiency Test (ELPT).

Students with Disabilities

- Students with disabilities who are unable to meet the above exit criteria in EL status because of their disability, as decided only by consensus of the members of the School Building Level Committee (SBLC), may be exited from EL status but must have Language goals included in the student's IEP.

EL Exit Criteria Met

- Once an EL student meets exit criteria, the student must be exited through SBLC and documentation must be submitted to the District EL coordinator. The student's progress shall be monitored for a period of two years. Report card grades, State Assessments and LEAP 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.

F. Multisensory Structured Language Programs

Any student who receives instruction in a multi-sensory structured program should receive grades derived from that program in combination with the basal program for promotion. Training will be provided for schools in an approved multi-sensory program including Read 180, Project Read or Language!.

G. Extenuating Circumstances

In cases of extenuating circumstances, students in grades K-8 not meeting all promotional criteria may be placed at the next grade level on the recommendation of a School Building Level Committee and the principal. Extenuating circumstances include, but are not limited to, two or more retentions and age considerations (2 years older than normal age for that grade level). Exceptions for students in grades 4 and 8 must adhere to the LEAP requirements.

H. Summer School

Students not meeting the promotion criteria during the regular school year are eligible to attend a state approved summer school for promotional purposes. The students must meet the same promotion criteria established for students during the regular school year. In grades 1-8, the final decision as to promotion shall be made by the SBLC and the principal prior to the beginning of the next school year. For Students with Disabilities, the final decision for promotion shall be made in by the child's IEP Committee and the principal prior to the beginning of the next school year. Students who failed to achieve the *Basic/Approaching Basic* Combination at Grade 4 and Grade 8 on the LEAP shall be offered remediation in the specific area(s) needed as well as retesting opportunities at the conclusion of the course. Remediation shall be conducted through bridge hours at the beginning of the school year.

In grades 9-12, students may earn one Carnegie unit of credit for whole credit courses. Students may earn ½ credit for approved ½ credit courses. Students will receive credit only once for any course work repeated and passed. The permanent grade for record purposes shall be the highest passing grade earned. A student will be reclassified to the next grade level upon successful completion of summer school if this credit allows the student to meet regular promotion requirements. All students with disabilities should receive services along with regular education students in summer programs, with special supports provided as needed.

I. St. Martin Parish Virtual School

St. Martin Parish School Board adopted guidelines for implementation of the St. Martin Parish Virtual Program during the 2011-2012 school year (See St. Martin Parish Virtual Program Handbook at www.saintmartinschools.org. Students in grades **3-12** earning credit for courses through the St. Martin Parish Virtual Program shall use a computer-based format through **Imagine Edgenuity** for instruction and assessment. The program will require certified teachers of record in the appropriate content areas and will be facilitated by a lab proctor to assist students through the program and monitor their progress. The computer-based program, Edgenuity, will use weighting of grades for tests, quizzes and activities. However, the weighting designed in this program is based on scientific research which supports the fidelity of the program.

XI. Alternative education placements

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

Local Policies on Alternative Education Placements

A. Pre-GED/HiSet Program

The Pre-GED/HiSet Program will be available to students. A student who pursues this option will, if successful, receive a Louisiana Equivalency Diploma and/or a Skills Certificate and not a standard Louisiana High School Diploma. Individual students may be considered on a case-by-case basis to re-enter the regular program or general curriculum. Students may enter the Pre-GED/HiSet program through an approved waiver from the LDOE.

The purpose of this program for high school students is to provide a successful path for those over a Pre-GED/HiSet students who cannot earn a regular high school diploma within the standard four-year period typically allotted students to graduate from high school. It will also provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or pursue completion or partial completion of certification in one or several work-based skills areas begun while still in the district school system. Students must have parental consent in order to participate in Pre-GED/HiSet.

Students who are 16 years of age or older, or shall turn 16 years of age during the year they enroll into the program, obtain parental consent, **and** meet one of the following criteria as approved through a state waiver:

- Failed 8th grade LEAP English language arts or mathematics for one or more years **or**;
- Failed English language arts, math, science, or social studies portion of EOC **or**;
- Have earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 (is two or more years behind his peers) **or**;
- Exhibits limited English proficiency

Legislation allows any 15-year old that will turn 16 during the course of the said school year who also meets the other criteria for entry is eligible for the program. In an effort to reduce the number of entry dates, a list of junior high students who will meet the criteria for the upcoming year should be produced and evaluated by junior high school counselors and principals prior to the beginning of the school year. Students should then be counseled and allowed to enter the program on a voluntary basis. A grace period of two weeks at the beginning of the school year (or second semester) could

be implemented for schedules to be finalized after which a final deadline for entry should be determined. Should the student choose not to enter at the beginning of the school year, they should remain on a diploma track until the beginning of the 2nd semester or the next school year. Only transfer students should be allowed to enter during a grading period.

Program components include the following:

- Academic Component - Individualized prescriptive study plan utilizing computer assisted instruction;
- Skills Component – 2 Carnegie units per year. Skills obtained through elective courses with outline of skill requirements for skills certificate, articulated credit, dual enrollment, industry-based certification, work-based learning with identified skills, PAES Program, AZTEC Program and Project Discovery Program; and
- Counseling Component – Students will receive individualized and group counseling on requirements, guidelines, progression in the program and career counseling. Counselors will keep a log of counseling sessions.

Program entrance includes the following:

- Adherence to state and local guidelines and entrance dates as stated in the district PPP;
- Student referred to the SBLC
- SBLC will meet to determine eligibility of student (Documentation should be kept on file). The committee will examine student attendance and behavior records. Students with poor attendance and behavior problems may enter the program on a month-by-month probationary status. Students would be placed on a probationary contract. The SBLC will review the student's progress on a monthly basis. Failure to maintain guidelines of the probationary contract could result in a change of placement back to the previous grade on the regular diploma track
- Counselor meets with student and parents to explain the program structure and requirements

Special Populations

- Special education students can only be placed in the program through an IEP committee decision. Members of the student's IEP Committee and SBLC team should participate in the IEP review and determine placement. Additionally, a member of the Pre-GED/HiSet program should be present at the IEP meeting for consulting purposes.
- Special education students not meeting the program progression or attendance requirements can be removed for a change of placement by

the SBLC committee. The IEP Team must participate in the review and decision process.

- Special education students participating in alternate assessment before entrance into the program will continue to complete alternate assessment for every year of their enrollment.
- Special education students enrolled in the program must have an area of concentration specified on their IEP. The individualized prescriptive study plan must reflect the area of concentration specified on the IEP.

Program Completion/Exit Policy

- All program completers will participate in a formal graduation ceremony
- Students can receive Carnegie credits for electives if they complete the same criteria as other students in the class
- Students graded easier should earn a skills certificate, not a Carnegie unit

To complete the program, students must complete one of the three criteria listed below:

1. Pass the HiSET
2. Complete an Industry-Based Certification or
3. Obtain a locally-designed skills certificate

B. Juvenile Continuing Education Program (JCEP)

Juvenile Continuing Education Program (JCEP) is designed as an alternative to the regular education program for students ages 5 to 11. Students who have been recommended for expulsion become immediately eligible for JCEP after going through due process. Students may be referred by the school principal after the best efforts of the school, school building level committee, and support staff does not bring about improvement in a student's behavioral problem. Documentation of interventions must be evident.

It is a short-term cognitive-behavioral program for those students with behavior problems who are unable to benefit from an instructional social skills program on their regular school campus. The students remain in the program for a minimum of 6 weeks or until successful completion of the program. Students who have been recommended for expulsion become immediately eligible for JCEP after going through due process. Students may be referred by the school principal after the best efforts of the school, school building level committee, and support staff does not bring about improvement in a student's behavioral problem. The JCEP Committee meets weekly to discuss referrals, progress of current students and projected exists. Once the criteria for exit are completed, the JCEP Committee will discuss the possible exit of the student, based on the progress noted. Exit criteria are based strictly on behavioral needs and progress regarding referral concerns. Academics are addressed in small groups, with an instructor, on academic lessons planned by the JCEP teacher.

The teachers at JCEP may utilize varied materials when it appears that a student is not working on grade level, as part of the remediation process. Promotion and retention follow normal parish procedures through the home school building level committee.

The Juvenile Continuing Education Program (JCEP) is also designed as an alternative to the regular educational program for students ages 12 through 17 years old. The primary goal is to provide students who have been expelled from the regular school the opportunity to continue their education in an alternative setting. The program excludes students who have been expelled for possession of firearms, distribution of drugs, or assault of school personnel. Special education students may be placed in JCEP as a result of an IEP meeting (students returning from treatment facilities, recommendations from other agencies/programs, FINS, courts, and Interagency Service Coordination).

The final decision for placement of a student into the Juvenile Continuing Education Program lies with the Superintendent of St. Martin Parish Schools.

Academic instruction is primarily individualized with academic lessons planned by the JCEP teacher in alignment with the lessons and activities of the home school teacher. It also provides behavioral instruction designed to correct the behaviors which resulted in the child's expulsion. For students in Grades 5-8, successful completion of program standards and student work will determine the students' grades and promotion. In grades 9-12, grades will be issued as per school board policy. Students may return to the regular education program at the end of the expulsion term, contingent upon successful completion of JCEP.

Students in the JCEP Virtual program must work a minimum of 5 hours in Edgenuity each day or they will be marked absent in the attendance program (JCampus).

C. Deviation from State Guidelines for JCEP

As per the guidelines for program of operation, the following state standards deviations have been approved by the State Department of Education:

- Because students will be referred from several grade levels, more than two grade levels/subject areas may be represented in the class at any one time.
- Since the program will serve out of school (expelled) students, curricular and time requirements will be adapted to the unique needs of the students.
- Selection of teachers will be based on their ability to work with students with behavior and academic problems rather than areas of certification.

D. Recommendation or Placement in Adult Education Programs

Students who are 16 or 17 years of age may be recommended through counseling by the school's principal, guidance counselors, teachers and the Supervisor of Child Welfare and Attendance for participation in the Adult Education Program. Students referred by the local school system enter the program on a voluntary basis.

Students may also be adjudicated to the Adult Education Program through the court system. Once a student is referred to the St. Martin Parish Adult Education Program, placement of the student becomes the sole responsibility of the Adult Education Program.

E. Curriculum for Alternative Programs

Students in alternative programs will use the same curriculum as all other students in the general curriculum. Students may access the curriculum through various media. Students in the Pre-GED Pathway will use the HiSET curriculum designed for students working towards a GED or moving into an Adult Education program.

XII. 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.

Local Policies on Due Process Related to Student Placement and Promotion

Parents/guardians, teachers or students questioning grade placement are entitled to due process according to the procedures enumerated below.

LEVEL ONE: INFORMAL HEARING

Any complainant who has a grievance about placement shall discuss it with the principal or teacher(s)

LEVEL TWO: FORMAL GRIEVANCE

If as a result of the informal discussion, the matter is not resolved, the complainant can initiate a grievance in writing to the principal within five (5) working days, giving the full details of his complaint. The principal shall communicate his decision to the grievant in writing within three working days of the receipt of the written grievance.

LEVEL THREE: THE APPEAL COMMITTEE

If the grievance remains unresolved, the grievant, no later than five working days after receipt of the decision may request a hearing by the Placement Committee. The committee will be appointed by the Superintendent and will consist of the Director of Curriculum, the level supervisor, a level principal, and a level teacher.

LEVEL FOUR: ADMINISTRATIVE REVIEW

If the grievant disagrees with the decision of the Placement Committee, he/she may appeal to the Superintendent through a written request. The Superintendent shall review the case and render a decision in writing to the grievant within five working days.

- Students with disabilities

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. In the case of students with disabilities, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

- Section 504 students

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. Please refer to the St. Martin Parish 504 Handbook for specific details.

XII. 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.

1. Monitoring Promotion and Placement Decisions

The superintendent or his designee shall meet with all principals, explain all policies, and ensure their uniform administration. The principal shall be responsible for monitoring promotion and placement decisions in the individual school. The central office staff shall monitor parish-wide to ensure uniformity of

promotion and placement procedures by periodically reviewing promotion and placement decisions.

A student, parent/guardian, teacher, superintendent, or school board may request through the principal a review of a student's placement. A parent/guardian review of personal records will be limited to his child's only. If no consensus is reached, an appeal may be made according to the due process procedures listed in Section III – Local Policies.

2. Record Keeping on Placement

A cumulative file shall be opened on each child upon entry into a school and maintained through the termination of his schooling. The following records shall be kept in this file:

1. Final course grades and annual attendance records
2. A test record card with the following scores:
 - a. Louisiana Educational Assessment Program (LEAP 2025)
 - b. Local criterion referenced tests/assessment results
 - c. Kindergarten screening
3. Information or reasons for student placement
4. Information on the outcome of student participation in remedial and alternative programs
5. A copy of the letter informing parents of either placement of a student in or of the student from either a compensatory or remedial program
6. A copy of parent's written consent for either the student to be placed in or from an alternative to a regular placement.
7. A copy of parent's refusal to allow student to participate in a LEAP 2025 remedial program or LEAP remedial program
8. A statement/form indicating a School Building Level Committee decision for placement. A copy of the form informing parents of the decision for retention and of the system's due process procedures relating to placement decisions

Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973.

Special education documents as specified in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application, shall be maintained in a separate confidential file in accordance with State Department regulations.

All records on students may be maintained for a six year period. After six years, all records with the exception of academic records (cumulative card) may be purged from the child's folder. Pertinent records regarding SBLC, IEP, IAP, and IHP documentation should remain on file for a period of 5 years beyond the student's exit.

XIV. LEA assurances and submission information

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

Superintendent

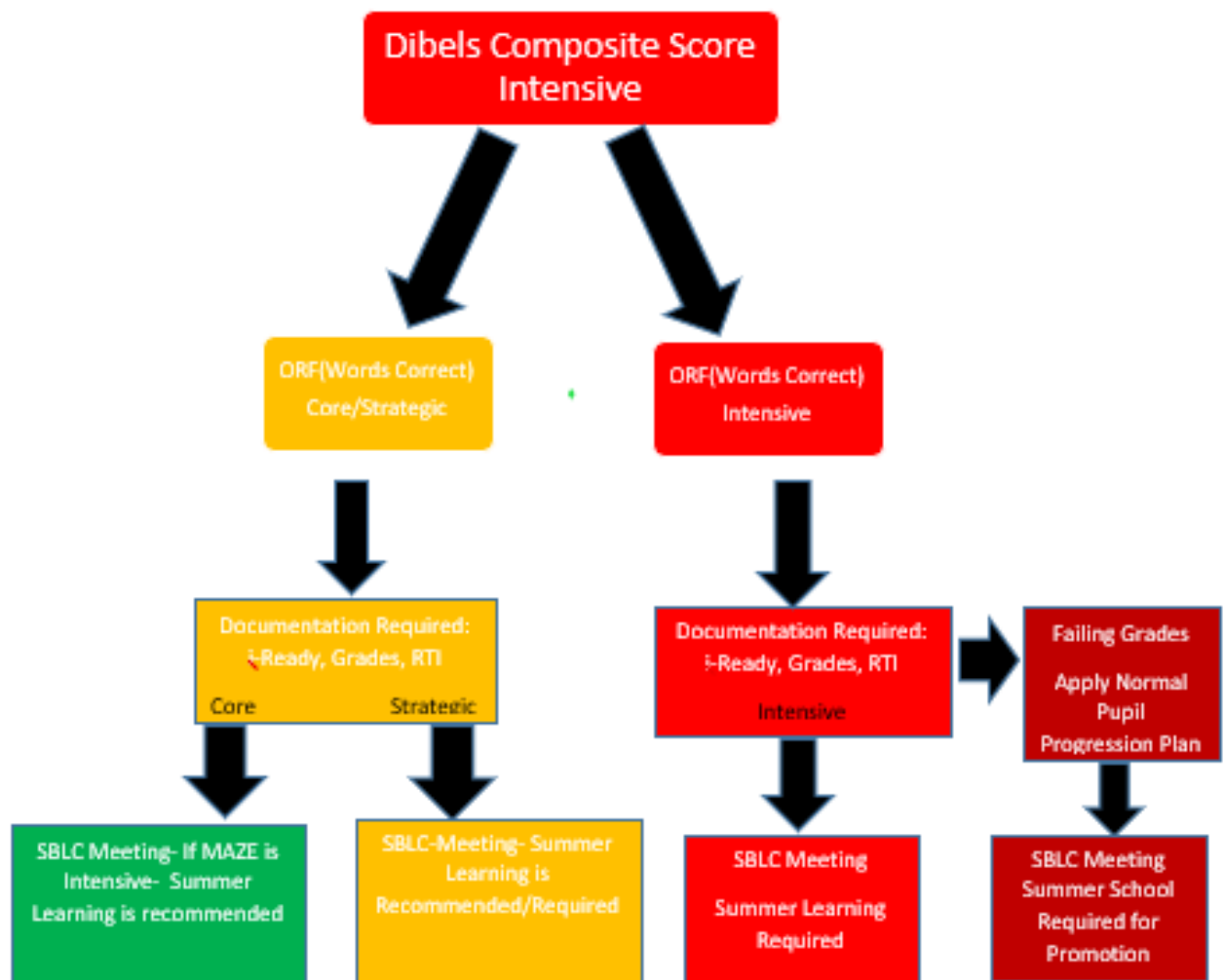
Board President

APPENDICES

Appendix A

Literacy Flow Chart for Summer Learning

Summer Learning Flow Chart Grades 3rd and 4th



Priority 1- Intensive Composite Score and ORF Score

Priority 2- Intensive Composite Score and Strategic ORF Score

Priority 3- Intensive Composite Score and Core ORF Score

APPENDIX B

Individual Literacy Plan Template



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		
Composite Score					

Intervention/Support Action Plan

Include any actions that are in place to address the student's area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

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.

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.

Updated April 2022



APPENDIX C

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:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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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:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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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:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

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

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:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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Complete the template with Social, Emotional, and Behavioral screener results and a plan of interventions and/or services.

Student name and grade:	
Date Screener Administered:	___/___/___ (XX/XX/XXXX)
Social, Emotional, and Behavioral Screener Used:	_____
Screener Score/Result:	_____
Recommended Type of Intervention(s) (Use the Student Engagement and Success Vendor Guide and select all intervention types that apply):	<input type="checkbox"/> Social and Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Other _____
Recommended Tier of Support:	<input type="checkbox"/> Tier 2 _____ (Name of Intervention) <input type="checkbox"/> Tier 3 _____ (Name of Intervention)
Referral to an external service provider:	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate provider: _____
Start date of intervention:	_____
Update on intervention outcomes: (Should be used for progress monitoring and updated after intervention is implemented)	_____

***Attach additional pages as necessary.**

Well-Being Leadership Team Signature:	Date:
Principal Signature:	Date:

APPENDIX D

Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form

Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form

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

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

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

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

School System Promotion Policy per Pupil Progression Plan: *(LEAs insert here)*

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

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

- ☐ **High-quality curriculum**
- ☐ **Highly-effective teacher**
- ☐ **Additional in-school support**
- ☐ **Summer program**

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

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:
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School Administrator Signature:	Date:
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APPENDIX E

St. Martin Parish School System: Transitional 9th Grade Promotion Form A Guide to Implementing Transitional 9th Grade

St. Martin Parish School System: Transitional 9th Grade Promotion Form

Student Name _____ DOB _____ School _____

Spring 2024 LEAP 2025 Results: ELA _____ Math _____ Science _____ Social Studies _____

Student Placement for 2022-2023 School Year:

_____ 9th Grade _____ 9th Grade w/Remediation _____ Transitional 9th Grade (9T) w/Remediation

Exceptions to Promotion Policy for 8th Grade Students

_____ A. Mastery/Advanced Waiver: The school may waive the state policy for students scoring at the Unsatisfactory level in ELA or math, if the student scores at the Mastery or Advanced level in the other, provided that the student participates in remediation during their 9th grade year.

_____ B. Unsatisfactory/Basic Waiver: The school may waive the state policy for students scoring at the Unsatisfactory level in ELA or math, if the student scores at the Basic level in the other, provided that the following criteria are met: Score of Approaching Basic on social studies and science, 2.5 GPA, 92% attendance for previous school year (no more than 15 days), and provided that the student participates in remediation during their 9th grade year.

_____ C. Approaching Basic/Approaching Basic Waiver: The school, with the approval of the superintendent, may waive the state policy for students scoring at the Approaching Basic level in both ELA and math provided that the student participates in remediation during their 9th grade year.

_____ D. LEP Waiver: The school may waive the state's grade promotion policy for limited English proficient students.

_____ E. Extenuating Circumstances Waiver: The school, with the approval of the superintendent, may grant a waiver for students who are unable to participate in LEAP testing due to extenuating circumstances (physical illness, chronic physical condition, court-ordered custody issues) as verified through appropriate documentation.

_____ F. State-Granted Waiver: The superintendent, parent, or the Department of Education may initiate a request for a state-granted waiver from the State Superintendent of Education on behalf of students who are not eligible for promotion due to error or unique situations not previously covered. Any student who does not meet waiver criteria will be placed in the transitional 9th grade. These students will participate in remediation at the high school level.

SBLC Chairperson

Date

Parent Signature

Date

Principal (or Designee)

Date

TO BE COMPLETED BY CENTRAL OFFICE PERSONNEL:

APPROVED _____ DENIED _____ Reason: _____

Superintendent (or Designee)

Date

A Guide to Implementing Transitional Ninth Grade Program (T9)

STEPS	NOTES									
Step 1: Review appropriate data points used in determining non-proficient 8 th grade students (based on district Pupil Progression Plan).	Standardized Test Scores					√	Other data points			√
	7 th grade iLEAP						Benchmark assessments			
	8 th grade EXPLORE						Grades			
	8 th grade LEAP (science & social studies						Attendance			
	Reading Assessment (Lexile level, etc.)						Discipline			
Step 2: Analyze data used in determining potential non-proficient students. Use tracker document provided by feeder school/s.	Comments:									
Step 3: Determine stakeholders involved in deciding final student placement, including sending and receiving school staff.	Stakeholders:									
Step 4: Identify number of students in each category	T9 Status			Promoted to 9 th grade			Other Options			
Step 5: Determine students who will need remediation courses (support) in ELA and math in order to make appropriate scheduling decisions	ELA remediation			Math remediation			Both ELA/Math remediation			
	Regular	1508	504	Regular	1508	504	Regular	1508	504	
Step 6: Determine the	T9 ELA Remediation			T9 Math Remediation			T9 Both Remediation			

progression of <u>core</u>, remediation, and suitable elective courses, (those in multiple JumpStart Pathways) Note: T9 students are not required to take or complete a remediation course before enrolling in a required core class.	ELA Remediation:	English:	ELA Remediation:
	English:	Math Remediation:	English:
	Math:	Math:	Math Remediation:
	Science:	Science:	Math:
	Social Studies:	Social Studies:	Science:
	Elective:	Elective:	Social Studies:
	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:
2nd year of High School	Course offering:		
Progress Monitoring Plan	Description/Person Responsible:		
Intervention Plan	Description/Person Responsible:		
Career Counseling	Description/Person Responsible:		

