

2020-2021 Pupil Progression Plan

Local Education Agency:



FRANKLIN PARISH SCHOOLS

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.

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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.

Franklin Parish uses the California Achievement Test Level K for students entering 1st Grade without attending a full-day public or private Kindergarten for a full academic year. Students entering 1st Grade from out-of-state and who have not met promotion requirements shall be screened within 30 days of entry date using CAT Level K. Franklin Parish does not provide for early entrance to Kindergarten and 1st Grade students.

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.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

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

Additional considerations used to determine placement of transfer students from Home Study Plans, and approved (public and private) schools within the state, and from out-of-state:

- Credit for work completed at the former school shall be granted using a certified transcript to verify attendance, achievement, and earned credits. A student may be temporarily placed until the principal or proper school authorities determine that the student will be able to succeed in this grade placement according to the certified records submitted.
- Students transferring from a home study plan, foreign school, or non-approved school shall be examined and the following shall apply:
 - The student shall not be enrolled in a school until testing (examination) is completed. (a \$35.00 fee may be assessed for scoring and administering exams)
 - Students who leave a public or approved school for less than one semester to enroll in a home study program will be placed in the grade they were in upon leaving the public/approved school when entering from another district or state school or reentering a Franklin Parish School.
- Placement for students entering Franklin Parish Schools in grades 5 and 9 from a home study or non-public school, or transferring from any out-of-state school, shall be determined by the district and can include use of placement tests as well as other evidence of grade-level proficiency (e.g. transcripts, local and state assessments).

(Home study placement continued)

- The California Achievement Test or state assessment tests will be administered at the appropriate level to aid in placement decisions for students in grades 1-8. In grades 9-12 students must pass the LEAP 2025/E0C, ELA/Math exams, and either Science or Social Studies in order to be considered for graduation.
- In grades 9-12 home study students will be required to take course proficiency (competency) exams (if available) in order to receive Carnegie units and to determine grade placement. (Edgenuity final exams are an example). Successful mastery of these competency tests shall be 70%. Students will be allowed to take a proficiency exam only once for each course for which an exam is requested and is available. A grade of pass (P) or fail (F) will be given on the proficiency exams. Grades for these subjects will be listed as (P) or (F) on the student transcript and will not be used in calculating the grade point average.

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.

Kindergarten

- Must be 5 years of age by September 30 of the current year to enter Kindergarten
- Students must demonstrate satisfactory achievement as determined by the teacher in seventy percent of the standards indicated for proficiency on the Desired Results Developmental Profile-Kindergarten (DRDP-K) and must pass Reading and Math in order to be promoted.

Grades 1, 2, 3, 5, 6, 7

Students must pass Reading and Math and all but one of the following major subjects to be considered for promotion: Language Arts, Social Studies, Science.

Numeric Average	Grade	Quality Points
93 – 100	A	4
92 - 85	B	3
84 - 75	C	2
74 - 67	D	1
66 – 0	F	0

Students must meet attendance requirements.

Local criteria to be considered in the promotion of students (Grades K - 8) follow:

-Satisfactory grades as determined by the state uniform grading scale. The six weeks grades shall be determined by averaging number grades. The numerical value of six weeks, semester, and final grades shall be reported on report cards.

- When the average of the six weeks grades or final average includes a fraction, anything $\frac{1}{2}$ or higher goes to the higher grade; anything lower than $\frac{1}{2}$ goes to the lower grade. A passing grade shall be determined by the average of the grades for each subject meeting all of the following:

(a) The numerical grades from the six weeks grading periods shall be the only grades used to determine the final average grade for each subject. There shall be a minimum of 4 grades (assignments/tests) each grading period (six weeks) in subjects that receive letter grades (A,B,C,D,F). A minimum of 300 points will be used to determine ELA, Math, Science and Social Studies grades. (Exception: In grades 1-2 the minimum points required will be 200 for Science and Social Studies.) Reading and ELA (which includes spelling, writing, language) will be listed as separate grades (K-8). **Incomplete assignments/tests for each grading period (6 weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the grade earned entered by the end of the 2nd week of the new 6 weeks or the assignment/test grade becomes a "0".**

(b) Students in grades 6 - 8 will be administered final exams in all courses including physical education. This final exam shall be counted as one of the grades recorded in the final (6th) six weeks grading period. Promotion for the 2017-2018 school year will be determined by classroom performance, attendance, and state mandates as set forth in the district Pupil Progression Plan.

Students with Significant Disabilities

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

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Students must meet attendance requirements to be eligible for promotion.

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.

A student in grade 4 may be retained only once as a result of failure to meet requirements of local progression plans. A 4th grade student may be promoted to 5th grade (no grade skipping) however, if the student is 12 years old before September 30, he/she may be promoted above the 5th grade with the approval of the SBLC, Principal, and Superintendent. Fourth grade students must pass Reading and Math and all but one of the other core subjects (Social Studies, Science, Language) to be promoted to 5th grade.

Students with Significant Disabilities

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

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Students must meet attendance requirements to be eligible for promotion

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.

A student in grade 8 may be retained only once as a result of failure to meet requirements of local progression plans. An 8th grade student may be promoted to 9th grade only. Eighth grade students must pass reading and math and all but one of the following major subjects: Language Arts, Social Studies, Science.

Students with Significant Disabilities (Grade 8)

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

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Students must meet attendance requirements to be eligible for promotion.

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.

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.

Promotion in grades 9-12 is determined by the number of Carnegie units a student earns. Numeric/Letter Grades will be recorded for all subjects and shown on Report Cards. Each course shall include a minimum of 4 grades (assignments/tests) each six week grading period with a minimum of 300 points per subject/course.

Incomplete assignments/tests for each grading period (6 weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 6 weeks or the assignment/test grade becomes a “0”.

Final exams will be given for all subjects in grades 9-12. The final exam will be administered during the 6th six weeks grading period and shall count as one of the assignments/tests given during this final grading period. The teacher with approval of the principal may determine the weight of this final exam.

A student must be in attendance 7515 minutes to receive one (1) Carnegie Credit and 3758 minutes for one half (1/2) Carnegie Credit.

Support for students

School year support

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

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

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.

- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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

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

Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

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

English learners

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

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

Students with Disabilities

Students may become eligible for Act 833 performance criteria if they do not score Fair, Good, or Excellent after two attempts of the same EOC test (Act 833, 2014)

Students with Significant Disabilities

Students who qualify for LEAP Connect/LEAP Alternate Assessment, Level (LAA 1) and are eligible to pursue the Jump Start Career Diploma pathway may be found in Section 2320 of Bulletin 741 and ACT 833, 2014, including the following requirements for eligible students:

- a. Course requirements (23 Applied courses or 23 Carnegie course credits)
- b. Assessment requirements (Scores Meet or Exceed standards or portfolio)
- c. Workforce-Readiness and Career Education requirements
- d. Transition requirements.

A Certificate of Achievement remains an option if students are not able to meet the requirements of the Career Diploma pathway.

Regarding awarding ½ credit:

Students must meet the minimum attendance requirements and must have a semester average of 66.5 or better to pass for the semester. However, if the student fails the first semester of a course and has a second semester average high enough that when averaged with the first semester gives a final average of 66.5 or better, then the student will receive full credit for the course.

English Learners

A student determined to be Limited English Proficient will be provided language services which address his/her need for becoming fluent and literate in English.

Alternative education placements

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

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

ALTERNATIVE PROGRAM

- Horace G. White Learning Center is a school program for regular education students who have been recommended for suspension /expulsion and for special education students referred for alternative placement due to discipline. (Students with disabilities will receive their complete SPED services.)
- Student referral to this alternative learning program may be for a period of 1 to 9 days of actual attendance to be determined by the principal of the referring school, the Child Welfare and Attendance Supervisor and/or the Special Education Supervisor. Special situations/behaviors may result in longer periods of stay at this program site.

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**

- If a placement is questioned, the first person to be contacted shall be the teacher.
- Any initial appeal shall be to the principal who will conference with the involved teacher(s), student, and parent/guardian concerned.
- If the question is not resolved at the building level, an appeal may be taken to the parish superintendent.
- The decision of the superintendent may be appealed to the Franklin Parish School Board.
- If the board upholds the decision of the superintendent, the plaintiff may, within 10 days, appeal to the district court. The court may reverse the ruling of the board.
- At all levels of the appeal, the written records of the grades and achievement of the student, along with the teacher's recommendation, shall be taken into consideration.

- **Students with disabilities**

SPECIAL EDUCATION POLICY ON DUE PROCESS

- 1) The Supervisor of Special Education is responsible for ensuring that parents are afforded an impartial due process hearing.
- 2) The Supervisor of Special Education is responsible for ensuring that the following procedures are implemented in accordance with Bulletin 1706:
 - a. Initiation of a hearing
 - b. Hearing Officer Appointment and Designation
 - c. Hearing Procedures
 - d. Costs
 - e. Review of Hearing Decisions
 - f. Appeal
 - g. Child Statute During Proceedings

- **Section 504 students**

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

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.

Carnegie Credit and promotion requirements by grade level for grades 9-12.

Freshmen prior to 2016-2017

Carnegie Units	Grade Level
0 – 3	Grade 9
4 – 9	Grade 10
10 -16	Grade 11
17– 24+	Grade 12

Beginning with Freshmen 2016-1017

Carnegie Units	Grade Level
0 – 5	Grade 9
6 – 11	Grade 10
12-16	Grade 11
17- 24+	Grade 12

Grade Recovery is offered for students who have failing grades in a previous 6 week grading period. (See Appendix B, Paragraph D)

Credit Recovery is offered during summer school and fall semester for students failing a course. (See Appendix B, Paragraph E)

Half credits shall be offered for $\frac{1}{2}$ unit courses only. (Exception: Partial credit for 1 unit courses may be allowed for transfer students who earn $\frac{1}{2}$ credit at their previous school)

There shall be a minimum of four (4) graded assignments/tests for all classes each six weeks. (Note: This is a minimum number and teachers may use more than 4 grades to determine six week averages.) There shall be no less than 300 points per grading period (6 weeks).

Incomplete assignments/tests for each grading period (6 weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 6 weeks or the assignment/test grade becomes a “0”.

APPENDIX A

A. STATE TERMS

1. **Acceleration** - advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a gifted student as identified according to Bulletin 1508.
2. **Alternate Assessment** - the substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. **Content Standards** - statements of what the Louisiana State Department of Education expects students to know and be able to do in various content areas.
4. **Promotion** - a pupil's placement from a lower grade to a higher grade based on local and state criteria contained in these guidelines.
5. **Pupil Progression Plan** - the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A pupil progression plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.
6. **Regular Placement** - the assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
7. **Remedial Programs** - programs designed to assist students including identified exceptional and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
8. **Remediation** – activities designed to assist students identified as exceptional to overcome educational deficits.
9. **Retention** – a student is not promoted from his/her current grade.

B. LOCAL TERMS

1. **Academically Able** - Students must be performing at least on grade level in the discipline area in question in order to be considered academically able.
2. **At Grade Level or Above** – Students who demonstrate proficiency towards mastery of grade-level content standards are considered as at grade level.
3. **Vocational Student** - a student who has chosen a career path as identified in his career portfolio.

APPENDIX B

LOCAL CONSIDERATIONS

- A. **HONOR STUDENTS:** Grade point average based on letter grades from each six weeks shall be used to determine class rank and honor students in all Franklin Parish Schools.

Only core courses are used when determining honor roll.

Students with a "B" average (3.0 GPA) or higher in all core subjects, with no grade lower than a "C" (no "D's" or "F's"), are considered for Honor Roll. In grades 6-12, P.E. is used when determining this average. P.E. is not counted in grades K-5.

Gifted, Incentive, and Enrichment grades are not considered core subjects and are not used when calculating GPA for honor roll.

- B. **VALEDICTORIAN/SALUTATORIAN:** If there is a tie when determining Valedictorians and Salutatorians, the tie shall remain and Co-Valedictorians /Salutatorians shall be named.

- C. **MINIMUM CLASSES PER YEAR:** Students in grades 9-11 must pursue a minimum of seven (7) classes per year. Twelfth grade (senior) students will be required to take a minimum of three (3) classes per year.

- D. **INCOMPLETE GRADES:** Incomplete assignments/tests for each grading period (6 weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 6 weeks or the assignment/test grade becomes a "0".

- E. ***GRADE RECOVERY:** Students may erase a failing 6 weeks grade and replace it with a passing grade through grade recovery. Grade recovery is an after school program designed to cover material from a previous 6 week grading period(s) where a student experienced a lack of understanding, and replace the failing mark with a passing grade for that marking period.

*Students are scheduled for grade recovery through the Guidance Office. Grade recovery instruction/intervention shall be provided through certified teachers approved by the school principal and supervisor of secondary education. Recovered grades shall be forwarded to the District Office for updating.

- F. ****CREDIT RECOVERY:** Students who have failed a course during the regular school year may replace the F grade with a passing grade through Credit Recovery. Credit Recovery takes place during summer school and fall semester of the following school year. Recovery classes are scheduled through the Guidance Office.

G. HIGH SCHOOL HONORS / AP COURSES

Difficulty (bonus) points will be added to the final numeric average of each honors/AP course at the end of each six week grading period. DP's will be determined by a committee of department heads, school and central office administrators.

Example of Difficulty Points (DP)

English IV (H): DP=4

6 weeks grades: $92+91+92+85+90=450$

Average: $450 \div 5 = 90$

Grade: $90+4=94$

H. GRADE POLICIES FOR GRADES/COURSES FOR WHICH LETTER GRADES ARE NOT USED

Kindergarten

Letter grades (A, B, C, D, F), determined by numeric averages, are to be reported for Reading and Math. Grades for all other Kindergarten subjects shall be recorded as Satisfactory (S) or Unsatisfactory (U). Grades are not reported for the 1st (six weeks) grading period for Kindergarten students. Numeric grades from the 2nd-6th grading periods shall be the only grades used to determine the final average grades for Reading and Math.

Grades 1-4

Numeric/Letter grades will be recorded for all core subjects. Physical Education, Music, Art, Incentives, and Enrichment shall be recorded as satisfactory (S) or unsatisfactory (U).

Grades 5-8

Numeric/Letter grades will be used for all subjects. (Enrichment, incentives, and Gifted are considered enhancements to the regular program. Numeric/Letter grades for these courses will be recorded but will not be considered when determining GPA for grades 5- 8.)

Grades 9-12

Numeric/Letter grades will be recorded for all subjects.

I. Grade Skipping (K-8)

When considering promotion in grades K-8, any student three (3) years overage for his or her grade placement (by September 30) may be referred to the School Building Level Committee for placement. The overage student may skip one grade level only (ex. 5th to 7th grade). This placement is subject to the Superintendent's approval.

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:

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

Further, the parent/legal guardian of _____ understands:

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

School System Promotion Policy per Pupil Progression Plan:

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

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

- ☐ Enrollment in a summer program
- ☐ Additional in-school support
- ☐ Guaranteed access to a tier 1/high quality curriculum
- ☐ Placement in a classroom with a highly effective or effective proficient teacher

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

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

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

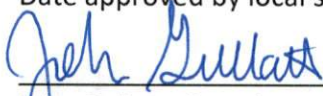
**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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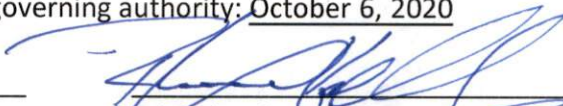
LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Franklin Parish School Board 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: October 6, 2020



John Gullatt, Superintendent



Richard Kelly, Board President