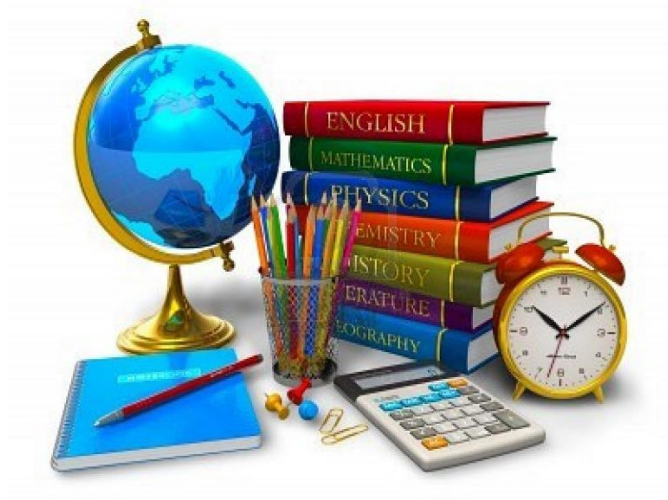


EAST CARROLL PARISH SCHOOL DISTRICT

2020-2021

**PUPIL
PROGRESSION
PLAN**



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

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

Questions about this document should be directed to ppp@la.gov.

Table of Contents

Placement of students in Kindergarten and Grade 1	4
Placement of transfer students	5
Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7	6
Promotion of students in grade 4	7
Promotion and support of students in Grade 8	9
High School Considerations	12
Support for students	15
Promotion and placement of certain student populations	17
Alternative education placements	19
Due process related to student placement and promotion	20
Additional LEA policies related to student placement, promotion, etc.	21
LEA assurances and submission information	22

DRAFT

Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

The East Carroll School System shall require every student entering kindergarten, and any first grade student who did not attend a full day public or private kindergarten for a full academic year or transferred from out of state, to be given the DRDP-K and STEEP which will be used to evaluate kindergarten readiness of individual students where a child may need additional instructional supports. First grade students will be administered STEEP. The results will be used in student placement and for planning of instruction. It will also determine the recommendation for placement in first grade or transitional first grade.

Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

The East Carroll Parish school officials receiving a student from an approved home study program of foreign school will determine the placement and / or Carnegie credits for the student through screening, evaluations, and / or proficiency examinations.

Courses and grades transferred from another school are accepted at "face value" and abide by the grading scale set by the sending school (Bulletin 741 Sec. 707).

Requirements for transfer students entering grade 4 or grade 8 or students seeking to enroll in grade 5 or grade 9 who have never been in membership (Student membership is determined when an enrolled student is identified by the following minimum identification elements: state identification number, full legal name, date of birth, gender, race, district and school code entry date, and grade placement) in a Louisiana public school(s), students who were in membership in a Louisiana public school(s) and still reside in Louisiana but attend an out-of-state school, or students who transferred from Louisiana nonpublic schools or from an approved home schooling program are as follows:

- A grade 4 or grade 8 student who transfers to a Louisiana public school before the spring administration of the state mandated Louisiana's Educational Assessment Program must take and pass the spring administration of the state mandated standardized assessment in English Language Arts and Mathematics.
- A grade 4 or grade 8 student who transfers to a Louisiana public school after the spring administration of Louisiana's Educational Assessment Program (LEAP) but before the end of the school year must take and pass the summer administration of the locally designed benchmark assessment to be eligible for promotion to grade 5 or grade 9.

- **A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after the summer administration of the locally designed benchmark assessment and before school starts must take and pass the district created benchmark assessment in English Language Arts and Mathematics.**
- **A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after school starts and before September 4 must take and pass the English Language Arts and Mathematics portions of the locally designed benchmark exam. Attendance requirements and/or expulsion may also be considered criteria for retention.**

Grades 9-12 Unapproved: Schools East Carroll Parish Public Schools will not accept credit from any unapproved non-public school in or out of state. Credit will only be awarded to students who score at 75% or higher on locally developed proficiency exams, based on current curriculum guides and Louisiana State Standards in the Core Curriculum areas.

Approved Home Study Programs:

A student entering an East Carroll Parish public school at the secondary level (grades 9-12) from an approved Home Study program will not be granted units of credit unless the student requests and is administered a locally developed proficiency exam for each course to be evaluated. Credit will only be awarded to students who score at 75% or higher on locally developed proficiency exams in the Core Curriculum areas, based on current curriculum guides and Louisiana State Standards.

East Carroll Parish Schools may require all or some of the following from students applying for admission from home schooling in order to determine proper grade placement:

Copies of the student's work
Copies of standardized tests
Attendance verification

List of books and materials used

Complete outlines of each subject taught during the home schooling period
Statements by third parties who have observed the student's progress -

Any other evidence of the quality of the home schooling program

Placement policies for transfer students entering transitional 9th grade:

Students in grade eight failing to meet promotional standards and seeking enrollment in an East Carroll Parish Public School from any nonpublic school, home schooling program, or out of state transfers will be considered for placement in Transitional 9th grade if enrolling prior to 10/1. Placement decisions will be made based on district created benchmark exam, information from transfer school, and other evidence of grade level proficiency.

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

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

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

- Students in Kindergarten who are promoted to first grade must demonstrate proficiency in English Language Arts, Reading and Mathematics based on Louisiana Standards and documented on the report card.
- Students in grades 1, 2, 3, 5 who are to be promoted from a lower to a higher grade must earn passing grades in English Language Arts, Reading, and Mathematics based on Louisiana Standards and documented on the report card.
- Students in grades 6, 7 who are to be promoted to the next grade level must earn passing grades in English Language Arts, Mathematics, and either Social Studies or Science.

The Pupil Progression Plan states that a student should not fail more than once before 5th grade; therefore, the East Carroll Parish promotion policy must support the retention procedures.

Additional Considerations for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or SBLC committee. A request for review of a school-based decision should be submitted in writing to and approved by the school's Principal or designee.

Students in grades 1 through 5 will receive letter grades A, B, C, D, or F in major subjects (ELA, Reading, Mathematics, Science, and Social Studies). Minor subjects (Arts/Crafts, Music, Handwriting, and Physical Education/Health) will receive S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory.

Promotion of students in grade 4

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

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

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

- If LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources to review the preponderance of evidence of student learning from that school year to make that decision.
- Further, if LEAP scores are not available, the school shall work with the parent to consider all available evidence of student learning to determine if an individual academic improvement plan is needed.

East Carroll Parish Schools Individual Academic Improvement Plan:

- An individual academic improvement plan will be written for all students in grade 4 who scored below the "basic" achievement level in at least two (2) core academic subjects on the LEAP 2025 assessment

The following types of instructional support may be included in the plan: additional instructional time during or outside of the school day o completion of summer remediation to be placed in grade 5 o grade-level instruction that is aligned to Louisiana State Standards, which may include limited below-grade level content and support needed to address the student's identified weaknesses o placement in a classroom with a highly effective or effective proficient teacher

Promotion and support of students in Grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other 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 in the spring may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the "Unsatisfactory" level in English language arts or mathematics, if the student scores at the "Basic" level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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

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

chronic physical condition exists to the extent that the student is unable to participate in remediation.

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

Transitional 9th Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

Promotion of first time 8th grade students. 1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal. 2. In a six (6) period schedule, students must pass MORE than four (4) units of course work. In a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion. ELA Block (2 units) or Reading (1 unit), Language & Spelling (1 unit Music/Art (½ unit) Foreign Language (½ unit) Health/Physical Education (½ unit) 3. If the student meets the attendance requirement and earns more than four (4) units of course work in a six (6) period schedule or five (5) units in a seven (7) period schedule, he/she is eligible for promotion.

4. A student who has been retained for academic purposes in Grades K-3 will not be retained more than 1 additional time in Grades 4-6 and retained once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3). 5. A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level. 6. After completion of summer remediation and retest, students who do not meet the established promotional criteria can be eligible to become a Transitional 9th grade student on a high school campus. 7. After completion of summer remediation and retest, students who meet the established promotional criteria will be eligible to be promoted to 9th grade. 8. Have a review of the promotion decision, based on the stated criteria: The review is the responsibility of the Pupil Progression Committee. The principal will coordinate the decision-making process of the pupil.

An individual graduation plan will be written for all students in grade 8 scoring below the "basic" achievement level in either English Language Arts or Mathematics on the LEAP 2025 exam.

The following types of academic supports may be included in the plan: o additional instructional time during or outside of the school day o completion of summer remediation to be placed in transitional 9th grade (see waiver) o grade-level instruction that is aligned to Louisiana State Standards, which will include remedial courses in ELA and /or Math (area of deficiency) o placement in a classroom with a highly effective or effective proficient teacher

committee and the parents in the best interest of the student involved. 7. Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction for students not passing grade level course work. Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

Summer Remediation and Promotion Eligibility Guidelines

1. Students who pass ELA and/or mathematics courses and score at or above 67% on the district created benchmark exam are eligible for promotion.

Promotion Guidelines Following Summer Remediation

1. Students who score at or above 67% on the ELA and/or mathematics summer benchmark will be promoted to Grade 9
2. Students who score at or between 50% and 66% on the ELA and/or mathematics summer benchmark retest will have promotion/classification determination made by Pupil Progression Committee as either Grade 9 or T9 placement.
3. Students scoring below 50% on the ELA and/or mathematics retest will be classified as a transitional 9th grade student. No Pupil Progression Committee meeting is required.
4. The Pupil Progression Committee shall include members from both the 8th grade school and the receiving school. Parents must be part of the Pupil Progression Committee and sign the appropriate documentation accepting the transitional 9th grade placement.

High School Considerations

Instructional Minutes

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

Individual Graduation Planning

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

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

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

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

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

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

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

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

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

NCAA Policy

Nontraditional Courses

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

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.

Credit recovery programs

For a credit recovery program to be approved, the courses must meet the following requirements:

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

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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.

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

Students in grades 9-12 are required to complete a minimum of (24) Carnegie Units of credit. These credits shall include (16) required units and (8) elective units as follows:

English.....4 Units	Mathematics.....4 Units
Science.....4 Units	Social Studies.....4 Units
Health Education.....1/2 Unit	Physical Education.....1 ½ Units
Electives.....6 Units	
Total..... <u>24</u> Units	

Twenty three credits will be required for the career Diploma. Students must also pass required state End of Course Exams.

See topics: **LA Core 4 Curriculum and Non-LA Core Students** for additional information. **Promotion: Grades 9-12**

(Secondary)*Students who entered 9th grade during the 2018-2019 school year

High School Classification Requirements: Classification of high school students is based on the cumulative number of credits including specific course credits earned in each grade level. For example, students must earn **1 credit in English I and 1 credit in Algebra I in grade 9** before a student is eligible to be classified as a 10th grader. Reclassification of students will be based on the credits earned by the beginning of each academic year.

Students will be classified according to the number of credits earned:

Freshmen: 0-5

Sophomore: 6-11

Junior: 12-17

Senior: 18 or more

These units shall be earned through course work as stipulated in **Bulletin 741, Louisiana Handbook for Administrators, "Requirements for High School Graduation"**, March 2010, Louisiana State Department of Education.

***Incoming freshmen of 2010-2011**

In order to be promoted to the 10th grade, entering freshmen of 2010-2011 and beyond must pass Algebra I, and must have earned at least (5) Carnegie Units, one of which, must be Algebra I. In addition, students **must pass an *End of Course (EOC) Test*** in Algebra I. End of year Algebra I testing results will count (15%) of the final grade for all students taking the operational test.

***Incoming freshmen of 2017-2018**

In order to be promoted to the 10th grade, entering freshmen of 2017-2018 and beyond must pass Algebra I and English I, and must have earned at least (5) Carnegie Units, one of which, must be Algebra I and English I. In addition, students **must pass the LEAP 2025 Test** in Algebra I and English I. The **LEAP 2025** Algebra I and English I test results will count (15%) of the final grade for all students taking the operational test.

In-Coming freshmen of 2006-2007, who scored **Approaching Basic** on the 8th grade LEAP Math and/or LEAP English Test, will take a non-credit preparation course in the applicable area(s) while in the 9th grade.

Ninth (9th) graders who are 16 years of age and who willfully or otherwise continually fail to achieve a satisfactory score on Math and/or English *EOC* Exams will not be recommended for placement in an Adult Education Program.

The one-half (1/2) unit of credit will be awarded in courses designated by the state as one-half credit courses.

Credit Recovery Program Grading Policy 9-12

The Credit Recovery program offers students an opportunity to repeat failed core courses using an individualized-paced, interactive computer program. Student activities are adjusted based upon the student's individualized mastery of skills. Once students have completed all requirements for a particular course, the facilitator will complete the necessary paperwork for issuing the student's grade and submit it to the school counselor who will then make the appropriate adjustments to the student's transcript. Grading criteria for the program is as follows: mastery tests/quizzes/exempted assignments (50%), End of Semester assessment (25%), and unit post-assessments (25%).

Support for students

School year support

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

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

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

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.

In the anticipation of LEP Students the enrollment application contains information that addresses any student who is identified as LEP. Requested information includes: the first language learned by student, home language / language parent use most often at home, country of origin and place of birth. The parent or guardian is then given the Home Language Survey. Upon completion of the survey, parents are requested to put in writing whether they are desirous of having English as a second language, or placing the student in regular English classes. A home visit by the district contact is made to ensure that the parent fully understand. Students will be monitored the duration of their school experience. (See appendix C)

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.

An Alternative program is available on the campus of Griffin Middle Academy. Additional non-traditional options include the following:

The East Carroll Parish School district will offer Virtual Learning options that will become available Fall 2020. An array of virtual classes will be offered.

The Virtual Academy will provide students opportunities to learn through non-traditional means in grades 9-12.

Jobs for America's Graduates (JAG) is a grant funded program dedicated to preventing dropouts among students who are most at-risk. JAG provides students with career skills and career awareness, encourages students to stay in school through graduation, and helps students secure quality entry level jobs leading to career. The JAG program is offered at Griffin Middle Academy, Middle School, and General Trass High School.

A+ Learning Software / Edgenuity are virtual learning platforms that is aligned to Louisiana State Standards. They offer courses in most core subject areas for grades six through twelve. They will be utilized primarily for credit recovery and CTE courses in high schools. It also is utilized to enhance a teacher's lessons, provide tutoring and intervention for on level content, and new credit attainment. • Students are generally recommended by the school counselor and/or teachers based upon credit shortages • Students who qualify can enter the program at various intervals.

Ready Louisiana is a platform that is aligned to Louisiana State Standards. It offers instruction in both ELA and Math. It also is utilized to enhance a teacher's lessons, provide tutoring and intervention for on level content, and new credit attainment.

The HiSet skills pathway is an alternative to a regular education program. • A student who pursues this pathway will, if-successful, receive a Louisiana Equivalency Diploma (HiSet) and/or a State-Approved or Locally Designed Skills Certificate. This is offered at Louisiana Delta Community College Campus in Lake Providence.

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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.

Regular education students the steps to be followed by a student, parent, or teacher requesting a change in a student's grade placement are:

School Level A change in grade placement level placement may be requested to the principal and School Building Level Committee (SBLC) within the first marking period of enrollment.

Central Office If the principal does not concur with the request, the person making the request may petition the Superintendent or designee. If the Superintendent or designee does not concur with the request, the person making the request may petition the local LEA to review all transcripts and all pertinent data related to the case.

Students with disabilities Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509.

Section 504 students Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the Parental Rights for Exceptional Students Booklet distributed to parents at the time parental permission is requested.

English Language Learners Due process procedures for ELLs whose parents may also be limited English proficient are in accord with those described in the Louisiana Department of Education's **ELL Handbook**.

Hearings if at any time the parents cannot come to an agreement with the school regarding their child's education, they have the right to ask for an impartial hearing. The hearing may be held on any matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Additional LEA policies related to student placement, promotion, etc.

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

Note: This may include course pre-reqs, class ranking, etc.

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

Grading Policy Regular classes shall use the uniform grading scale for students enrolled in all grades K-12 for which letter grades are used (Bulletin 741 §2302).

Grade Percentage (A) 93 – 100 (B) 85 – 92 (C) 75 – 84 (D) 67 – 74 (F) 66 and below

A ten-point scale shall be used for secondary honors, AP, IB, gifted, talented art, and dual enrollment courses. Grade Percentage A 90 – 100 B 80 – 89 C 70 – 79 D 60 – 69 F 59 and below

There shall be six 6-week grading periods. At the midpoint of each grading period, progress reports will be issued. Fractions of one half (.5) or greater will be rounded up to the next highest whole number. All other fractions will be dropped. Homework is not to exceed the value of one test grade per grading period.

Except where percentage grading may not be feasible, all teachers in grades 1 to 5 shall record percentage grades in the grade book, average these percentage grades at the end of each grading period, and record the percentage average along with the converted letter grade in the grade book. The actual percentage averages for each grading period of that school year shall be used to determine the final grade.

o On all other permanent records, the final percentage and converted letter grade shall be recorded.

o At least one grade per week per subject shall be recorded in the grade book. Percentage grading will be used in all subjects in grades 6 to 12. Semester examinations will be given in all subjects. To determine the six weeks, semester, and final grades and credits, the following procedures will be used:

o The teacher shall record at least one grade per week in the grade book.

o The final grade is the average of the two semester percentage averages.

o In LEAP 2025 HS (or EOC) courses—English I, English II, English III, Algebra I, Geometry, and Biology I—the test score as converted based on the LDE conversion chart will count as 15% of the final grade for the course.

- o The teacher shall record at least one grade per week in the grade book.
- o The final grade is the average of the two semester percentage averages.
- o In LEAP 2025 HS (or EOC) courses—English I, English II, English III, Algebra I, Geometry, and Biology I—the test score as converted based on the LDE conversion chart will count as 15% of the final grade for the course.
- o For the 2017-2018 school year, scores for the US History spring LEAP 2025 HS test will not be used for grade calculations since the scores will be delayed by standard-setting for the new assessment. o In courses receiving high school Carnegie credit, a final grade will be calculated only in cases where a failing grade earned during the first semester can be added to the second semester average to be greater than or equal to 139.
- o Except in cases with extenuating circumstances, all incomplete grades must be removed within two weeks or the grade automatically becomes an F.
- o Any 8th grade course taken for Carnegie credit will follow the same grading policy as grades 9 – 12, including semester examinations and LEAP 2025 HS.

Class rank is calculated based on ALL courses attempted. Calculations are based on the final grade earned in a course. Grades for courses that are retaken DO NOT REPLACE the original grade earned when calculating the grade point average (GPA).

Valedictorians, salutatorians, and honors must have a minimum of seven semesters of core high school credits. A weighted GPA may be used for college admission and scholarship recommendations. Weighted courses include Advanced Placement (AP), Gifted (GT), Talented Art (TA), and PreAP/Honors. Quality points are assigned as follows: UNWEIGHTED WEIGHTED A = 4 points A = 5 points B = 3 points B = 4 points C = 2 points C = 3 points D = 1 point D = 1 point F = 0 points F = 0 points

Credit Recovery

The credit recovery program can be used to earn credit and or courses that were failed.

- o Students and/or their parents/guardians must sign a Participation Agreement to enroll in the program.
- o To progress through the sections of each assignment, a student must score 67% on each assignment before they can progress to the next lesson.
- o Students have a maximum of three attempts to earn a 67% on the assignment quiz.

o At the end of the semester, the final average is $\frac{4}{5}$ of the assignment average plus $\frac{1}{5}$ of the review test grade.

Consideration for acceleration in grades K to 8 is made through review of a student’s academic records, local and/or state assessments and all available standardized assessments.

Students in grades 1 through 5 will receive letter grades A, B, C, D, or F in major subjects (ELA, Reading, Mathematics, Science, and Social Studies). Minor subjects (Arts/Crafts, Music, Handwriting, and Physical Education/Health) will receive S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory.

Grades 1-5

The district grading scale for Art, Music, and Health/Physical Education

S - Satisfactory	N - Needs Improving
Prepared for class	Not prepared for class
Participates in all activities for the allotted time	Does not participate in all activities for the allotted time
Considers safety of self/others	Inconsiderate of the safety of self/others
Follows directions including basic rules and regulations	Does not follow directions including basic rules and regulations
Maintains or improves performance	Does not maintain or improve performance

*Subject to revision due to changes in district/state guidelines (Blended Learning, Virtual, and/or Face-to-Face).

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (East Carroll Parish School District) 2020-2021 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

DRAFT