

Lafayette Parish School Board

2018-2019 Pupil Progression Plan

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Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 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, 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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I. 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.

Lafayette Parish gives the ~~Developing Skills Checklist, DSC~~, a **Kindergarten Entrance Screener**, and uses the results for placement and planning for every child entering Kindergarten for the first time. If necessary, based on individual needs, a student may be referred to the School Building Level Committee to determine placement.

~~Skills Checklist (DSC) / McGraw-Hill~~ **Kindergarten entrance screener** as required by Act 146 of the 1986 Louisiana Legislature (R.S.17:39.11).

The following are exceptions:

- A first grade student without previous kindergarten experience transferring from a state approved school will be placed in first grade;
- A beginning first grade student from an out of state school without kindergarten experience who meets the age requirement for first grade will be placed temporarily in kindergarten. Within two (2) weeks, he/she will be given the kindergarten skills check list for reading and mathematics based on criteria for promotion to first grade (kindergarten report card). If he/she scores a minimum of 75% on each, he/she will be placed in first grade. The SBLC will review the test and will determine the proper placement of the student. This is consistent with promotion from kindergarten.
- Students who are five (5) years old by December 31st and who are identified as Gifted may enter kindergarten early only if it is recommended by the Individual Education Plan committee, prior to the opening of the school term during which entry is requested.

Targeted Kindergarten

Students who meet the age requirement for kindergarten, but who according to the results on the kindergarten readiness screening show developmental lags, shall be considered for a kindergarten readiness program. Targeted Kindergarten classes shall be offered at sites determined by school letter grades. The program will have a teacher and para-educator in the room to provide a lower pupil/teacher ratio. This gives the teacher the opportunity to provide intentional teaching on a more individualized basis, meeting the child where he/she is and moving them successfully forward. Parents have the option of allowing their child to be enrolled in this program. Enrollment in this class will not mean automatic retention.

- Students who are not developmentally ready for kindergarten as indicated by Developing Skills Checklist will be placed in a kindergarten room with one teacher and one para-educator.
- The recommended student-teacher ratio is 15-1 or the lowest ratio in the Kindergarten grade/sections on that campus.
- A targeted approach will be used in addressing requirements for advancement.

II. 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.

A new student will be placed in the grade or subject best suited to his/her needs as determined by records of the school from which he/she transfers. However, the receiving school will have the right, after evaluation and testing, to place the student in a grade or subject best suited to the student's needs and abilities.

Students must not be refused admittance at any time during the school year. (LA. Statute R.S. 17:221).

Any student earning credit from another parish during expulsion from Lafayette Parish must provide an out-of-parish admittance letter upon returning to Lafayette Parish before credits are accepted.

Exchange students will be enrolled on a temporary basis as full time students for cultural enrichment. These students will be placed on an appropriate grade level according to their chronological age and transcripts if available. Students are responsible for complying with parish policies and regulations regarding attendance, academic standards, responsibilities and rights, discipline, and graduation requirements (JBCBC – International Student Exchange Program File)

The following guidelines and procedures apply to transfers within and outside the parish, state, or country, including non-English-speaking students from approved public and non-public schools:

When a student transfers from one school to another, a student must provide verification of residence and proof of guardianship (e.g., birth certificate, court custody assignments, and state assigned guardianship.) (JBCC – Student Assignment)

Transformation Zone Grades K-3

Promotion for students who do not meet all requirements for promotion and attend schools offering an extended school year program, may be contingent upon attendance of the school's extended year program as determined by the school based SBLC.

A student transferring to another school must present a withdrawal form documenting student grades from the school last attended.

- The transfer student should also present his/her report card to the receiving school and will be allowed credit for work completed in the former school. Student placement is conditional until official records are received by the receiving school.
- A copy of the birth certificate and immunization record must be presented at registration by a student registering for the first time in the Lafayette Parish School System.
- The school counselor or administrator will inform the transfer student and/or legal guardian of registration policies, procedures, and student placement. The counselor and the teachers should have access to scores made by the student on tests administered by the school previously attended.
- The signature of the legal guardian on a student's registration form indicates receipt of notification of the student's placement.
- Students, who are receiving special education in one school system in Louisiana and transfer to Lafayette Parish, shall be enrolled in the appropriate special education program with the current IEP or the development of a review IEP within five (5) operational days. Infants and toddlers who have an Individualized Family Service Plan (IFSP) and who receive services from a school system in Louisiana and transfer to Lafayette Parish must receive those services from Lafayette Parish.

A student transferred from a state-approved, public/nonpublic, in-state school will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned, is required. The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where the credit was earned.

~~A student transferred from a state-approved, public/nonpublic, in-state school will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned, is required. The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where the credit was earned.~~

Each school shall adhere to the policies and procedures established by the Lafayette Parish School System for students re-entering the system. Students transferring from an unapproved school and/or home study program will be referred to the Department of Student Services for proper evaluation and will determine placement and/or credits for the student. The principal and/or superintendent may require the student to take an entrance examination on any subject matter for which credit is claimed.

Students with disabilities who have a current Individual Education Plan (IEP) will participate in state testing. Promotion decisions for these students will adhere to those policies as outlined in the High Stakes Testing Policy for students with disabilities.

The ~~Terra Nova Test or Edgenuity Course~~ **District identified Placement Exam** is coordinated through the Department of Accountability, Research and Evaluation and **Department of Student Services** if the student was out for an entire year or if placement is in question. This test is administered to the student using the level most appropriate to the projected grade level. The grade level tests offered by the state may be administered during the spring State Testing Program.

- A fee covering the cost of administering, scoring, and reporting the results of the test may be charged.
- The test results are analyzed, and placement is recommended to the receiving school by the Department of Student Services.
- The student's progress is closely monitored by the SBLC during the first few weeks of student enrollment. Adjustments are made, when necessary, to meet the academic needs of the student.

Procedure for Determining Carnegie Credit for High School Students

An interview is conducted through the Department of Student Services with the parent and student to review the academic plan of study that was followed while on home study. This plan must coincide with the academic course requirements approved by the State Department of Education.

The student will be administered the ~~Terra Nova Test or Edgenuity Course Test~~ **District identified Placement Exam** as general screening to confirm that the student's achievement is equal to the grade placement according to the Home Study Program.

If the student's achievement on the given test is equal to grade placement, then a district designed proficiency exam will be administered in the core academic area for which the student desires a Carnegie Unit. Carnegie Units will be awarded if the student achieved a passing score on the exam. The following academic areas will be tested in accordance with Louisiana State Standards:

English: I, II, III, IV

Math: Algebra I, Geometry, Algebra II, Math Essentials, Pre-Calculus, Financial Math

Science: Physical Science, Biology, Chemistry, Environmental Science, Physics

Social Studies: World Geography, World History, Civics .5/Free Enterprise .5, Civics 1.0, American History

Students will be placed at the 9th grade level until subject areas can be evaluated.

Additional elective credits will be given as available.

A fee of \$25.00 per proficiency test will be charged.

High school students who are re-admitted **enrolled** will have to take the ~~High School Equivalency Test (HSET) or End-of-Course tests to~~ **meet the graduation requirements as determined by LDOE according to Tops University Diploma, Tops Tech Jump Start Career Diploma or earn high school equivalency.**

Placement test(s) administered to the above-mentioned transfer students, if applicable.

- ~~Terra Nova Tests~~ **District created proficiency identified Placement Exam** and Edgenuity placement and/or proficiency exams

Transfer students entering transitional 9th grade will follow all of the criteria outlined for Lafayette Parish School System students in determining promotion and placement. Student data will be reviewed and final decisions may be made by the SBLC. (Refer to section V)

III. 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.

Grade progression for regular students, including exceptional students with accommodations, IEP or IAP, participating in state assessment throughout Lafayette Parish schools is based upon an evaluation of each student's achievement, meeting standards cited in Bulletin 741, and based on factors indicative of a student's ability to succeed at the next academic level. Students will not be promoted solely upon the recommendation of a private practitioner or a private agency (recommendation given consideration only).

In order to be eligible to receive grades, elementary students shall be in attendance a minimum of 60,120 minutes (equal to 167 six (6) hour days) a school year. High school students shall be in attendance a minimum of 30,060 minutes (equal to 83.5 six (6) hour school days) per semester or 60,120 minutes (equal to 167 six (6) hour school days) a year. Exceptions shall be made only after a review by the SBLC.

Several criteria are used to make the determination for promotion: daily performance, grades in academic subjects, reading and math achievement levels, standardized test scores, number of previous retentions, absences, and the results of the IEP annual review. The SBLC or administrative staff will review records of all students not meeting requirement for promotion.

A parent/student/school compact that outlines the responsibilities of each party will be required for all students.

Lafayette Parish School System shall comply with section 1107 of Bulletin 741, which states entrance requirements for first time students.

A student should only be retained once in Kindergarten through fourth grade.

Kindergarten Promotion Policy

In reading, Kindergarten students shall be taught at their instructional reading level. For promotion, students must attain the minimum reading Level **B C**. Students performing at Level **A-B** shall be referred to SBLC for review of performance and end of the year reading assessment **have a current RTI plan in place based on winter benchmark data** before promotion to first grade.

Kindergarten students will utilize a **standards-based** assessment **continuum** for recording progress during nine-week periods. **Percentages will be used for the final progress report in mathematics. All other final progress shall be indicated using O, S, N and U.** Progress will be indicated with the PIN scale (Proficient, In Progress and No Evidence) for ELA and Mathematics. Students should score **70% Proficient** in each subject of the tracked standards in order to meet promotion requirements.

Grade 1 Promotion Policy

~~All final progress shall be indicated using O, S, N and U.~~

~~A first grade student must receive a final minimum grade of N in mathematics inclusive of skills found in Louisiana State Standards in order to be considered for promotion.~~

First grade students will utilize a standards-based assessment continuum for recording progress during nine-week periods. Progress will be indicated with the PIN scale (Proficient, In Progress and No evidence) for ELA and Mathematics. Students should score Proficient on 70% in each subject of the tracked standards in order to meet promotion requirements.

In reading and math students will utilize a standards-based assessment continuum for recording progress during nine-week periods. ~~Percentages will be used for the final progress report.~~ First grade students shall be taught and assessed at their instructional level. For promotion, a student must attain the minimum instructional reading level designated on the standards-based report card. Reading level I is the minimum level required for consideration for promotion. Students performing on reading level H shall be referred to SBLC for review of performance and end of year reading assessment before promotion to second grade. For additional consideration, data regarding reading levels may be reviewed by the SBLC. Data sources include classroom assessment, state mandated reading test results, informal reading inventories, and end of year reading assessment. Students performing below grade level may not meet criteria for promotion; should SBLC promote a student working below grade level, a remediation plan must be developed for the student.

~~Criteria 1 and 2 above must be met for promotion.~~ In determining placement, the SBLC will give consideration to overall class performance ~~(standardized test scores, state mandated reading test results, and Informal Reading Inventories).~~ Proficiency in grade appropriate skills as defined by Louisiana State Standards must be demonstrated.

Grades 2 and 3 Promotion Policy

Second and third grade students must receive a final minimum grade of ~~67% (D) mastery~~ in reading, language, and mathematics inclusive of skills found in Louisiana State Standards in order to be considered for promotion. Students making passing grades while working below grade level may not meet requirements for promotion.

Criteria above must be met for promotion. In determining placement, the SBLC will give consideration to overall class performance (test scores). State assessment performance shall be reviewed for students in grade 3 to assist in determining promotion and/or the need for remedial assistance. Proficiency in grade appropriate skills as defined by Louisiana State Standards must be demonstrated. Upon the promotion of students needing remedial assistance, a remediation plan must be developed.

Transformation Zone grades 2 & 3

Promotion for students who do not meet all requirements for promotion and attend schools offering an extended school year program, may be contingent upon attendance of the school's extended year program as determined by the school based SBLC.

Grade 4 Promotion Policy – See Section IV: Promotion of Students in Grade 4

Grade 4 AND 5 Promotion Policy

Students who are not administered a standardized state-wide assessment; proficiency in grade appropriate skills, as defined by the Louisiana State Standards must be demonstrated.

~~Fourth and Fifth grade students must receive a final minimum grade of 67% (D) mastery in reading, language, mathematics, social studies, and science. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. Students making passing grades while working below grade level may not meet the criteria for promotion.~~

Criteria above must be met for promotion. In determining placement, the SBLC will give consideration to overall class performance (test scores). Students must demonstrate proficiency in knowledge and skills as defined by Louisiana State Standards. *All students with an IAIP who have not attained the target level of proficiency must continue the IAIP until proficiency is achieved.*

Grades K-3 and 5 Additional Considerations

Intervention/Remediation Strategies to Prevent Retention at the Lower Grades

Instruction addressing students having difficulty in K - 3 will be data driven and based on multiple sources. Identified students will be instructed using the three-tiered model of Response to Intervention (RTI), thus providing a blend of assessment and instruction. In order to reach all learners having difficulty with foundational skills, instruction will be differentiated at various levels of complexity in response to diagnosed needs. Tiered groups are flexible so that students can flow into and out of groups according to evolving needs. The goal is to provide instruction at the appropriate level of challenge to allow students to thrive and prevent student retention at the lower grades.

The SBLC will review records of kindergarten through Grade 3 and Grade 5 students whose promotion is in question. Students in Grades K-4 may be retained only one time during that grade span. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act. 750 – Revised State Statute 17:24.4). During the review, consideration will be given to the following exceptions:

- The records of students, who do not meet promotion requirements due to excessive absences, will be reviewed by the SBLC and/or a representative from the Office of Child Welfare and Attendance. Students at this age who are successful academically and have excessive absences should not be punished by retention.
- ~~Essential skills in the core subject areas from Louisiana State Standards should be mastered.~~ Proficiency in grade appropriate skills as defined by Louisiana State Standards must be demonstrated.
- Before retaining a child in Grades K-4, documented evidence of an ongoing intervention(s) and remedial plans must be presented to SBLC.

- Students who meet the qualifications for 504 ~~modifications~~ accommodations at any time during the school year will be considered, for purposes of promotion, to have been 504 the entire year.
- When making decisions regarding promotion of students with characteristics of dyslexia, consideration shall be given to their performance in an approved multi- sensory structured language program.
- Students attending an approved out-of-parish or out-of-state summer school shall receive credit for work completed.
- Any modified curriculum for students with disabilities (including 504) must be noted as such on every report card.

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

Fifth grade students who are overage (12 years of age by September 30th) and are on an elementary K-5 campus may be placed on a middle school campus in an appropriate placement on the middle school campus. If a student failed fifth grade they should attend summer school for removal of deficiencies. If they did not attend summer school, an SBLC meeting shall be convened at the beginning of the following school year to discuss grade placement of these students. The recommendation is to promote these students to 6th grade and consider placement in the alternative setting.

- Horizontal rather than vertical enrichment shall be provided for groups of students who have mastered grade level content in reading and mathematics.
- Students repeating the same grade shall be referred to the SBLC for possible entrance into Response to Intervention (RTI) and/or the pupil appraisal system if satisfactory progress is not being made.

Students in danger of being retained more than one time shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Students in Grades 5 may be retained ~~at any grade~~, if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion requirements shall be retained.

In order for any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below, shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, on-going assessment and targeted remediation, tutoring, state assessment remediation and multi-sensory strategies.

Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). ~~See the School Building Level Committee Handbook for composition of teams.~~

~~The SBLC is a committee of educators and those persons knowledgeable about a student, and is a requirement of Section 504 of the Rehabilitation Act of 1973. This team shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child’s teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary.~~

Students who have not met promotion requirements in Grade 5 may be assigned and/or required to attend an Extended Academic Year Program (removal of deficiencies.)

Grade 6 and 7 Promotion Policy

A middle school student must achieve ~~67% D mastery in~~ **English** Language Arts (~~Reading and English grade combined, or Language Arts alone if the student is considered “academically able”~~), mathematics, science and social studies in order to be considered for promotion. Students not meeting academic criteria for promotion will be recommended to attend summer school to meet promotional criteria. Essential skills in core subject areas from Louisiana State Standards should be mastered. State assessed performance shall be reviewed for students in Grades 6 and 7 to assist in determining promotion and/or the need for remedial assistance. **Refer to the section on grading calculations for additional criteria.**

Each middle school student is scheduled in six (6) subjects. In addition, in the four (4) subjects previously identified, a student must achieve ~~67% D mastery~~ in one of the other two (2) subjects scheduled, as measured by the final evaluation of the teacher.

Students in danger of being retained ~~more than one time~~ shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Students in Grades 6-7 may be retained at any grade if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion **requirements** shall be retained.

In order for any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, frequent assessment and targeted remediation, tutoring, state assessment remediation in lieu of electives, and multi-sensory strategies.

Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

~~The SBLC is a committee of educators and those persons knowledgeable about a student, and is a requirement of Section 504 of the Rehabilitation Act of 1973. This team shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child’s teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary.~~

The SBLC will review records of students in Grades 6 and 7 whose promotion is in question. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act. 750 – Revised State Statute 17:24.4). Teachers of students under review shall be temporary members of the SBLC.

~~Entry requirements for Honors Classes~~ Moved to Section X

~~Students must meet both of the following criteria:~~

- ~~• a minimum average of B earned in the prior course~~
- ~~• Scored Mastery or above on the state assessment or has scored in the top 15% of the school grade level cohort on the most recent state assessment.~~

Criteria for continued enrollment in honors classes

- ~~must maintain a minimum end of the year average of C.~~
- ~~Honors classes are designed for students who have a good command of literacy and/or numeracy, according to the needs of the honors class, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum courses. These students are self-directed, self-motivated and have a willingness to work for success.~~
- ~~Enrichment shall be provided for groups of students who have mastered grade level content in reading or mathematics. Provisions may be made for an individual child whose achievement warrants instruction in reading at a higher grade level.~~

Extended Day Program

~~Middle schools that meet district criteria have the option to operate an Extended Day Program for 90 days. Classes will take place three (3) days a week, Tuesday through Thursday, when possible for one hour and thirty minutes outside regular school hours.~~

~~The Extended Day Program becomes part of the student's regular school day; thus, compulsory attendance and discipline policies apply.~~

~~A parent conference must be held to obtain a signed permission form for enrollment in the Extended Day Program. The permission form will be filed in the student's cumulative folder.~~

~~Entrance and exit in the program will occur at the beginning/end of each nine weeks' grading period. Placement: In lieu of retention, students failing in Grades 5, 6, or 7 may be promoted transitionally to the next grade by SBLC with the stipulation that they attend the Extended Day Program for the entire school year. Students attending the Summer Extended Year Program in Grade 5 will be placed in the Extended Day Program as a condition of promotion. A parent conference must be held, and the school must obtain a signed permission form for enrollment in the Extended Day Program.~~

~~Transition Placement: Students failing English or math after each nine week period will be placed in Extended Day for the next nine week period. If the student achieves a grade of C or higher at the end of the following nine weeks' period, the student may be released from the program. Decisions on placement or release from the Extended Day Program will occur at the end of each nine week grading period based on collaboration among the regular day teacher, Extended Day teacher, and administrator.~~

~~The SBLC in consultation with the student's parent or guardian should also consider Extended Day transitional placement for students who are not showing progress as measured through indicators such as benchmark assessments, NWEA data, and intervention progress monitoring.~~

Grade 8 Promotion Policy – See Section V: Promotion and Support of Students in Grade 8 and High School Considerations.

IV. 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.

Grade 4 Promotion Policy

A student should only be retained once in Kindergarten through fourth grade.

A parent/student/school compact that outlines the responsibilities of each party will be required for all students.

Proficiency in grade appropriate skills for students who are not administered a standardized state-wide assessment; ~~proficiency in grade appropriate skills~~ as defined by the Louisiana State Standards, must be demonstrated.

Fourth grade students must receive a final minimum grade of ~~67% D mastery~~ in reading, language, and ELA, mathematics, social studies, and science. Proficiency in grade appropriate skills as defined by Louisiana State Standards shall also be considered for promotion. Students making passing grades while working below grade level may not meet the criteria for promotion.

In order for any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Criteria above must be met for promotion. In determining placement, the SBLC shall review academic performance. The SBLC must convene and develop an Individual Academic Improvement Plan (IAIP) for all students who have not met an acceptable level of performance and/or scored below Basic on the state test in at least two core academic subject areas. The plan shall continue until the student scores Basic or above in the content area for which the plan is written. See Section VI: Support for Students.

LPSS Individual Academic Improvement Plan Policy

Lafayette Parish School System (LPSS) will continue to address students who are in need of academic assistance with appropriate academic interventions through the Response to Intervention (RtI) process at their school. In addition, following the guidelines of ***Title 28, Bulletin 1566 – Pupil Progression Policy and Procedures*** (October 2017), LPSS will address creating Individual Academic Improvement Plans (IAIP) for students needing additional assistance.

Each school's personnel shall review students' academic progress beginning at third grade to ensure students' academic deficiencies are being addressed. Specifically:

- third and fourth grade students who have not met an acceptable level of performance in at least two core academic subjects, including English language arts (ELA), math, science and/or social studies; and/or
- third and fourth grade students who have not scored "Basic" in at least two core academic subjects, including ELA, math, science and/or social studies on LEAP 2025.
- **a preponderance of student data including all previous grade levels.**

LPSS Individual Academic Improvement Plan Policy

Student identification includes:

- Deficiencies from 2nd and 3rd grade end of the year (EOY) report cards for ELA, math, science and/or social studies;
- Deficiencies from 3rd grade LEAP 2025 results (if available)
- Low performance identified in NWEA, STAR, and other normed-referenced data.

The IAIP process will adhere to the following requirements:

- The school shall convene a meeting with the parent/guardian, the core academic teachers where deficiencies exist, and additional SBLC members, including a school-based administrator;
- After discussing the student's strengths and weaknesses and a plan of support is developed, all participants shall sign the plan and agree to meet at least once prior to the next LEAP 2025 administration;
- The student shall be provided on-grade level instructional support in the area of academic deficiencies, aligned with the state academic content standards;
- The student shall be identified as requiring an IAIP in Student Information System (SIS);
- The student shall be afforded the opportunity to receive on-grade level instruction during the summer;
- The IAIP shall continue to be in effect until such time as the student achieves "Basic" in each LEAP 2025 subject that initially led to the development of the plan;
- The IAIP will be used in conjunction with the promotion / retention decision process.

The IAIP for each student identified will outline:

- EOY Report Card Grades and LEAP 2025 Assessment Data (if available)
- Data used in making the determination
- Interventions assigned (at least two)
- Personnel and parent/guardian present at meeting

Through the development of the IAIP, students shall be provided additional academic supports in two of the following:

- 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 with IAIP;
- The student complete summer remediation in deficient subjects (if available), such as Extended School Year;
- Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction while not removing a student from ELA, math, science, or studies course work, such as
 - Specific RTI strategies with a highly effective teacher
 - After school small group instruction with a highly effective teacher
- 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 to address the student’s identified weaknesses.

Students in danger of being retained shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, on-going assessment and targeted remediation, tutoring, state assessment remediation and multi-sensory strategies.

Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

~~The SBLC is a committee of educators and those persons knowledgeable about a student, and is a requirement of Section 504 of the Rehabilitation Act of 1973. This team shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child’s teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary.~~

V. Promotion and Support of Students in Grade 8 and High School Considerations

a. Promotion of students in grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in spring and summer, following the completion of summer remediation, 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.

Grade 8 Promotion Policy

Remediation will occur between the end of LEAP 2025 testing and October 1 of the following academic year. Students requiring remediation who did not participate during the summer will be provided remediation at their high school during the school day.

AB/AB Waiver: LPSS, through its superintendent, will consider a waiver for a student who has scored at the Approaching Basic level on both English Language Arts and Mathematics components of the LEAP. LPSS may grant the waiver in accordance with the local pupil progression plan provided the student has attended the LEAP remediation program offered through LPSS by October 1. (See Bulletin 1566, § 707 C)

LEP Waiver: Limited English Proficient students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC Shall be granted the authority to waive the state's grade promotion policy for a LEP student.

All students not meeting the promotion standard, or ineligible for a waiver, can be placed on a high school campus as a Transitional 9th grade student if they meet the following requirements:

- Must have taken spring LEAP assessment.
- Met the minimum requirements for 8th grade coursework.
- Received remediation offered through LPSS by October 1.
- Remediation will be documented on the Individual Graduation Plan.

All first year 8th grade students not meeting each of the above requirements will repeat the 8th grade.

A parent/student/school compact that outlines the responsibilities of each party will be required for all students.

Eighth grade students who have achieved at or above the Basic/Approaching Basic combination level on the English Language Arts and math standardized state-wide assessment but failed one of the required subjects may be promoted to 9th grade. Students passing all parts of the state assessment at the “Basic” proficiency level or above and failing one or more subjects may be promoted to 9th grade pending SBLC decision. The SBLC may decide to assign summer school for students failing two or more subjects. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention (Bulletin 1566 and Act 750 – Revised State Statute 17:24.4). Waiver consideration can also be made.

A middle school student must achieve a ~~67% D mastery in~~ **English** Language Arts (~~Reading and English grade combined, or Language Arts alone if the student is considered “academically able”~~), mathematics, science and social studies in order to be considered for promotion. Students not meeting academic criteria for promotion will be recommended to attend summer school to meet promotional criteria. Essential skills in core subject areas from Louisiana State Standards should be mastered. State assessed performance shall be reviewed for students in Grade 8 to assist in determining promotion and/or the need for remedial assistance.

Each middle school student is scheduled in six ~~(6)~~ subjects. **ELA and mathematics will be double-blocked creating an 8 period day.** In addition, in the four ~~(4)~~ **core** subjects previously identified, a student must achieve **at least a D** in ~~one of the other two (2) subjects. scheduled, as measured by the final evaluation of the teacher.~~

Students in danger of being retained shall be provided Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Students may be retained at any grade if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion criteria **shall** be retained.

In order for any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, frequent assessment and targeted remediation, tutoring, state assessment remediation in lieu of electives, and multi-sensory strategies.

Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

~~The SBLC is a committee of educators and those persons knowledgeable about a student, and is a requirement of Section 504 of the Rehabilitation Act of 1973. This team shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child’s teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary.~~

The SBLC will review records of students in Grade 8 whose promotion is in question. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act 750 – Revised State Statute 17:24.4). Teachers of students under review shall be temporary members of the SBLC.

~~Entry requirements for Honors Classes~~ Moved to Section X

~~Students must meet both of the following criteria:~~

- ~~• a minimum average of B earned in the prior course~~
- ~~• Scored Mastery or above on the state assessment or has scored in the top 15% of the school grade-level cohort on the most recent state assessment.~~

Criteria for continued enrollment in honors classes

- ~~must maintain a minimum end of the year average of C~~
- ~~Honors classes are designed for students who have a good command of literacy and/or numeracy, according to the needs of the honors class, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum courses. These students are self-directed, self-motivated and have a willingness to work for success.~~
- ~~Enrichment shall be provided for groups of students who have mastered grade level content in reading or mathematics. Provisions may be made for an individual child whose achievement warrants instruction in reading at a higher grade level.~~

Transitional 9th Grade Placement Criteria

A student who meets three or more of the following criteria becomes 9T:

- Grade 8, 7, or most recent Statewide Assessment ELA/Math Combination Scores below Basic/Approaching Basic standard
 - More than one year of below proficiency on standardized tests (iLEAP, LEAP, PARCC) will be considered
- NWEA Math RIT: 218 or below (25th percentile or below)
- Combination of reading data:
 - NWEA Spring reading RIT: 209 or below (25th percentile or below)
 - STAR reading level below 7.0
 - Fast ForWord below reading level 3
- History of failing core classes (not just 8th grade) inclusive of 504/Special Ed. if applicable
- Participating in an Alternative Program
- Would benefit from intensive math and/or reading intervention remediation while before attempting to earn Algebra I and/or English I credit.
- High schools ask that middle schools rank students according to highest need for 9T
- Student Graduation Support Profile
- IEP goals

The SBLC will review student information gathered from the list of data above. Promotional decisions will be the responsibility of the SBLC. A student who does not successfully demonstrate proficiency of Louisiana State Standards will be placed in a Transitional 9th grade cohort.

b. High school promotion and transition considerations

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

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

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

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.

High School Carnegie Unit and Promotion Requirements

Students must be present 60,120 minutes (equivalent to one hundred sixty-seven [167] days) per Bulletin 741 §1103 to be considered for promotion. Exceptions shall be made only after a review by the SBLC and/or the Child Welfare and Attendance Hearing Officer.

A student shall be granted one (1) unit of credit for a prescribed full year course and one-half (1/2) unit of credit for a prescribed semester course upon receiving a final grade of ~~67%~~ D or better. One credit is equal to one full Carnegie Unit. High school students are classified in the following grades according to credits earned:

9th Grade	-	0 - 4.5	Credits
10th Grade	-	5 - 11.5	Credits
11th Grade	-	12 - 18.5	Credits
12th Grade	-	19 +	Credits

In order to receive a high school diploma and to participate in graduation ceremonies:

- Incoming freshman in 2013-2014, students will follow the Louisiana State Department of Education High School Redesign model for graduation requirements. Students must earn 23 Carnegie Units for a Career Diploma and 24 Carnegie Units for a Core 4 or Basic Core Diploma. Students must pass three (3) of the six (6) academic area tests which are required components of the End of Course Tests. (See Bulletin 741)
- Incoming freshman in 2014-2015, students will follow Bulletin 741. Students must earn 23 Carnegie Units **and appropriate credentials** for a Jump Start TOPS Tech Career Diploma and 24 Carnegie Units for TOPS University Diploma. Students must pass three (3) of the six (6) academic area tests which are required components of the End of Course Tests or LEAP 2025.

Beginning in 2015-2016 students taking End of Course (or LEAP 2025) test for graduation requirements shall have the EOC test calculated as 20% of the student's final grade. ACT 833 students will be calculated as 5% of the final grade or by Portfolio Review.

- Grade calculations for End of Course Tests in course listed above will be as follows:
Calculations made without mid-term and without final exam
Final Grade = 20%(9W1) + 20%(9W2) + 20%(9W3) + 20%(9W4) + 20% (EOC)

Students under the testing policy must achieve the "Approaching Basic" proficiency levels. Students who score at the "Unsatisfactory" achievement level on the ELA or math component of grade 8 state assessment ~~shall pass~~ **would benefit from** a high school remedial course **or RtI** in that content area before enrolling in English or math course in the Secondary Program of Studies for English or math meeting graduation requirements. ~~The remedial course shall be chosen from the LPSS Master Course File as listed: Fundamentals of ELA or Fundamentals of Math.~~ The core curriculum shall be the Louisiana State Standards available for such purposes. **Every first time ninth grade student would benefit from placement into either Algebra 1 or Algebra 1 intensive.**

Early Graduation

- Early graduation programming in the district assists students to accelerate their graduation plan. Programs available to assist in earning additional Carnegie Units include distance learning opportunities, dual enrollment, and earning Carnegie Units in ~~middle school for high school~~ **all schools for** credit.
- Seniors wishing to be considered for less than a full schedule must be at least a 4th year student. Seniors at all high schools are required to take only those classes necessary for graduation. In all cases, third year students must enroll for a minimum of 180 minutes of courses, which could be in combination with ~~the University of Louisiana-Lafayette and the South Louisiana Community College~~ **post-secondary partners** for dual enrollment and/or credit.
- Dual enrollment for high school students is part of an inter-agency partnership between the Lafayette Parish School System, the University of Louisiana-Lafayette and South Louisiana Community College. Students classified as seniors and/or graduating juniors may take courses specific to each post-secondary institution that will result in earning Carnegie Units for high school course credit and credit for post-secondary courses. Grades received from post-secondary courses will be accepted and posted as received.
- Distance learning courses, virtual learning initiative courses, are available to high school students with counselor and principal recommendation. eCampus and distance learning are being used in all high schools.

Beginning in 2015-2016 students not attaining required proficiency levels on EOC exams shall be scheduled for a remediation course for credit as a general elective.

Placement of students having taken and passed 8th grade Algebra I and/or the Algebra I EOC exam:

- Geometry (H) (912165) - A minimum score set by the state on the exam and maintained at least an ~~85~~ **B** average overall in their 8th grade Algebra I class.
- Students scoring below a ~~85%~~ **B** may not take Geometry (H) but can schedule Geometry (R) (912164) or another ~~remedial~~ class determined by the school.
- Students who score Unsatisfactory or Approaching Basic on the LEAP 2025 for Algebra I during Grade 8 must retake Algebra I in Grade 9.

All students possessing Carnegie Units who matriculate from a middle school campus to a high school campus shall be classified as a freshman upon entry to high school unless designated transitional 9th.

~~For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana Core Curriculum, it is recommended that English I, II, and III be taken in consecutive order.~~

Upon meeting the state and parish requirements, a student will be recommended by his/her teachers and approved by the school principal for graduation. Once students have met all requirements for graduation, they may not extend their high school enrollment past the year in which they are currently enrolled.

Students with characteristics of dyslexia who are enrolled in and successfully complete a multi-sensory structured language English class will earn an English credit.

High school students must be earning appropriate Carnegie Units in alignment with graduation requirements in order to continue to schedule repeated, general electives.

EJ Sam Accelerated School of Lafayette has two 180 minute sessions for 244 days. Students will follow the district's attendance policy. Students, who enter the program, must remain through the current academic year. Carnegie units are awarded through online credit.

Grades 9-12 Additional Considerations

Students are placed according to their instructional levels. The instructional levels follow:

- Regular – Course content is designed for students who have a background of average achievement. Although these students read and perform at grade level, they need reinforcement of organizational and related thinking skills, and concentration on oral and written language.
- Honors – Course content is designed for students, who have a good command of literacy and/or numeracy, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum and world language courses. For entry into honors classes, students must meet all three of the following criteria:
 - a minimum average of B earned in the prior course
 - passed all previous state assessment tests
 - teacher recommendation

Students registering for classes offered only at the honors level will be exempt from entry requirements for enrolling in honors classes. Continued enrollment requirements will apply for subsequent registrations. For continued enrollment in honors classes, both of the following requirements must be met:

- must maintain a minimum end of year average of **€ B**
 - teacher recommendation
- Advanced Language Classes – Students enrolled in advanced language classes as a continuation of their immersion pathway must maintain a C average in their language class in order to keep their immersion student status.
- PreAP & Advanced Placement – A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. **AP philosophy is equity and access for as many kids as possible; recruitment criteria should be as open as possible.** Students who score **well at levels indicated by awarding outside agency** on advanced placement examinations receive college credit.

Every high school must offer College Board approved Advance Placement courses. Only College Board trained teachers are eligible to teach Advanced Placement courses. As a suggestion, If a school is in a situation to limit access to an AP course due to staffing/course offerings, consideration to GPA, performance in past AP subjects should take priority in student placement.

- Gifted – Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

Legislation for the grading of Advanced Placement, International Baccalaureate, Core 4 Gifted Courses, and Dual Enrollment Courses - In order to align the calculation of grade point averages with Act 359, beginning with the 2014-2015 school year, the calculation of the minimum cumulative grade point average shall utilize a five-point scale for grades earned in certain Advanced Placement courses, Gifted courses, and Dual Enrollment courses. The list of courses shall be posted on the Lafayette Parish Home Page under "Frequently Asked Questions, Weighted Courses." For such courses, five (5) quality points will be assigned to a letter grade of "A", four (4) quality points will be assigned to a letter grade of "B", three (3) quality points will be assigned to a letter grade of "C", two (2) quality points will be assigned to a letter grade of "D", and zero quality points will be assigned to a letter grade of "F". Schools shall continue to honor high performing students, and all students graduating with a 4.0 or above.

A state Seal of Biliteracy will be affixed to the diplomas and transcripts of students meeting the following requirements:

- Completion of all English requirements for graduation
- A score of 19 or above on the Reading and English parts of the ACT
- Proficiency in a language other than English demonstrated through one of the following:
 - A score of 3 or higher on an AP exam in the language other than English or a passing score on a similar state-approved test;
 - Successful completion of a four-year high school course of study of the language;
 - Successful completion of seven Carnegie units taught in the language (content and language courses)
- Special considerations for LEP students are listed in Section VII: Promotion and Placement of Certain Student Populations.

LEP students who maintain a high level of fluency in their native language while performing at grade level in English are eligible for a Seal of Biliteracy to be added to their high school diploma if they:

- Earn an Early Advanced Proficiency level on the English Language Development Assessment (ELPT)
- Score 19 or higher on The Reading and English parts of the ACT
- Complete all English language arts requirements for graduation
- Demonstrate Proficiency in their native language by passing an AP exam with a 3 or higher or another proficiency exam approved by the state.

Honor graduates must meet academic eligibility standards for membership in the National Honor Society.

Lafayette Parish Credit Recovery Classes

Classes are offered to at-risk students to receive credit for classes previously taken and failed. Courses are aligned with Louisiana State Standards and the comprehensive curriculum. A student must successfully complete the course requirements and examination in order to receive credit.

Students who fail a course have the option of repeating the course either during a succeeding session or during summer school. Once the course is successfully completed, both grades remain on the transcript.

Students may enroll in approved Lafayette Parish School System distance learning courses/classes for repeat credit, new credit, or to improve their Grade Point Average (GPA). Permission must be granted from the school administrator and the Department of Student Services (with possible consultation of the District Placement Committee) prior to enrolling in course/class. All courses taken remain on the students' transcripts. ALL course work is calculated into the cumulative grade point average for district requirements. For specific T.O.P.S. questions and/or consideration, check the website at www.lsofa.state.la.us

Courses that are scheduled through Lafayette Parish Public Schools will be posted on the student's cumulative record upon completion of the course. ~~This includes Driver Education.~~

eCampus

eCampus courses are self-paced, online courses with specific start and end dates. Grades for eCampus courses are grades-in-progress until a final grade is earned by a student. Course progress reports are issued electronically to parents on a daily basis. Physical course progress reports may be sent to parents by the base school at the end of each 9-week grading period. Schools may report an "I" for each 9-week grading period until a final grade is earned by a student.

To earn a Carnegie Unit, a student must successfully complete his or her eCampus course. A course is only considered complete when the courseware indicates a 100% student progress rate and all assignments, projects, and essays have been completed, submitted and graded by a teacher. A final grade will only be issued when a course is confirmed complete as described above. Grading is based on the current LPSS grading scale.

Blended and Full Virtual Students enrolled in eCampus online classes are required to complete their courses one week prior to May graduation as indicated by the LPSS school calendar. Students are excused from logging into online courses during the following activities: Quiz/Test/Exam preparation for all courses, essay writing and preparation for English Language Arts courses, and all offline activities (including projects) in all courses. If at any time it is determined that a student is not making satisfactory academic progress, the eCampus administrator or designee may intervene. To remain enrolled in the eCampus program, full time virtual students must earn a minimum of 5 Carnegie Units within an academic school year.

A student may drop his/her eCampus course within the first two weeks after officially enrolling in a course. If a student wishes to withdraw from an online course after the initial two-week drop period, he or she must submit a written request to their assigned school counselor. All withdrawal requests will be brought before the District Placement Committee.

Before a student can begin working from home, he or she is required to attend an orientation session at the eCampus lab. After completing the orientation, students are free to perform coursework from home with the exception of unit assessments and cumulative exams. Tests taken without a ~~monitor~~ **proctor/facilitator** present will result in the student receiving a zero (0) for that particular assessment. While working from home, ongoing communication between teacher/Online Coach and student is maintained via email, phone, and captured online chat sessions. Only a student officially enrolled in the eCampus course can complete coursework. All instances of academic dishonesty will be investigated and may result in consequences.

Grade and/or Credit Recovery using eCampus will be offered to students if the teacher of record does not offer re-engagement and reassessment or if the SBLC in conjunction with the principal assigns this form of grade/credit recovery.

Grade Recovery using eCampus - High school students who have earned a 66% or less in an eligible course at the conclusion of the first, second or third nine-week grading period shall be given the opportunity to enroll in a grade recovery course through the eCampus program. Placement into a Grade Recovery Course involves administrative approval and student/parent consent. Students who successfully complete a grade recovery course will have the failed grade for the particular nine weeks replaced by the grade earned in the grade recovery course.

Credit Recovery – End of Course Classes using eCampus – Students who have passed the end of course exam, but failed the course, shall be given an opportunity to earn the failed Carnegie unit by enrolling in a credit recovery program through the eCampus program. Lafayette Parish School System Credit Recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a Credit Recovery Course involves administrative approval and student/parent consent. Students who successfully complete an EOC recovery course will have the recovered course placed on their transcript as an additional course.

Credit Recovery using eCampus – Students who were not academically successful in earning a credit toward graduation shall be given the opportunity to recover Carnegie units by enrolling in a credit recovery program. Lafayette Parish School System Credit Recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a Credit Recovery Course involves administrative approval and student/parent consent. Students who successfully complete a recovery course will have the recovered course placed on their transcript as an additional course.

Credit Recovery using eCampus for Graduating Students during their Graduating Year – In an effort to assist graduating seniors and juniors to graduate on time with their cohort in May, the Lafayette Parish School System (LPSS) is implementing a process of checkpoints and safety nets. Lafayette Parish School System Credit Recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a Credit Recovery Course involves administrative approval and student/parent consent. This process will monitor student grades and offer assistance to those students who may need help passing courses to fulfill graduation requirements. The process will consist of four checkpoints during the graduating year. The four checkpoints will be at the end of the grading periods of the second 9-weeks, the third 9-weeks, the fourth 9-weeks progress report mid-point, and the fourth 9-weeks. If a graduating student is in danger of failing any course required for graduation at any of these checkpoints, the student may be scheduled in a different but related virtual course in the eCampus program. The student will take a diagnostic test to prescribe the material to be mastered during this accelerated course. A Carnegie credit will be awarded based on the demonstration of mastery of course content on a proficiency exam. The student will be awarded a ~~P (pass)~~ or a letter grade based on the approved LPSS Pupil Progression Policy.

Scheduling Policy for High School Courses

Career Readiness Courses such as Career Foundations are recommended for all ~~Career Diploma and JumpStart~~ TOPS Tech Career Diploma students.

Student initiated requests for a change in schedule must be completed prior to the completion of student orientation.

Once a student and parent sign a schedule of courses for the academic year and student orientation activities have concluded, a student will not be allowed to change classes or drop a course unless there are extenuating circumstances which must be approved by the SBLC. Extenuating circumstances include the following but are not exclusive of:

- Extended personal, physical, or emotional illness as verified by a physician or dentist;
- Extended recuperation from an accident or catastrophe;
- A student is no longer part of the competitive/performance course;
- A student is a senior and is lacking a necessary course for TOPS eligibility.

Dropping a course for any reason to enroll in another course MUST occur within the first two (2) weeks of school.

A request for a student to move from a Regular class to an Honor's class must occur within the first two (2) weeks of school. Teacher recommendations for student's to move from Honor's Class to Regular Class must occur within the first 9 weeks of school [Four (4) weeks for schools with block schedules.] The request must be brought before the SBLC for consideration and approval. Administration initiated changes will be dealt with on an individual basis for the following reasons for a student:

- scheduled at an inappropriate academic level
- scheduled for a class already passed, and does not wish to repeat the class
- scheduled for a class that he/she failed previously with the same instructor
- who does not have the correct courses scheduled that are required for graduation

Dropping a course for any reason to enroll in another course MUST occur within the first two (2) weeks of school.

A request for a student to move from a Regular class to an Honor's class must occur within the first two (2) weeks of school. Teacher recommendations for student's to move from Honor's Class to Regular Class must occur within the first 9 weeks of school [Four (4) weeks for schools with block schedules.] The request must be brought before the SBLC for consideration and approval. Administration initiated changes will be dealt with on an individual basis for the following reasons for a student:

- scheduled at an inappropriate academic level
- scheduled for a class already passed, and does not wish to repeat the class
- scheduled for a class that he/she failed previously with the same instructor
- who does not have the correct courses scheduled that are required for graduation

Seniors enrolled in courses scheduled for a full year cannot drop these courses after the first four (4) weeks without a grade of F being recorded on the transcript. [Two (2) weeks for schools on block schedules]. All dropped courses after the 4 weeks (2 weeks for block), are reviewed by the principal, and then may be referred to the SBLC in the case of extenuating circumstances. Teacher appeals can also be made after the 4-week deadline. A final appeal may be made to the district's SBLC committee.

LPSS policy for awarding $\frac{1}{2}$ unit of credit – A student shall be granted one (1) unit of credit for a prescribed full year course and one-half ($\frac{1}{2}$) unit of credit for a prescribed semester course upon receiving a final grade of ~~67%~~ D or better. One credit is equal to one full Carnegie Unit.

Courses for which students will have the opportunity to earn credit by proficiency : The set of courses for which students will have the opportunity to earn credit by proficiency are NCCER CORE and Customer Service.

EOC Remediation

Students not achieving at the required levels of performance, or students being retained shall receive remedial instruction in those areas requiring remediation. A student may be retained at any grade level if appropriate remediation was provided and the student was not successful. The State of Louisiana and Lafayette Parish Schools have established procedures for identifying students eligible for the remedial education program. Lists of qualifying students are available at each school. Those students who did not take the state assessment/CRT will automatically be placed in remediation.

A parent/student/school compact that outlines the responsibilities of each party will be required for all students in order to move students toward grade level performance and the instructional strategies used will be based on Louisiana State Standards for the core subject areas. Students enrolled in these alternative programs/settings will participate in the age-appropriate statewide assessment.

Differentiation and/or remediation may take place within the regular setting or within a tutorial setting before or after school. The pupil/teacher ratio should not exceed 15:1 for remediation purposes. The Individual Student Report and the Student Remediation Report will be utilized by the teachers as they plan individual instructional programs for the students. Continuous evaluation of the individual will be emphasized, and teachers will keep accurate records of the progress of each student based on formal and informal assessment.

Students will receive a minimum of 30 hours of instruction in order to move toward grade level performance. This is usually scheduled during the month of June for approximately 3 hours per day per subject. Instruction shall also include prerequisite skills needed. Once a student demonstrates mastery of deficient skills, he/she shall continue on the remedial education program for maintenance of skills.

The teachers will possess appropriate certification as required by the State Board of Elementary and Secondary Education. Para-educators will meet the requirements specified by the Louisiana State Department of Education, as well as, training provided by the district.

The remedial education program will emphasize a diagnostic approach to instruction. Remedial instruction will be devoted to closing gaps. Determinates for remediation will be defined by teacher judgment along with data collected through assessments such as NWEA and other common district assessments. Instruction will be based on Louisiana State Standards for each subject area and curriculum guides. Teachers will use research-based interventions and appropriate diagnostic/prescriptive methodology. On the high school level, all students qualifying for the remedial education program are eligible to enroll in an Instructional Focus Period which can include Multi-Sensory Study Skills or a preparatory class in the core curricular area of need. The SBLC will determine the criteria for consideration when enrolling in the RtI period.

Students in transitional programs on the high school campus shall take courses according to a transitional schedule which allows for remediation alongside regular grade-level courses.

Students enrolled in alternative programs/settings, job skills training programs or other programs designed to meet their needs are working toward a high school equivalency diploma, certificate of completion, or other diploma options **completion**.

Remedial courses, after-school tutoring, during the day tutorials, test blitz, test prep sessions, distance learning for new or repeat credit, credit recovery, and summer remedial sessions.

Written documentation of students' and parents' refusal to accept remediation shall be maintained by the school in the students' cumulative folder.

Funding for remediation programs shall be a combination of local funds, state "flow-through" funds for remediation and other federal, state and local funds that may be procured for assisting students toward grade-level performance.

Monitoring and evaluation of remedial programming takes place through grant and local district monitoring of funding and student performance.

Intervention

Students in danger of being retained ~~more than one time~~ shall be provided Response to Intervention (RtI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

The SBLC will make decisions based on a preponderance of student evidence.

Students may repeat the course failed if appropriate remediation was provided and the student was not successful.

Students who fail to meet the promotion criteria may repeat the course failed.

In order for any student to be considered for promotion, he/she must first be present the required number of days as found in Section X: Additional LEA Policies Related to Student Placement and Promotion.

Documentation on appropriate remediation strategies and procedures, as outlined below shall be maintained by the teacher and the SBLC chairperson in accordance with the guidelines set forth in the School Building Level Committee Handbook. The intent of remediation is to intervene and prevent retention.

Step 1 – Address the student’s learning difficulties using remediation strategies such as: increased time, frequent assessment and targeted remediation, tutoring, state assessment remediation in lieu of electives, and multi-sensory strategies.

Step 2 – If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school’s SBLC for placement in Response to Intervention (RtI). See the School Building Level Committee Handbook for composition of teams.

~~The SBLC is a committee of educators and those persons knowledgeable about a student, and is a requirement of Section 504 of the Rehabilitation Act of 1973. This team shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child’s teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary.~~

The SBLC will review records of students in Grades 9-12 whose promotion is in question. Students making passing grades while working below grade level may not meet the criteria for promotion. The SBLC (in which the principal is a member) has the authority (Bulletin 741) to make final determinations regarding promotion and retention. (Bulletin 1566 and Act 750 – Revised State Statute 17:24.4). Teachers of students under review shall be temporary members of the SBLC.

Placement in Adult Education Programs

Adult education provides a viable option to many students who do not fit into the regular high school program. ~~Average students, students with economic problems, and some married students often find that this option best meets their particular needs and interests.~~

- Students in traditional high school settings will be referred to the district placement committee for recommendation to move to the locally available adult education program.
- To qualify for the High School Equivalency Diploma (HiSET) Test, an individual shall be 19 years of age or above. Individuals between 17-18 years of age or 16 years of age with an approved age waiver may qualify for the High School Equivalency Test (HiSET) by taking the Official Practice Test (OPT). A married or emancipated individual may be permitted to take the HiSET test at 16 years of age and above.
- Students who have reached the age of 17 and are enrolled in the regular school program are eligible for placement in the adult education program with written parental consent. However, the referral must be initiated by the school counselor or the principal and the form stating adequate reasons for the referral must be provided. Parental consent is not required for married or emancipated applicants.
- A student enrolled in the adult education program that has successfully passed the HiSET Test and has complied with all adult education requirements will receive an equivalency diploma through the locally available adult education program.

VI. 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.

Student 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.

VII. 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.

An exceptional and/or 504 (including gifted and talented) student participating in state assessment must be provided with appropriate accommodations as noted in the student's IEP or IAP. For students who are not administered a standardized state-wide assessment, proficiency in grade appropriate skills, as defined by Louisiana State Standards, must be demonstrated. All Special Education students shall follow the High Stakes testing policy progression as it applies to their IEP.

Guidelines for Extended Year Academic Program for Students with Disabilities

All extended year academic programs will comply with the approved guidelines listed in the Louisiana State Department of Education Bulletin 741.

Grades K-5

- Upon receipt of records, the principal shall use the criteria set for promotion in determining the student's placement.
- All students with disabilities shall be eligible to receive services, if needed, along with regular education students in summer programs, with special supports provided as needed in accordance with Bulletin 1706.

Grades 6-8

- All students with disabilities shall be eligible to receive services, if needed, along with regular education students in summer programs, with special supports provided as needed in accordance with Bulletin 1706.

Grades 9-12

- Students who fail courses have the option of repeating the course either during a succeeding session or during summer school. Summer programming is for removal of deficiencies. Once the course has been successfully completed, the failing grade remains on the transcript.
- ALL course work is calculated into the cumulative grade point average for district requirements.
- Students who fail an upper level course will take a regular class in summer school and get regular credit.
- All students with disabilities shall be eligible to receive services, if needed, along with regular education students in summer programs, with special supports provided as needed in accordance with Bulletin 1706.

~~The district's Home Language Survey shall identify any student whose home language or first language is other than English. A copy of the Home Language Survey for each Limited English Proficient student will be submitted to the district's ESL Program staff to indicate a need for further screening.~~

~~The ESL Program staff will administer the Oral Language Proficiency Test designed for the appropriate age and educational level of the student. These results must be maintained as part of the student's cumulative record.~~

~~After determining the level of oral language proficiency, the level of the student's literacy skills will be determined using standardized achievement test scores in reading and language when these scores are available. When they are not available, formal and/or informal assessments will be used to measure literacy skills.~~

~~Any student scoring below the fluency level on the oral proficiency test will be identified as Limited English Proficient (LEP) and will be offered English as Second Language instructional services. Spanish-speaking LEP students will be offered two-way immersion instructional services as an alternative if available.~~

- ~~• If the parent refuses placement in a program designed to meet an English Language Learner's needs (ESL instruction or Two-Way Immersion Instruction for Spanish speakers), the student will be placed in the regular instructional program at his/her home zone school. Parents must refuse in writing, and the refusal letter shall be placed in the student's cumulative folder.~~

~~Grade placement for the ELL student with records of prior schooling will be as follows:~~

- ~~• Elementary—Students will be placed at the appropriate age/grade level. If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student will be placed in the approximate grade level of his age-mates. A student who is at least fifteen (15) years of age will be placed in the high school program. English as a Second Language (ESL)—certified teachers may administer additional diagnostic tests to assist with placement.~~
- ~~• Secondary—International student transcripts will be evaluated by a qualified counselor and verified for authenticity. The student will be placed in the appropriate grade level based on credits earned. A student who is fifteen (15) years of age or older will be placed in the appropriate high school program of studies.~~

~~Grade placement for the ELL student with no records of prior school will be as follows:~~

- ~~• An ELL student entering the school system with no records will be placed in the grade appropriate to his chronological age. To assist with this determination, additional diagnostic tests must be made by the principal or his designee in consultation with the ESL teacher, classroom teacher(s), and guidance counselor following a review of the student's initial test results.~~
- ~~• A student who is fifteen (15) years of age or older who does not have official transcripts or records will be placed in the appropriate school program (Grades 9–12) where he/she will work to complete Board of Elementary and Secondary Education (BESE) requirements to receive a high school diploma.~~

~~If the parent of a LEP student whose language is other than Spanish accepts ESL services for the student, instruction will be provided by an ESL-certified teacher. It is preferable, but not required, that the ESL teacher has language skills sufficient to communicate with the student in the child's native language.~~

~~If the parent of a Spanish-speaking LEP student accepts ESL services for the student, the parent has the choice to enroll his child in a sheltered ESL program OR in a two-way English/Spanish immersion pathway.~~

~~In the sheltered ESL program:~~

- ~~• Limited English Proficient students will be provided ESL instruction as part of Language Arts instruction and may be provided with sheltered English instruction in the content areas as needed.~~
- ~~• Length and time of instruction will be determined by the student's performance and teacher recommendation and will include English as a Second Language instruction as needed.~~
- ~~• Instruction in ESL sheltered classes will follow the curriculum structured by Louisiana State Standards for English Language Arts, mathematics, social studies and science with needed accommodations and modifications.~~

~~In the two-way English/Spanish immersion pathway:~~

- ~~• Students are placed in the pathway representing a student balance between English speakers and Spanish speakers (no more than 50% of the students being Spanish native speakers) so students may learn from each other.~~
- ~~• Content instruction takes place in Spanish (mathematics, social studies, science, Spanish Language Arts, etc.)~~
- ~~• English Language Arts are taught by an elementary or English certified teacher if an ESL certified teacher is not available.~~

~~Grade placement for the ELL student with no records of prior schooling will be as follows:~~

- ~~• An ELL student entering the school system with no records will be placed in the grade appropriate to his chronological age. To assist with this determination, additional diagnostic tests must be made by the principal or his designee in consultation with the ESL teacher, classroom teacher(s), and guidance counselor following a review of the student's initial test results. (Ref. p. 20, Louisiana School Administrators Handbook: Educating the Language Minority Student with Limited English Proficiency, Bulletin 1851)~~
- ~~• A student who is fifteen (15) years of age or older who does not have official transcripts or records will be placed in the appropriate school program (grades 9-12) where he/she will work to complete Board of Elementary and Secondary Education (BESE) requirements to receive a high school diploma. (Ref. pp. 20 and 53-54, Louisiana School Administrators Handbook: Educating the Language Minority Student with Limited English Proficiency, Bulletin 1851)~~

~~If the parent accepts ESL services for the student, instruction will be provided by an ESL-certified teacher. It is preferable, but not required that the ESL teacher have language skills sufficient to communicate with the students in the child's native language.~~

- ~~• Limited English Proficient students will be provided ESL instruction as part of language arts instruction and may be provided with sheltered English instruction in the content areas as needed.~~
- ~~• Length and time of instruction will be determined by the student's performance; students with limited oral proficiency in English may receive a minimum of two periods of English instruction per day as needed; students with limited literacy skills in English may receive a minimum of one period of English instruction per day.~~
- ~~• Instruction in English as a Second Language class will follow the curriculum structured by Louisiana State Standards for English Language Arts, mathematics, social studies and science.~~

~~Special Education Placement—Non/Limited English Proficient Students, Grades K-12~~

- ~~• Practices for the placement of non/limited English Proficient students must adhere to established criteria in the Pupil Progression Plan.~~
- ~~• All evaluations shall be conducted according to the prescribed standards. Tests and other evaluation materials used to assess a student with Bulletin 1706 regulations shall be selected and administered so as not to be discriminatory on a racial or cultural basis and shall be provided and administered in the student's native language or other mode of communication unless it is clearly not feasible to do so.~~
- ~~• All support services and activities will be accessible to the limited English proficient student. LEP students will be closely monitored for a minimum of two years after the level of the student performance has been determined sufficient to support independent academic work.~~
- ~~• No ELL student shall be retained based solely on lack of English proficiency. To the extent that his/her language proficiency allows, the student is expected to assume responsibility for learning (e.g., pay attention in class, follow directions, have required materials, participate in activities, complete homework assignments) and to show progress.~~
- ~~• The instructional program for the non/limited English proficient secondary student will be one in which the non-English speaking student will not be placed in highly language dependent course (i.e., American History) until a level of competency to succeed in the courses is developed. Non/limited English students may be scheduled in courses such as reading, speech, music and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie Units.~~
- ~~• To be considered English proficient and exit limited English proficient (LEP) status, a LEP student must score as follows: For grades K-2; two (2) years at composite level V on the English language development assessment (ELPT); or for grades 3-12; composite level V on ELPT; or, in the same or an adjacent year; at composite level 4 on ELPT and at proficient on the English Language Arts portion of the state assessment, English II End of Course, LAA1, or LAA2.~~

~~Multi-Grade Diagnostic/Prescriptive Instruction Program~~

- ~~• Students in this program must meet standards for promotion as stated in the Pupil Progression Plan.~~
- ~~• One teacher provides instruction to multi-grade, at-risk students, including those who have failed the state assessment/CRT test.~~
- ~~• The recommended ratio is 10-1.~~
- ~~• The teaching of reading, mathematics and language arts will be given priority by reducing time allotments in other subjects.~~
- ~~• A diagnostic/prescriptive approach will be used.~~
- ~~• The schedule will be flexible with a minimum of fifty-minute sessions recommended.~~
- ~~• Services to an individual student will be discontinued when skill mastery is sufficient to meet requirements of the regular classroom.~~
- ~~• Coordination between the homeroom teacher and the diagnostic teacher is recommended. The diagnostic teacher will not have more than a three (3) grade level span of students in the class at one time.~~

Act 833 is state law which enables eligible students with Individualized Education Plans (IEPs) to pursue standard graduation requirements through alternate means. Criteria for Act 833 eligibility centers on students with disabilities who did not achieve a combination of Basic/Approaching Basic on Math and ELA in two of the three most recent school years (6th, 7th and 8th grades) or did not achieve a score of Fair, Good or Excellent after two attempts of the same EOC test.

Timelines: Act 833 states that within 30 days of an eligible student entering a course, the IEP team must establish minimum performance requirements for the course in the student's IEP.

Graduation Requirements:

Requirement 1:

1. Earn all Carnegie credits and Industry Based Skills for the diploma pathway they are pursuing
2. Take the ACT or Workkeys exam
3. Demonstrate proficiency in each of the three areas traditionally assessed with EOCs. If unable to meet the EOC requirements, Act 833 students are able to meet this requirement by alternate means determined by the IEP team in the first 30 days of the course.

Requirement 2:

1. Employment in inclusive integrated environments
2. Demonstrate mastery of specific employability skills
3. Assess services that are not provided by the school, employment or education options

The IEP team will reflect Act 833 decisions in multiple places in the IEP. Document...

1. Student eligibility on the General Student Information page including previous assessment scores resulting in eligibility.
2. Indicate application, IEP goal(s) & objectives, progress monitoring and progress reports on the student's Instructional Plan, throughout the course.
 - a. IEP goal(s) must be aligned to the standards for specific courses
3. Eligibility on the program services page by checking yes and documenting criteria results.
4. Eligibility on the Act 833 Eligibility Criteria Determination Form for students in T9-12 and 8th grade if appropriate.
5. Anticipated exit date, exit document, years to exit on the Transition Page of the IEP
6. Transition goal in the student's instructional plan with Kuder data in the current performance and or progress reports.
7. Supporting Documents to the IEP will include Individual Graduation Plan for each year in high school and Summary of Performance form during the exit year.

After completion of the IEP, the counselor at the base school must enter Act 833 Special Codes indicating if determined by the IEP committee:

1. Alternate 5% scale on EOC: ACS
2. Act 833 potential student: ACP
3. Act 833 student: AC8
4. Declined: ACD

Documentation for alternate credentials must be written into the student's IEP.

1. Goals and supporting objectives are developed by the IEP team (including the teacher of record) for the credential by using Jump Start Industry-Based Certification Standard/Curriculum.
2. Accommodations/modifications for testing should be indicated for testing (alternate assessment) in the Act 833 goals/objectives.

The IEP team coordination will result in:

1. The CTE teacher assigning the grade must progress monitor bi-weekly.
2. Progress reports done by CTE teacher will be shared with IEP holder every nine weeks.
3. Copy of grade book and work samples will be given to the IEP holder at the end of the school year.

The teacher of record determines if the student will receive credit for the course based on the performance criteria outlined in the student's individuals education program (IEP) using the student's portfolio, progress monitoring and progress reports.

LAA1 Career Diploma

Students evaluated using the LEAP Connect assessments may be awarded a Jump Start Diploma (Alternate Assessment) if the student makes progress toward LA Connectors and one of the following:

1. Employment in integrated inclusive work environments and demonstrate self-help skills; or
2. Demonstrate mastery of employment skills and self-help skills; or
3. Access to services, employment or education options that are not available within the public school system.

The teacher of record determines when the student is ready to exit based on Individual Graduation Plan, Transcript and the performance criteria outlined in the student's individuals education program (IEP) using the student's work samples, progress monitoring and progress reports.

Although IEP teams are encouraged to focus on diploma pathways, a Certificate of Achievement remains an exit option for students with disabilities who participate in alternate assessment.

English as a Second Language Program (ESL)

- The District School Registration packet includes a Home Language Survey. Responses on the (HLS) will identify a student whose home language or first language is other than English. Federal Guidelines require the school to refer the student to the ESL Office for language screening if a language other than English is answered on the Home Language Survey.
- The ESL Program staff will administer an English Language Proficiency Test designed for the appropriate age and educational level of the student. Test results must be maintained as part of the student's cumulative record.
- After the level of oral language proficiency is determined, the student's literacy skill level will be determined using standardized achievement test scores in reading and writing. When they are not available, formal and/or informal assessments will be used to measure literacy skills. Any student scoring below the fluency level on the English Language Proficiency Test will be identified as an EL. (English Learner)
- If the parent of an EL student (whose language is other than Spanish) accepts ESL services for the student, instruction will be provided in English by a Content/ESL certified teacher. Native English speaking ESL teachers are preferred.
- If the parent of a Spanish-speaking EL student accepts ESL services, the parent has the option to enroll the child in a sheltered ESL program OR in a two-way English/Spanish immersion pathway at the K-1 entry level.
- If the parent refuses placement in a program designed to meet an EL's needs, (ESL Sheltered instruction or Two-Way Immersion Instruction for Spanish speakers) the student will be placed in the regular instructional program at his/her home zone school. Parents must refuse in writing, and the refusal letter shall be placed in the student's cumulative folder.
- All support services and activities will be accessible to the EL student.
- EL students will be closely monitored for a minimum of two years after the student has achieved "Proficiency" on the ELPT and exited the EL status.
- No EL student shall be retained based solely on lack of English proficiency. To the extent that his/her language proficiency allows, the student is expected to assume responsibility for learning (e.g., pay attention in class, follow directions, have required materials, participate in activities, complete homework assignments) and to show progress.

Sheltered ESL program:

- EL students will be provided Sheltered ESL instruction in all content areas (K-8) and in English Language (9-12).
- Length and time of sheltered instruction will be determined by the student's academic performance and the teacher's recommendation.
- Instruction (with needed accommodations and modifications) in the ESL sheltered classes will follow the curriculum structured by Louisiana State Standards for English Language Arts, mathematics, social studies and science.

Two-Way English/Spanish Immersion Pathway:

- Students are placed in the pathway representing a student balance between English speakers and Spanish speakers (no more than 50% of the students being native Spanish speakers and 50% of the students being native English speakers)
- Content instruction in Spanish (mathematics, social studies, science, Spanish Language Arts)
- English Language Arts content is taught by an elementary ESL certified teacher.

Prior School Records - EL Grade Placement:

- Elementary - Students will be placed at the appropriate age/grade level. If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student will be placed in the approximate grade level of his age-mates. ESL teachers may administer additional diagnostic tests to assist with placement. (Ref. p. 20, Louisiana School Administrators Handbook: Educating the Language Minority Student with Limited English Proficiency, Bulletin 1851)
- Secondary - International student transcripts will be evaluated by a qualified counselor and verified for authenticity. The student will be placed in the appropriate grade level based on credits earned. A student who is fifteen (15) years of age or older will be placed in the appropriate high school program of studies. (Ref. pp. 20 and 53-54, Louisiana School Administrators Handbook: Educating the Language Minority Student with Limited English Proficiency, Bulletin 1851)

No Prior School Records - EL Grade Placement:

- An EL student entering the school system with no records will be placed in the grade appropriate to his/her chronological age. To assist with this determination, additional diagnostic tests may be made by the principal or his designee in consultation with the ESL teacher, classroom teacher(s), and guidance counselor following a review of the student's initial test results. A change of placement will be documented through SBLC.
- A student who is fifteen (15) years of age or older who does not have official transcripts or records will be placed in the appropriate school program (Grades 9-12) where he/she will work to complete Board of Elementary and Secondary Education (BESE) requirements to receive a high school diploma.

Special Education - EL Placement

- Practices for the special education placement of EL students must adhere to established criteria in the Pupil Progression Plan.
- All evaluations shall be conducted according to the prescribed standards. Tests and other evaluation materials used to assess a student with Bulletin 1706 regulations shall be selected and administered so as not to be discriminatory on a racial or cultural basis and shall be provided and administered in the student's native language or other mode of communication unless it is clearly not feasible to do so.

VIII. 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.

~~Academic Alternative Education Program~~ Transition in Progress Program

The Lafayette Parish School System operates ~~an alternative~~ a Transition in Progress Program for students requiring academic remediation or acceleration and/or behavioral modification that cannot reasonably be provided in their regular school environment. Students and parents meet with school system staff to discuss the opportunity for placement. Entrance and exit criteria are based in local and state policy but all decisions are made on an individual basis in cooperation with students and parents. ~~The program is staff rich with committee~~ is comprised of academic and behavioral professionals as well as parents that will collaboratively develop individual a plan for student achievement, advancement, and academic support. ~~The alternative~~ Transition in Progress Program is available to all students enrolled in Lafayette Parish Schools regardless of age, grade or disability if they meet the entrance and exit criteria as mentioned above. Some services available to students at this site are: academic acceleration, alternatives to regular diploma tracks (High School Equivalency Diploma) and in school expulsion opportunities for behaviorally challenged students.

~~Academic Alternative Educational Setting~~ Transition in Progress Program for English Language Arts and Mathematics— Grades 4- 5-8

- Students in this program must meet standards for promotion as stated in the Pupil Progression Plan.
- Students will be strategically placed with highly effective teachers in ELA and/or Math in order to ensure that the students are provided grade level, on-going, rigorous instruction using locally developed curricula based on Louisiana State Standards for the core subject areas.
- Students participating in this program and continuing to struggle with academic instruction will be recommended for the Middle School Transition in Progress Educational Program.
- Designated classroom teachers in 5th through 8th grade levels will provide instruction for the academically at-risk students in English Language Arts and/or mathematics. Grade level requirements will be addressed.
- ~~A heterogeneous homeroom will be assigned to each fourth and fifth grade teacher.~~
- ~~Students will participate in an alternative setting for the purpose of moving the students to grade level proficiency by providing on-going instruction using locally developed curricula based on Louisiana State Standards for the core subject areas. Students participating in this program and continuing to struggle with academic instruction will be recommended for the Middle School Academic Alternative Program.~~
- ~~Designated classroom teachers in 4th and 5th grade levels will provide instruction for the academically at-risk students in English Language Arts and/or mathematics. Grade level requirements will be addressed. The homeroom students of the remediation teacher(s) will be redistributed to other grade level teachers for instruction.~~

Lafayette Parish Middle School Academic Alternative and Connections Programs

The purposes of these programs are four-fold. They are as follows:

- to provide remedial instruction in basic academics through the diagnostic/prescriptive teaching of reading, math and language arts;
- to move over-age and at-risk students to an environment more suitable to their age level, ability, and interests;
- to provide over-age, at-risk, students with instruction tailored to their needs and assist these students in acquiring skills necessary to succeed in the 8th grade Connections and/or Exiting Pathways
- to provide an incentive for over-age, at-risk students to remain in school.

Academic Alternative program placement criteria must be reviewed with the SBLC committee members.

Placement policy must be followed.

- Middle school students, who are at least 15 years old during the current school year and at least two (2) years behind academically, may apply to the 8th grade Connections Program.
- Reading, language arts and mathematics will remain as the core of instruction. Science and social studies may be taught through reading and/or part of a flexible scheduling process. Students may participate in physical education, arts and crafts, music, and vocational activities to further develop life skills.

The curriculum used to deliver coursework remains based on the Louisiana Content Standards only delivered at the student's instructional reading level using remediation and differentiated strategies to meet the individual needs of the students.

Middle School Academic Alternative Education Program

Academic Alternative Education students follow the parish attendance policy.

Students must receive a passing grade in two academic courses (English Language Arts, and math) to be considered for promotion.

At the end of the school year, the SBLC (composed of the principal, teachers, and counselor as mandated) will review records of all Academic Alternative Education students whose promotion is in question.

No student may advance more than one grade level as a promotion.

A statement of the decision of the SBLC should be entered on the student's cumulative record.

~~The SBLC may recommend that:~~

- ~~• A student return to the Middle School Academic Alternative Program for an additional year of work;~~
- ~~• A student will re-enter the regular middle school program and continue his/her education at a grade level determined by the SBLC;~~
- ~~• A 5th or 6th grade academic transition/alternative education student may not advance a grade until he/she has scored at or above the Basic achievement level on either the English Language Arts or mathematics component on the current state assessment and at the Approaching Basic achievement level on the other, as well as meeting the following promotion criteria: attendance; passing classes (as required by the Lafayette Parish Pupil Progression Plan); attitude/motivation; teacher recommendation; SBLC recommendation.~~
- ~~• The decision for a 7th grade academic alternative student to take the 8th grade state test will be a school-based decision and should be decided by the SBLC. The following should be considered by the committee:~~
 - ~~○ Academic performance and attendance—did the student work hard and attend class on a regular basis?~~
 - ~~○ Future placement—Will the student benefit by being an 8th grader on the middle school campus next year?~~
 - ~~○ Age—A student who will be 15 by September 30th of the upcoming school year should be strongly considered for 8th grade testing. (Giving overage students the opportunity to take the 8th grade state assessment test provides educational placement options.)~~

~~A student may not be promoted to 9th grade until he or she has scored at or above the Basic achievement level on either the English Language Arts or mathematics components on the 8th grade state assessment and Approaching Basic achievement level on the other. An alternative student may qualify for a waiver if he/she meets the guidelines in regards to state assessment summer testing. (Refer to parish policy in regard to 8th grade promotion.)~~

~~If a student takes the 8th grade state assessment test and does not meet the above requirements, he/she can be an 8th grade student at the high school level. The student can apply to the Connections program if he/she qualifies. Also, the student can be placed as a grade 9 transitional student at a high school. Please refer to placement policy in Section V.~~

- ~~• Students who were not successful on the 8th grade state assessment test will be considered a priority during the Connections application/interview process.~~

~~During the SBLC review, consideration will be given to the following exceptions:~~

- ~~• A middle school student who has been retained within the elementary grades and who is not succeeding in a regular classroom setting may be referred for the middle school Academic Alternative/Transition Program.~~
- ~~• The Lafayette Parish Middle School Academic Alternative Education Program is by definition an Alternative within Regular Education: that is, “a program designed to meet the unique needs of the specific group of at-risk students”.~~
- ~~• Students who have been retained two or more times may be eligible for the program.~~
- ~~• All students must apply for the program through the school counseling office. Acceptance into the program is contingent upon specific admission criteria, and a student and parent interview through SBLC.~~
- ~~• The selection of eligible students is determined according to the parish approved Prioritized Needs Profile. The final selection is made by the SBLC, the alternative teacher(s), and/or principal.~~
- ~~• Participation in the Middle School Academic Alternative Program is an option. Parental consent is required for a student to enter the program.~~
- ~~• An entrance test is not administered for eligibility; however, the standardized state-wide assessment serves as one indicator of a student’s progress and may assist in determining areas of greatest need.~~
- ~~• Students repeating the same grade shall be referred to the SBLC for possible entrance into the pupil appraisal system if satisfactory progress is not being made.~~
- ~~• A student who fails twice in grades 6-8 will be recommended for testing and/or possible alternative placement.~~
- ~~• All identified Special Education students 15 years or older who are being considered for retention should be reviewed by the SBLC with the IEP Committee.~~
- ~~• Students who meet qualifications for 504 modifications at any time during the school year will be considered, for purposes of promotion, to have been 504 for the entire year. When making decisions regarding promotion of students with characteristics of dyslexia, consideration shall be given to their performance in an approved multi-sensory structured language program.~~
- ~~• When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system’s due process procedure relating to placement as defined in the system’s Pupil Progression Plan.~~

Lafayette Parish Middle School Transition in Progress Educational Program

The purposes of this program are as follows:

- to provide remedial and grade-level instruction in basic academics through the diagnostic/prescriptive teaching of reading, math and language arts;
- to provide an environment more suitable to students' age level, ability, and interests.
- to provide academically at-risk students with rigorous instruction tailored to their needs as well as assist these students in acquiring skills necessary to succeed in high school.
- to provide an incentive for academically at-risk students to remain in school.
- Transition in Progress Educational Program placement criteria must be reviewed with the SBLC committee members. Placement policy must be followed.
- Middle school students with academic deficiencies can be placed in the Transition in Progress Educational Program.
- English Language Arts and mathematics will remain as the core of instruction with the student being strategically placed in a 15-20:1 classroom ratio setting with a highly effective teacher. Students will participate in regular science, social studies, physical education, arts and crafts, music, and vocational activities to further develop life skills.
- The curriculum used to deliver coursework remains based on the Louisiana Content Standards using remediation and instructional differentiated strategies by a highly effective teacher in a 15-20:1 classroom setting in order to meet the individual needs of the students.
- Middle School Transition in Progress Educational Program students follow the parish attendance policy.
- Students must receive a passing grade in all academic courses.
- At the end of the school year, the SBLC (composed of the principal/or designee, teachers, and counselor as mandated) will review records of all Transition in Progress Educational Program students whose promotion is in question.
- No student may advance more than one grade level as a promotion.
- A statement of the decision of the SBLC should be entered on the student's cumulative record.

The SBLC may recommend that:

- A student returns to the Middle School Transition in Progress Program for an additional year of work;
- A student may re-enter the regular middle school program and continue his/her education at a grade level determined by the SBLC;
- A Transition in Progress Educational Program student may not exit the program until he/she has scored at or above the Basic achievement level on both the English Language Arts and mathematics component on the current state assessment as well as meeting the following promotion criteria: attendance; passing classes (as required by the Lafayette Parish Pupil Progression Plan); teacher recommendation; SBLC recommendation.
- The decision for a 7th grade academic transition in progress education student to take the 8th grade state test will be a school-based decision and should be decided by the SBLC.

The following should be considered by the committee:

- o Academic performance and attendance: Did the student work hard and attend class on a regular basis?
- o Future placement - Will the student benefit by being an 8th grader on the middle school campus next year?
- o Age-A student who will be 15 by September 30th of the upcoming school year should be strongly considered for 8th grade testing. (Giving overage students the opportunity to take the 8th grade state assessment test provides educational placement options.)

If a student takes the 8th grade state assessment test and does not meet promotion requirements as per PPP, he/she can be recommended to be classified a 9T grade student at the high school level. Please refer to placement policy in PPP.

During the SBLC review, consideration will be given to the following:

- A middle school student who is not succeeding in a regular classroom setting may be referred for the middle school Transition in Progress Academic Program.
- The Lafayette Parish Middle School Academic Transition in Progress Education Program is by definition “a program designed to meet the unique needs of the specific group of at-risk students by utilizing research-based educational strategies and highly effective classroom instruction.”
- Students who have been retained two or more times may be eligible for the program.
- The final selection of student enrollment in the Transition in Progress Educational Program will be made by the SBLC committee and/or principal.
- Participation in the Middle School Academic Transition in Progress Program is an option. Parental consent is required for a student to enter the program.
- An entrance test is not administered for eligibility; however, the standardized statewide assessment serves as one indicator of a student’s progress and may assist in determining areas of greatest need.
- Students repeating the same grade shall be referred to the SBLC for possible entrance into the pupil appraisal system if satisfactory progress is not being made.
- A student who fails twice in grades 6-8 will be recommended for placement in the Transition in Progress Educational Program.
- All identified Special Education students 15 years or older who are being considered for retention should be reviewed by the SBLC with the IEP Committee.
- Students who meet qualifications for 504 modifications at any time during the school year will be considered, for purposes of promotion, to have been 504 for the entire year. When making decisions regarding promotion of students with characteristics of dyslexia, consideration shall be given to their performance in an approved multi-sensory structured language program.
- When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system’s due process procedure relating to placement as defined in the system’s Pupil Progression Plan.

~~8th Grade Connections Program~~

- ~~• The Connections Program is a one year process designed for overage students to receive targeted instruction and accelerated remediation aimed at attaining a diploma, high school equivalency diploma and/or State Approved Skills Certificate.~~
- ~~• The student:~~
 - ~~○ must be at least fifteen years old during the current school year and two (2) or more grade levels behind academically;~~
 - ~~○ is classified as an 8th grader;~~
 - ~~○ will earn elective Carnegie Units for each course that student passes while enrolled in the program.~~
 - ~~○ After completing the 8th Grade Connections Program, a meeting will be held with the parent/guardian, student and Connections staff to determine the educational pathway the student will begin working toward: High School Diploma or High School Equivalency Diploma Skills Certificate.~~
- ~~• 8th grade students who were enrolled in the Connections Program. These students have first priority in the Exiting Pathways program.~~
- ~~• Students who are currently enrolled in grades 9 – 12 and are academically behind two (2) or more grade levels.~~
- ~~• A student must have a completed Enrollment Form for the Exiting Pathways Program.~~
- ~~• Students complete a placement test to determine Exiting Pathway level.~~

Exiting Pathways High School Equivalency Diploma Program - Hi-Set Prep Program

Rationale/Purpose - A process for over aged students to receive targeted instruction and accelerated remediation aimed at helping students graduate with a high school equivalency diploma, an Industry-Based Certification. ,and/or a State Approved Skills Certificate.

Eligibility

- ~~• 8th grade students who were enrolled in the Connections Program. These students have first priority in the Exiting Pathways program.~~
- Students who are currently enrolled in grades 9 - 12 and are academically behind two (2) or more grade levels **will be referred to the District Placement Committee.**
- ~~• A student must have a completed Enrollment Form for the Exiting Pathways Program.~~
- ~~• Students complete a placement test to determine Exiting Pathway level.~~

Exiting Pathway Levels

- ~~Level 3—Students attend the W.D. and Mary Baker Smith Career Center all day. Half the day is dedicated to preparing for the HiSET and the other half is dedicated to career & technical education training. (Industry Based Certification—IBC)~~
- ~~Level 2—Students attend the W.D. and Mary Baker Smith Career Center all day. Half the day is dedicated to improving academic skills/work ethics and the other half is dedicated to career & technical education training. (State Skills Certificate)~~
- ~~Level 1~~
 - ~~Year 1—Students will~~
 - ~~Attend classes at the comprehensive high school for a full day;~~
 - ~~Enroll in the suggested level 1 courses to improve literacy and numeracy;~~
 - ~~Enroll in vocational skills classes located on the high school campus.~~
 - ~~Year 2—Students remaining at Level 1 for a second year will:~~
 - ~~Enroll in the suggested Level 1—Exiting Pathways courses on the high school campus to improve literacy and numeracy development;~~
 - ~~Schedule for skills training at the W.D. and Mary Baker Smith Career Center (half a day) (State Skills Certificate).~~
- ~~A 17-year-old student, enrolled in Level III advanced classes who meets the requirements of the Official Practice Test (OPT) can be recommended to take the High School Equivalency Test (HiSET) at any time during the program;~~
- ~~Students who are 17 years of age or older may earn an Industry Based Certification or State Approved Skill Certificate after two years of successful completion in a specific technical pathway;~~
- Students who successfully complete the ~~Exiting Pathways~~ **High School Equivalency Diploma** Program are eligible to participate in their base high school's graduation ceremonies;
- Transportation is provided from the zoned high school to and from the W.D. and Mary Baker Smith Career Center.

IX. 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.

LPSS follows a Response to Intervention (RTI) Plan developed to meet the requirements of federal law and ensure student progress toward meeting Louisiana State Standards. Appropriate instruction in reading includes phonemic awareness, phonics and vocabulary development, reading fluency, and reading comprehension strategies. Appropriate instruction in math means explicit and systematic instruction in early numeracy, math computation, math concepts and application, and problem solving. Details for providing a three-tiered model are outlined in the Response to Intervention Handbook which is incorporated in the School Building Level Committee (SBLC) Handbook.

The classroom teacher is responsible for scheduling a SBLC meeting for each student that has not met the requirements for promotion according to the LPSS Pupil Progression Plan (PPP). During this meeting, the SBLC may override the requirements for promotion written in the PPP but may not override Louisiana State Department of Education High Stakes Testing Policy. All SBLC members should read and be familiar with the current year's approved PPP and SBLC Handbook.

The Department of Academics will send out sample copies of retention letters for each grade level that includes directions for completion. Following this process:

1. Rewrite the letter on appropriate school letterhead.
2. Make appropriate copies for students being retained.
3. Written notification of student retention must be given to parents before the end of the school year.
4. Attach the copies to the report cards to be sent home. Note: An Academic Warning Letter should be sent home (elementary and middle schools) by the end of the ~~third~~ **second** 9 weeks, notifying parents that the student is in jeopardy of failing.
5. 504 Retention/Promotion Report will be attached to the 504 students' report card along with the retention letter if applicable.
 - a. Make copies of the report for the 504 students who will be reviewed for promotion/retention by SBLC.
 - b. Attach copies of the report to the report cards being sent home. (LDOE Bulletin 741)
6. If an ESL student is recommended for retention, an ESL representative should be present for the SBLC meeting.

A Promotion/Retention Log should be completed at the SBLC meeting. This log must be kept on file by the SBLC chairperson with a copy provided to the administrator and/or counselor and the District 504/RtI/Dyslexia Specialist. A copy of the retention documentation should be filed in the cumulative folder as well as in the student's red SBLC folder.

Regular education students

Grievance procedures must follow lines of authority. Adopted policies and procedures of the Lafayette Parish School System shall provide guidelines for filing and processing complaints as a final step in the process. (Policy File: JAA, GAE) Prior to filing a written complaint, the student is encouraged to make a reasonable effort to resolve the problem. Preliminary steps are outlined here:

- Informal: A student or parent may present the grievance orally to a teacher, counselor, and/or administrator of the school regarding a problem that relates to the student.
- If the initial conference does not include a building level administrator, the second meeting concerning the matter in question must include the administrator. An oral answer may be given.
- "Responsible Official": If the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "reasonable official" and the individual may request a conference with the appropriate central office staff member (i.e., Director of Special Education, Director of Student Services, Child Welfare and Attendance personnel, etc.) A written response shall be given.
- Final Step: If the problem is not satisfactorily resolved through the central office official, the individual may file a written complaint with the Title IX/504 Coordinator requesting that the case be reviewed, following the stated policy guidelines. The coordinator shall notify the complainant in writing of any dates; a hearing if needed, and of his/her right to present the complaint to the superintendent.
- To ensure that the due process has been enforced, the complainant may request that the case be heard before the full board if satisfaction has not been reached through the above-mentioned procedures. In the case of the exceptional student, the due process procedures must also be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B Application, LEA and "Section 504" Policy and Procedural Manual and Bulletin 1706 Subpart 2: Regulations for Gifted/Talented Students.
In the case of other qualified disabled students, the due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Students with disabilities

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA-Part B, Louisiana Bulletin 1706) and Louisiana's Educational Rights of Children with Disabilities Handbook.

Section 504 students

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA). Due Process procedures for qualified handicapped students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

LPSS policies concerning the education of dyslexic students and due process procedures must be consistent with Louisiana laws governing these students.

Review of Placement

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

Procedure for Placement Review

- Students in grades kindergarten through fifth will be assigned to heterogeneous classes by the school principal unless two-way immersion has been requested (Spanish speakers only).
- Scheduling of middle school and high school students for the ensuing school session will be conducted during the spring semester of each year. School counselors, subject-area teachers, students, and parents will be involved in the scheduling process.
- Counselors and teachers will interpret essential information relating to the program of studies, including information on the importance of enrolling in courses taught at the level best suited to a student's needs, interests, and abilities.
- It shall be the responsibility of the local school principal to see that promotion and placement policies are implemented in accordance with the guidelines established in Section I and II of this document.
- After reviewing a student's record of achievement and all available test scores, the teacher will recommend courses taught at a level suited to the student's abilities. The final course selection will be recommended by the teacher and signed by the student's parent(s) or guardian.
- Foreign students without academic records enrolling in Lafayette Parish schools will be placed according to their chronological age. Their progress will be monitored, however, to determine their proficiency in the English language and to recommend placement changes that may be related to progress in the mastery of English.
- High school students will be informed of graduation requirements that relate to the curriculum in effect at the time of their entry into high school. Subject-area teachers and the school counselors will periodically review student records in order to inform students and their parents of facts relevant to graduation requirements.

- The principal, appropriate supervisor, consultant, or director will monitor the policies for promotion, retention, and placement into remedial classes. Parent involvement will be requested where the teacher, principal, supervisor and/or director make exceptions to these policies.
- School site administrators or their designee shall hold an SBLC meeting and collect written statements from the parent/guardian and student as to the circumstances leading to the change of placement request. The recommended change of placement must be included in the SBLC determination.
- The District Placement Committee will review a change of placement request and notify the school of the decision within seven (7) school days.

X. Additional LEA policies related to student placement and promotion

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

Entry requirements for Honors Classes

Students must meet both of the following criteria:

- a minimum average of B earned in the prior course
- Scored Mastery or above on the state assessment or has scored in the top 15% of the school grade level cohort on the most recent state assessment.

Criteria for continued enrollment in honors classes

- must maintain a minimum end of the year average of B.
- Honors classes are designed for students who have a good command of literacy and/or numeracy, according to the needs of the honors class, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum courses. These students are self-directed, self-motivated and have a willingness to work for success.
- Enrichment shall be provided for groups of students who have mastered grade level content in reading or mathematics. Provisions may be made for an individual child whose achievement warrants instruction in reading at a higher-grade level.

Elementary World Language enrichment for students in grades PreK-5.

A world language shall be required for all qualifying fifth grade students. A student who:

- is not repeating the assigned grade level;
- Scored Mastery/Advanced on ELA and Math in the previous year's testing;
- is recommended for this program by his/her ELA teacher(s); and/or administrator(s) using current data; and/or
- is not in need of remediation for core content areas.

Instruction will be based on a proficiency-based curriculum, focused on communicative abilities, that meets or exceeds Louisiana State Standards.

Remediation in Lieu of World Languages in Grade 5

- Any student may be removed from the world language program if and when remediation is deemed necessary by the SBLC team.
- Once a student is removed from world language class he/she may not return to the class for the remainder of the year.

Middle School World Language Enrichment for Students in Grades 6–8.

A world language shall be offered for all qualifying students. A student who:

- is not repeating the assigned grade level;
- Scored Mastery/Advanced on ELA and Math in the previous year's testing;
- is recommended for this program by his/her ELA teacher(s); and/or administrator(s) using current data; and/or
- is not in need of remediation for core content areas.

An articulated world language course for one forty-five minute class period daily in grades 6 through 8 shall be provided for students to meet yearly minutes mandated by the state. French or Spanish may be offered for one class period daily during the language arts block schedule. It may also be offered as a standalone elective course. Instruction will be based on a proficiency-based curriculum, focused on communicative abilities, that meets or exceeds Louisiana State Standards.

When French or Spanish as a second language is taught continuously in the 6th - 8th grade, with a minimum of 45 targeted language instruction minutes per day (7,965 minutes/year), the high school course code may be used to document the course in 7th grade (as French I) and/or 8th grade (as either French I or French II). Students who pass the course with a minimum of a "D" will receive a Carnegie Unit (high school credit) for the course. Any grade earned will be posted to the student's official high school transcript. The student will not take a proficiency exam to earn the credit. Schools opting to offer 7th grade French/Spanish using the middle school course code will offer French I or Spanish I under the high school course code in the 8th grade for those students who have taken at least one year of middle school French/Spanish previously. Should courses be coded as High School Credit courses, parents will receive a notification and acceptance letter.

Eighth grade students, with less than one (1) year of French instruction, prior to the 8th grade, will be enrolled in French utilizing the middle school course code. At the conclusion of the middle school course, the student will be eligible to take the French I proficiency exam for high school credit, providing they have earned a 95% or better during each grading period. The results of the proficiency exam will be shared with the parents. The parents will elect whether the score is posted on the student's official high school transcript.

World Language Immersion

World Language Immersion will provide instruction to PreK-5 students in a self-contained classroom setting. English Language Arts will be taught in English. Target Language Arts and all other core content will be taught in the target language (French, Mandarin, or Spanish). Target Language Arts instruction will align with ELA standards.

Instruction will address grade appropriate skills across content areas using an interdisciplinary approach as defined by Louisiana State Standards. All support services, for students meeting enrollment criteria,, will be available to students enrolled in immersion. Retention will not exclude a child from continued participation in the immersion academies.

Late entry into immersion will be granted upon successful completion of a grade level appropriate proficiency assessment, should seats be available, beginning in Grade 2.

Criteria for continued enrollment in Language Immersion Pathway:

Both of the following requirements must be met in order to continue in world language immersion in good standing for the following year:

- Must maintain a minimum end-of-year average of C in target language arts (French Language Arts, Spanish Language Arts, or Chinese Language Arts);
- Must maintain a minimum end-of-year average of C in core courses taught in the target language. Maintain average C in core classes as well as English language.

Immersion students should be enrolled in one block of ELA and one block of Target Language Arts daily. Students should maintain a C average in both courses. Should one fall below a C average, they may be required to schedule the following year's Target Language Arts during their elective course period.

Middle School Immersion

At the middle school level, grades 6-8, students must maintain enrollment in a minimum of four courses in the target language, when available at the school, each year in order to remain in immersion, or they shall be exited from the immersion academy.

In immersion, school leadership will have two scheduling options:

- 7th grade students may be enrolled in French I or Spanish I using the high school course code and 8th grade students may be enrolled in French II or Spanish II using the high school course code. Students enrolled in the high school course will receive the grade earned on their high school transcript.
- Students may also be scheduled using the traditional middle school language course codes in 7th and 8th grade.
 - With this option, students MUST maintain a C average in order to qualify to take a proficiency exam in 8th grade for their high school credits in Level I and Level II world language.
 - Students who fall below a C average risk not only removal from immersion but may also be required to complete additional coursework in the summer to qualify to take the proficiency examination for their high school credit.
- Placement exams for Honors/Advanced Target Language Arts coursework may be available for high achieving students.

High School Immersion

In high school, immersion students are required to take a course in Target Language Arts each year. If content courses exist, immersion students should take at least one per year in order to arrive at 8 Carnegie Units in immersion coursework by 12th Grade.

Additional Considerations in High School

Former immersion students not enrolled in a language course at the middle school level will be eligible to take a State approved proficiency exam in order to earn Carnegie Units in the immersion language. The results of the proficiency exam will be shared with the parents. The parents will elect whether the score is posted on the student's official high school transcript.

~~Elementary foreign language program for academically able students in grades PreK-5.~~

~~A world language shall be required for all academically able fourth and fifth grade students. An academically able student is one who~~

- ~~• is not repeating the assigned grade level;~~
- ~~• is recommended for this special program by his/her teacher(s); and/or administrator(s) using current data; and~~
- ~~• scored at the “Basic” level in English Language Arts and math on the previous year’s state assessment;~~
- ~~• students who according to the above criteria are presently considered academically able and who are not making satisfactory progress during the current school year will, at the discretion of the principal and teacher, no longer be considered academically able;~~
- ~~•~~

~~World language instruction will be offered at grades 4 and 5 for the district assigned number of daily minutes by reducing the time allocation in each subject by five (5) minutes;~~

~~Instruction will be based on local curriculum developed from Louisiana State Standards for foreign languages.~~

~~World Language Immersion Pathways~~

~~The World Language Immersion Pathways will provide instruction to PreK-5 students in a self-contained classroom setting. English Language Arts will be taught in English. The other part will be taught in the target language, and will align with ELA standards and ELA instruction (ex: collaboration for guided reading), in order for the immersion schedule to respect minimum immersion time guidelines from the State Department of Education. The remainder of the core curriculum will be taught in the target language.~~

~~As with non-immersion students, district standards for promotion will be addressed at each grade level. Instruction will address grade appropriate skills as defined by Louisiana State Standards. All support services will be available to students enrolled in the pathway. Retention need not exclude a child from continued participation in the pathway. Late entry into the pathway will be permitted where place is available until the end of grade 1. Beyond that grade, the student must demonstrate proficiency in the world language of the pathway at his/her grade level in order to gain entry into the pathway.~~

Remediation in Lieu of World Languages in Grades 4 & 5

~~Students in this remediation program must meet standards for promotion as stated in the Pupil Progression Plan.~~

- ~~• Schools receiving waivers for French instruction must allocate comparable time for academic remediation.~~
- ~~• Fourth and fifth grade students who are not identified as academically able will receive remediation by the classroom teacher in lieu of World Language (see definition in Local Terms Section.)~~
- ~~• Any student may be removed from the world language program if and when remediation is deemed necessary by the administrators and/or academic teacher.~~
- ~~• Since the student will continue in the remediation program for maintenance purposes, once a student is removed from world language class he/she may not return to the class for the remainder of the year.~~

Elementary foreign language program for academically able students in grades 6–8.

~~An articulated elementary world language program for one forty-five minute class period daily in grades 6 through 8 shall be required for academically able students in order to reach the minimum 7965 yearly minutes mandated by the state. For middle schools using the French or Spanish scheduling option in grades 6 through 8, French or Spanish will be offered for one class period daily during the language arts block schedule. Instruction will be based on local curriculum developed from Louisiana State Standards for world languages. An academically able student is one who~~

- ~~• scores at the “Basic” level in the English Language Arts and math on the previous year’s state assessment (CRT) or state assessment (NRT); the preceding year has earned a final grade in class work of 85% or above in English, reading and math;~~
- ~~• is recommended by his/her teacher(s) for placement in special courses; and~~
- ~~• students who according to the above criteria are presently considered academically able and who are not making satisfactory progress during this present school year will, at the discretion of the principal and teacher, no longer be considered academically able, and may be removed from the program.~~

~~For the 2016–2017 school year—an academically able student is one who~~

- ~~• is not repeating the assigned grade level~~
- ~~• is recommended for this special program by his/her teacher(s) and administrator(s) using current data.~~

~~Current data on which to base recommendation will be in order of priority~~

- ~~• RTI level during the year~~
- ~~• RTI progress report if any (exiting Tier II)~~
- ~~• Latest reading/mathematics scores~~
- ~~• Block scheduling for language arts is recommended for grades 6 through 8. One grade for language arts, which reflects literacy and language development, is given, rather than dividing literacy into English and reading.~~
- ~~• If block scheduling cannot be accomplished for English Language Arts because of scheduling restrictions, the block can be split into two periods. However, one grade must be given for reading and language arts for promotional purposes.~~
- ~~• Note: This composite grade does not apply for students in the bilingual program when a world language replaces one of their two English Language Arts classes. The world language and English Language Arts are reported separately and are not averaged for grade reporting.~~

~~World Language Immersion Pathways~~

~~The middle school Language Immersion Pathway is designed for students who have a good command of the target language, and therefore, have the potential to succeed in core courses taught in that language (social studies and science).~~

~~Entry requirements for middle school language immersion pathway in grades 6-8:~~

~~Students must meet the following criteria. A minimum average of C in target language arts (French Language Arts, Spanish Language Arts, or Chinese Language Arts) by the end of 5th grade immersion classes.~~

~~Criteria for continued enrollment in Language Immersion Pathway:~~

~~Both of the following requirements must be met in order to continue in the language immersion pathway for the following year:~~

- ~~• Must maintain a minimum end-of-year average of C in target language arts (French Language Arts, Spanish Language Arts, or Chinese Language Arts);~~
- ~~• Must maintain a minimum end-of-year average of C in at least one of the core courses taught in the target language.~~

~~In special circumstances, teacher recommendations from all immersion teachers involved may be substituted for one of the requirements.~~

~~A student participating in a World Language Immersion Pathway must maintain a C average in ELA to be placed in ELA Bilingual Program (1 period of ELA and 1 period of targeted language arts). If a student scores below a C average, he/she must schedule his/her target language arts as his/her elective.~~

~~At the middle school level, instruction in grades 6-8 will be departmentalized. Students must maintain a minimum of three courses (four if mathematics is taught in the target language) in the target language in order to remain in the pathway, or they shall return to the home zone school.~~

~~As with non-immersion students, district standards for promotion will be addressed at each grade level. Instruction will address grade appropriate skills as defined by Louisiana State Standards. All support services will be available to students enrolled in the pathway. Retention need not exclude a child from continued participation in the pathway. Late entry into the program will be permitted where place is available until the end of grade 1. Beyond that grade, the student must demonstrate proficiency in the world language at his/her grade level in order to gain entry into the pathway.~~

Definition of the term “grade level” or “on grade level.”

~~‘On grade level’ students are those that demonstrate at least average progress (grade C or above) as verified by the teacher(s) and principal. Further definition of ‘grade level’ relates to student’s scores on the state assessment in English Language Arts: Basic or above and recommendations from teacher(s) and parents.~~

~~World Language instruction shall be required for all academically able 4th-8th grade students.~~

Minimum Attendance Requirements

Attendance in school is compulsory for all students between the ages of 7 and 17 as mandated by LA. R.S. 17:221. Once a student is enrolled in the Lafayette Parish School System, regardless of age, they are required to follow the compulsory attendance law.

Elementary students may not miss more than ten (10) days per year in order to be eligible for promotion.

High school students attending a school operating on a block schedule may not be absent for more than five (5) days in a one credit course or two (2) days in a half credit course in order to be eligible to earn a Carnegie Unit. High school students attending a school operating on a seven (7) period day schedule may not be absent for more than ten (10) days in a one credit course or five (5) days in a half credit course in order to be eligible to earn a Carnegie Unit.

In grades 6-12, minimum attendance requirements shall be applied to every course in which the student is enrolled.

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met. All absences of students in question will be reviewed by the SBLC and/or the Child Welfare and Attendance Hearing Officer for exception.

Exceptions to Minimum Attendance Requirements

All exceptions to the above policy shall be made only after an initial review by the school building level principal and/or SBLC. If the request for excessive absences is denied, the parent/guardian may request a review of the decision by the Office of Child Welfare and Attendance by calling the school to schedule the review. The school nurse and any other school personnel may also be in attendance. All documentation regarding excessive absences must be provided by the parent/guardian at this meeting. If the documentation is not provided, the meeting will be adjourned and the decision of the principal to deny exception will be upheld.

The attendance review procedure must be requested no later than the tenth (10th) school day after the end of the semester for semester courses, or no later than the tenth (10th) day after the close of the session for full-year courses or grade-level promotions.

All absences shall be counted as absences for attendance reporting purposes in compliance with the policy of the Lafayette Parish School Board and the Louisiana Department of Education. (La. R.S. 17:226) School sponsored activities will not be marked as an absence.

For exceptions to be granted for credit, one of the following forms of documentation will be necessary:

- Medical or dental excuses
- Court ordered subpoenas or other legal business documentation
- Documentation regarding the health of a family member
- Documentation regarding catastrophic personal-social occurrences, i.e., flood, fire, family violence, etc.
- Head lice absences require appropriate documentation from school nurse or physician (maximum three (3) days absence).
- All written documentation must be submitted to the school within five (5) days of the student's return to school. AFTER FIVE (5) DAYS, EXCEPTIONS MAY NOT BE GRANTED. All absences in excess of the minimum attendance requirements MUST be supported by any of the aforementioned documentation. Parental notes are not acceptable forms of documentation for absences which exceed minimum attendance requirements.

- The school administration may consider absences for college and military visitations, with official documentation, for exception to the attendance policy. College and military visitations by juniors and seniors are limited to five (5) per year with prior approval of the principal. Exceptions to this policy may occur with approval from the SBLC and the principal.
- A student placed on homebound by a medical doctor when he/she is unable to attend school for three (3) weeks or more because of illness/accident and also a student placed on homebound by a psychologist or psychiatrist for emotional conditions will not be counted as absent. However, the parent/student should immediately apply for homebound services upon the physician's recommendation. Applications for Homebound services may be obtained through the school counseling department. Homebound instruction will begin upon the approval of the completed application by the Homebound Coordinator.
- Chronic medical conditions will require a letter from a licensed health care provider that states the condition and how it contributes to absences from school. This letter must be submitted to the school principal by the end of the first three weeks of the session or immediately after the condition has been diagnosed. The student's medical situation should be discussed with the teacher and/or principal. A Chronic Illness form can be obtained from LPSS Nursing department. Each time a student is absent due to the chronic condition the parent must send a note stating that the absence was due to chronic medical condition.

Unexcused absences include but are not limited to:

- Head lice after third (3rd) day
- Child lacking proper immunization documentation.
- Absences due to loss of school bus privileges.
- Suspension
- Absences for which no documentation was provided.

Makeup Work

After each absence from school, it is the responsibility of the student to make arrangements to make up work missed during the absence with his/her teacher, following his/her return. Assignments may be given prior to absences.

Make-up work will be completed within five (5) school days of student's return to school except in situations with extenuating circumstances as determined by school administration and/or the grade level appropriate Director of Schools; not to exceed ten (10) days after the end of a grading period. (There may be exceptions for students with IAP's and IEP's.)

Gifted students attending enrichment classes should not be marked absent, and their regular education teachers shall assist the students with make-up work as needed.

- Gifted or talented students should in no way be penalized for incomplete assignments on the day following special education enrichment classes, unless the assignment was directly given to the student by the teacher. These students should be encouraged to participate in enrichment sessions as specified on their IEP. An extension of time to complete missed work may be warranted and is appropriate, if needed. Some or all of the makeup work can be excused if the student has apparently already mastered the skills addressed the day they attend their special education enrichment session.
- In the event that circumstances prevent the above procedures from being implemented, the use of a student peer as a source of assignments is acceptable with the condition that the gifted student not be penalized for inaccuracies in the reporting of assignments by another student.

For a student to make up a missed midterm or final exam, proper medical/dental documentation, etc., must be submitted by the parent/guardian that verifies and documents the necessity for the absence/s.

Any work missed because of suspension or recommended expulsion can be made up for full credit. The student must make up all work within ~~seven (7)~~ five (5) days of returning to school.

A student attending school sponsored or endorsed activities including LPSS pullout programs, sporting events, field trips, and college or military visitation has the responsibility of obtaining all assignments and completing the work as scheduled for the classes missed. For extended absences, teachers may grant exceptions, prior to the absence, for work due in his/her class.

Late Work Policy

A late work policy is to be established at the discretion of the administrator to be approved by the grade level appropriate Director of Schools.

Uniform Grading Policy

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

Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

Where O, S, N, and U are used, the numerical ranges should be used as a guide for assigning grades: Outstanding [93-100], Satisfactory [75-92], Needs Improvement [67-74], Unsatisfactory [0-66].

The Lafayette Parish grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Gifted and Talented, and/or Honors will be the same as regular classes. The Lafayette Parish grading scale for advanced coursework in Dual Enrollment courses will be on a 10-point scale consistent with colleges and universities in the area.

Grading Practices Guidelines

PURPOSE: To insure the consistent, reliable and valid measurement of the level of mastery of the course content standards by a student in coursework in Lafayette Parish.

The definition of Academic Grade, Assessment, Grading, Formative Assessments, and Summative Assessments can be located in the Appendix A under Local Terms.

All grades will come from a variety of types of assessments to meet the various learning modalities of students. Marking period grades have to be comprised of multiple forms of assessment.

Grades 6-12:

1. Grades will be 90% summative and 10% formative
2. A minimum of 6 summative and 4 formative grades for 9W1, 9W2 and 9W3 and a minimum of 4 summative and 2 formative grades for 9W4.
3. There will be a 40-point range in each category with a 10-point minimum. In a nine-weeks, the difference between the lowest assessment value and the highest assessment value must be within a 40-point range in each grading category – formative and summative.
4. Homework shall not be graded. Comment codes can be used to report on homework habits.
5. Mid-terms/Finals will no longer be a separate category in the grade calculation. Mid-terms grades will be summative and averaged in 9W2 grades. Final exams will be summative and averaged in 9W4 grades.

Grades 2-5:

1. 100% summative grades
2. A minimum of 8 grades for 9W1, 9W2 and 9W3 and 6 grades for 9W4.
3. A 40-point range for all assessments with a 10-point minimum. In a nine-weeks, the difference between the lowest assessment value and the highest assessment value must be within a 40-point range.
4. Homework shall not be graded. Comment codes can be used to report on homework habits.
5. In electives that meet once per week, students shall have a minimum of 4 grades per nine weeks, with the exception of the fourth nine weeks where three grades are required.
6. Academic assignments not aligned to Louisiana State Standards shall not be graded. Examples include spelling/handwriting.

A mid-grading progress report shall be sent home during each nine-week grading period.

Parent portal through JCampus is available for all monitoring of student progress.

~~It is required that each of the final nine weeks' grades be based on 60% summative assessments, 40% formative assessments.~~

~~The final nine weeks grade for a grading period will consist of summative and formative assessments. There will be a minimum of eight (8) graded assessments per nine week grading period; of which four (4) will be~~

~~Points, not percentage grades, shall be assigned to students for tests, homework, and daily work all assessments.~~ At the end of a nine-week period, a percentage grade ~~shall be computed by dividing the points earned by the total possible points~~ and will be converted to the four-point scale. (Raw Score)

Discipline shall not affect grading in any academic area, ~~with the exception of~~ including academic dishonesty. Academic dishonesty will be handled as a behavior referral according to the LPSS consequences of behavior policy. Because a teacher needs evidence of the mastery of standards being taught, the student will be allowed to re-test.

~~Homework shall not exceed 10% of the total grade for each subject. Homework will be calculated within the formative category.~~

~~Bonus points and/or~~ Extra credit assignments are not allowed unless they demonstrate content knowledge. Academic credit can only be granted for work pertinent to the assessment of a student's mastery of the ~~subject being taught~~ standards. Students who have shown proficiency in the standards may be offered enrichment activities when deemed appropriate.

Make up work will be accepted according to LPSS guidelines for absences.

The assignment of academic points for participation in class activities is not a measurement of the mastery of course content. Any ~~formative~~-assessment assigned for the quality of a student's participation in a class activity must have a rubric attached to it and be based on skill and/or performance comparable to a standard.

Students who attend resource rooms on a daily basis are assigned a grade in content areas taught by the teacher. Students who attend resource rooms a percentage of the scheduled time are given grades by the resource teachers for work completed; these grades may be combined with the regular classroom teachers grades for determining a final grade.

Re-engagement/Re-assessment

- All students who earn an F on an assessment must be afforded the opportunity by the teacher to re-engage and re-assess the assessment standards. The higher grade will replace the lower grade.
- All re-assessments measure the same standards as the original assessment, but may vary in format.
- Prior to individual re-assessment, student must complete remediation or tutorial as determined by the teacher. Teacher shall begin the re-engagement/re-assessment process within one week from when the teacher notifies the student of the grade earned.
- Students are not eligible for re-assessment on any assessments or projects within the final two weeks of a course.

Quality Points – Grades ~~1~~ 2– 12

Grades are calculated by numerical scores from weighted categories—formative and summative.

Average is converted to a letter grade to be reported on the report card.

Quality points used only at the end of the nine weeks' grading periods:

"A" average = 3.5 and above

"B" average = 2.5 – 3.49

"C" average = 1.5 – 2.49

"D" average = 1.0 – 1.49

"F" average = below 0.99

For year-long courses, students must have a minimum total of 4 quality points over the four nine weeks, a minimum 2 quality points combined for the 3rd and 4th nine weeks, and must pass the last nine weeks with at least 1 quality point

For semester long courses students must have a minimum of 2 quality points, a minimum of 1 quality point from the 2nd or 4th nine weeks (cannot fail the second or fourth nine weeks.)

However, F's earned during the second nine weeks for a half credit course or fourth nine weeks for a full year course, constitutes as a failing mark pending the recommendation of the SBLC and the principal ~~with final approval by the grade level appropriate Director of Schools.~~

However, F's earned during the fourth nine weeks for a full year EOC course, constitutes as a failing mark unless the student earns a Good or Excellent on EOC or Mastery or Advanced on LEAP 2025. These situations require a review and resulting recommendations from the SBLC and the principal.

Final Grade Calculation For EOC classes

1st nine weeks - 20%
2nd nine weeks - 20%
3rd nine weeks - 20%
4th nine weeks - 20%
EOC 20%

For non-EOC classes

~~Semester 1~~

1st nine weeks - ~~40%~~ 25%
2nd nine weeks - ~~40%~~ 25%
~~Midterm 20%~~

~~Semester 2~~

3rd nine weeks - ~~40%~~ 25%
4th nine weeks - ~~40%~~ 25%
~~Finals 20%~~

Semester classes

1st nine weeks - ~~40%~~ 50%
2nd nine weeks - ~~40%~~ 50%
~~Final 20%~~

Final Grade is the average of
the unrounded quality points
earned in each of the 4 nine
weeks. (~~semester 1 unrounded
and semester 2 unrounded~~)

High School, Grades 9–12

Non-EOC Courses:

~~A student's final grade for each semester and final average shall be computed by calculating the unrounded quality points earned during each of the two nine-week periods as 40% of the semester grade, then counting the percentage grade made on the semester examination as 20% of the total semester grade.~~

~~The high school course U. S. History was labeled by BESE as an End-of-Course course with conditions for final grade calculations. The standards and assessments for Social Studies courses have recently been revised and approved. Additionally, the U. S. History EOC Test shifted from a four achievement level scale to a five achievement level scale. Because of these massive changes, BESE has waived the EOC final grade calculations for U. S. History for one year. For 2017–18, LPSS schools will calculate the final grade in U. S. History like non-EOC classes. The U. S. History teachers will create the mid-term and final exams as other non-EOC teachers do.~~

Early College Academy Grading Policies

The Early College Academy (ECA) is housed on the South Louisiana Community College (SLCC). The grading policies of SLCC are based on a ten point scale. In order for all grading to be consistent at ECA in high school and college courses, the grading policies of ECA will be based on the same ten point scale as SLCC.

Additional ECA grading policies are listed below:

All *recorded* grades in the gradebook are in the form of summative grades (tests, projects, skill-based performance, final drafts, performances, etc).

Formative assignments (homework, classroom practice, quizzes, drafts, etc.) are assessed and feedback is used to provide direction of proper remediation. However, formative assessments are not used in the calculations of nine weeks or final grades.

Early College Academy assignment grades are based on the ten point scale and converted to letter grades A, B, C, D, and F and posted in the grade book.

- A = work demonstrates complete mastery of skills
- B = work demonstrates solid mastery of many or most skills
- C = work demonstrates partial understanding and possible mastery of some standards/skills, but not all
- D = work demonstrates that student needs more instruction as understanding and conceptual knowledge of standards/skills is low
- F = no work to grade or quality is extremely poor

The letter grade of each nine weeks, the final exam, and the final course grade will be accompanied by a correlating grade point average numerical value where:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

The grade for each nine weeks grading period is calculated by averaging the quality points earned on all summative assignments during the nine weeks.

Early College Academy operates on a semester schedule. The final grade of a course is composed of two nine week reporting periods. The final grade is calculated using the following formula.

- Nine Weeks 1 unrounded quality point average (40%) + Nine weeks 2 unrounded quality point average (40%) + Exam (20%) = Final Grade in Course

LHSAA Academic Eligibility Guidelines

In line with LHSAA eligibility to participate in athletics, and in accordance with Pupil Progression Plan, high school student athletes must follow the guidelines with regards to the student's report card.

Letter Grade	Quality Point Value	Quality Point Average Chart
A	4 points	3.5 - 4.0 A average
B	3 points	2.5 - 3.49 B average
C	2 points	1.5 - 2.49 C average
D	1 point	1.0 - 1.49 D average
F	0 points	0 - .99 F average

- A student's individual class grade cannot be rounded.
- Student athletes in the 9th-11th grade must pass six (6) classes per year.
- Senior athletes must take and pass a minimum of four (4) **full credit** classes per year; and senior athletes taking six (6) or less classes, must pass all classes to remain eligible for athletics.
- Students must have at least a 1.5 average on their report card to be eligible for athletics, which includes passing six (6) classes.
- This area shall include recommendations of the grading committee and will be inserted in an Appendix form.

Middle School 6—8 grades

Actual points earned shall be entered in the roll book. Points, not percentage grades, shall be assigned for tests, homework and daily work. At the end of a nine-week period, a percentage grade shall be computed by dividing the points earned by the total possible points. Any percent .5 or above shall be converted to the next whole number. A mid-grading progress report shall be sent home during each nine-week grading period for students who are not successful. Parent Portal through JCampus is available for all monitoring student progress.

~~A minimum of eight (8) assessment activities shall be included in each nine-week grading period. An exception will be made for seniors in the fourth 9 weeks grading period to require a minimum of six (6) graded assessments (preferably 8); three (3) will be summative, three (3) will be formative. Various types of assessment, including project-based activities, shall be utilized in determining a student's nine-week grade. Additional grades are recommended for determining student progress. Extra credit/points shall be awarded using academic activities only.~~
Students who attend resource rooms on a daily basis are assigned a grade in content areas taught by that teacher.

~~Middle school students who attend resource rooms a percentage of the scheduled time are given grades by the resource teachers for work completed; these grades may be combined with the regular classroom teacher's grades for determining a final grade.~~

~~Homework shall not exceed 10% of the total grade for each subject (K-8). Homework will be calculated within the formative category.~~

~~Discipline shall not affect grading in any academic area, with the exception of including academic dishonesty.~~

Elementary K-1

Progress in ELA (reading and writing), math, and personal growth will be indicated with the PIN scale. Students should score Proficient on 70% of the standards reported in ELA and math in order to meet promotion requirements.

- P – Proficient – the student is able to consistently demonstrate an understanding of the standard through a variety of evidence.
- I – In Progress – the student is making progress towards meeting the standard.
- N – No Evidence – the student has not demonstrated evidence supporting a classification of Proficient or In Progress.

Elementary ~~K~~ 2-5

Students receiving N or U in academic subjects will not be eligible for Honor Roll. (Policy File IHD) Students receiving an S are eligible for Honor Roll but not Principal's List.

Grades on report cards for foreign language, music, arts and crafts, health and physical education will be recorded using O, S, N and U.

- ~~Handwriting shall be addressed using comment codes under the subject of language (Handwriting is satisfactory—OR—Handwriting needs improvement).~~
- ~~Spelling shall be addressed as part of the language grade, not to exceed 10% of the nine-week grade. (Grades 2-5)~~
- Academic assignments not aligned to Louisiana Student Standards shall not be graded. Examples include spelling and handwriting.
- In elementary school settings, conduct shall be addressed by assigning a letter grade (A, B, C, D, or F).
- ~~In first grade, an O, S, N or U will be used in recording the social living grade.~~

Grade Level K- 1

Report by letter grades A, B, C, D, F: ~~Conduct.~~

ELA, math, personal growth

Report by letter grades O, S, N, U:

~~Mathematics, Reading, Writing, Language, Social Living, Music, Art, Health and P.E.~~

Report by PIN

- P – Proficient – the student is able to consistently demonstrate an understanding of the standard through a variety of evidence.
- I – In Progress – the student is making progress towards meeting the standard.
- N – No Evidence – the student has not demonstrated evidence supporting a classification of Proficient or In Progress.

Grade Levels 2 – 3-4

Report by letter grades A, B, C, D, F:

Reading and ELA

Handwriting and spelling as a comment code
~~(Handwriting is satisfactory OR Handwriting needs improvement)~~

Spelling as part of the Language grade ~~not to exceed 10% of nine week grade.~~

Mathematics, ~~Social Living~~ Social Studies, Science, Conduct

Report by letter grades O, S, N, U:

Music

Art

Enrichment (Gifted and Talented)

Health and P.E.

The following chart delineates the graded and O. S. N. and U subjects for grades 1-5 as outlined above.

Grade Level ~~s4~~ 5

Report by letter grades A, B, C, D, F:

Reading ~~and~~ ELA, Mathematics, Social Studies, Science,
Band, ~~(Grade 5)~~, Chorus, ~~(Grade 5)~~, Conduct

Language Arts

~~Handwriting as a comment code — (Handwriting is
satisfactory OR Handwriting needs improvement)~~

~~Spelling as part of the Language grade not to exceed
10% of nine-week grade.~~

Report by letter grades O, S, N, U:

Foreign Language

Music ~~(Grade 4)~~

Art

Enrichment (Gifted and Talented)

Health and P.E.

~~In grades 2 through 5, actual points earned shall be entered in the roll book. At the end of a nine-week period, a percentage grade shall be computed by dividing the points earned by the total possible points. Any percent .5 or above shall be converted to the next whole number. A mid-grading progress report shall be sent home during each nine-week grading period for students who are not successful. Parent Portal through JCampus is available for monitoring all student progress. In grades PreK–1st this will be done through weekly communication home to parent(s) about student progress and will encourage parent signatures as documentation.~~

~~In grades 2–5, no fewer than eight (8) grades shall be recorded per grading period for ELA, reading and writing, and math and no fewer than six (6) grades shall be recorded for social living, science or social studies. Various types of assessment, including project-based activities, shall be utilized in determining a student's nine-week grade. Additional grades are recommended for determining student progress. Extra credit/points shall be awarded using academic activities only.~~

~~Elementary schools that are designated as "Fast For Word" schools shall have no fewer than five (5) grades per nine weeks in both science and social studies in grades 4 and 5.~~

~~Homework shall not exceed 10% of the total grade for each subject (K–8). Homework will be calculated within the formative category.~~

~~Discipline shall not affect grading in any academic area, with the exception of including academic dishonesty.~~

~~In grades K–2 through 4: In electives that meet once per week, students shall have no fewer than five (5) four (4) grades per nine-week period per elective with the exception of the fourth nine weeks where three (3) are required.~~

Acceleration

In grades K–12, orderly progression of students from one grade level to the next is advocated. Upon special recommendation of the principal and teacher, documented and submitted with data supporting the request, an identified gifted student may be considered for advancement to the next grade level. The data (from test results, student work, parental and instructional staff input) will be reviewed by the Chief Academic Officer to determine an appropriate placement. The decision will be submitted to the superintendent for approval. Parent notification of placement determination will follow.

Upon special recommendation of the principal and teacher, an identified gifted student may be considered for advancement to a higher grade level. The data (from test results, student work, parental and instructional staff input) will be reviewed by the Chief Academic Officer to determine an appropriate placement. The decision will be submitted to the superintendent for approval. Parent notification of placement determination will follow.

While grade "skipping" is not advocated, procedures are outlined above.

A program for the academically gifted student is provided at all grade levels. Students who enter the gifted program must meet the criteria outlined in Bulletin 1508: Pupil Appraisal Handbook. The Individualized Education Plan (IEP) determines the program and services each student will receive.

Foreign Language Program:

~~When French or Spanish as a second language is taught at the middle school level with a minimum of 45 minutes daily of target language instruction (7965 minutes per year), students will be enrolled in French I or Spanish I in 8th grade using the high school course. Students who pass the course will receive high school credit for the course with no proficiency exam required and using the final grade earned in the class. Upon teacher recommendation, students who pass the course with a 95 or above will be eligible to take a state approved French II or Spanish II proficiency exam to earn a second credit. If they pass the exam, the number grade they earned on the exam will be posted on their high school transcript.~~

~~8th graders with no experience of French will enroll in their French class under the middle school French course code rather than the high school course code and will be eligible to take the French I proficiency exam at the end of the year for high school credit. If they pass the exam, the number grade they earned will be posted on their high school transcript.~~

Immersion Pathways:

~~In immersion, 7th grade students will be enrolled in French I or Spanish I using the high school course and 8th grade students will be enrolled in French II or Spanish II using the high school course. Students who pass the course will receive high school credit for the course with no proficiency exam required and using the final grade earned in the class. Placement exams will be available for high achieving students.~~

~~Because of the immersion setting's high level of expectations, students who do not pass the course will be offered the opportunity for credit recovery.~~

~~Former immersion students not enrolled in a language course at the middle school level will be eligible to take the appropriate proficiency exam(s) at the end of eighth grade for high school credit. If they pass the exam(s), the number grade(s) they earned will be posted on their high school transcript.~~

Algebra I in the Middle School:

In an attempt to offer accelerated learning in mathematics to advanced grade 8 students, students will be offered the opportunity to take a combined grade 8 math and grade 9 Algebra I course during the 8th grade year.

Requirements for a student to be placed in the combination grade 8 math and Algebra I Course

- Students will be weighted and ranked on the following numeric scores:
 - Most recent available mathematics state test score weighted at 10%
 - Most recent available NWEA RIT mathematics score with a minimum 75th percentile rank on most recent MAP assessment weighted at 30%
 - Minimum score of 50% on the district Algebra I placement exam weighted at 60%
- ~~Students should be in the 7th grade advanced math course beginning with the 7th grade class of 2016-2017.~~
- Teacher recommendation will be considered.
- Signed parent agreement. The agreement will state the understanding of the parent that the grade earned in Algebra I will be listed on the student's high school transcript. Neither this signature or parent request will outweigh any placement decision based in the above listed bullets. Letter will be provided by the district.
- Students must take the Algebra I ~~End of Course Test (EOCT)~~ LEAP 2025 at the end of the year. The ~~EOCT~~ LEAP 2025 will count at 20% of the student's transcript grade. The ~~EOCT~~ LEAP 2025 will serve as the Proficiency Exam for the course.
- High school grading policy will be followed
- Schedule changes will only be allowed if approved by the school SBLC.

Requirements for scheduling of the class by the school:

- This class must be provided in the same block time as all other middle school math classes.
- The curriculum must be accelerated in a way to accommodate both content for grade 8 math and Algebra I.
- Time must be split between the two courses to allow for the seat time required to award Carnegie unit credit by Bulletin 741. (7965 minutes = 1 Carnegie unit or 83 days with 96 minute class periods equals to 7968 instructional minutes.)

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

Carnegie credit courses that will be offered on an “accelerated” schedule are Business English, Technical Writing, Financial Literacy, and Business Math. These courses will be conducted for one semester. Business English, Technical Writing, Financial Literacy, and Business Math are accelerated courses that award Carnegie Unit credit based on passing the Proficiency Exam at the end of the course. A Carnegie Unit credit is not awarded because of seat time in these accelerated courses. Thus, a student must pass the Proficiency Exam at the end of the course to earn the Carnegie Unit credit.

Teachers of Business English, Technical Writing, Financial Literacy, and Business Math should follow the requirements for calculating grades outlined in Pupil Progression.

- Final Grade = 40% (1st Nine Weeks) + 40% (2nd Nine Weeks) + 20% (Proficiency Exam)
- Quality points used only at the end of the nine weeks’ grading periods:
 - “A” average = 3.5 and above
 - “B” average = 2.5 – 3.49
 - “C” average = 1.5 – 2.49
 - “D” average = 1.0 – 1.49
 - “F” average = below 0.99
- For semester long courses students must have a minimum of 2 quality points, a minimum of 1 quality point from the 2nd or 4th nine weeks (cannot fail the second or fourth nine weeks)
- A grade of F earned during the second nine weeks for a semester course constitutes as a failing mark pending the recommendation of the SBLC and the principal ~~with final approval by the Middle and Secondary Director of Schools.~~
- Because these courses are accelerated, a passing score on the proficiency exam but an F overall in the course constitutes as a failing mark pending the recommendation of the SBLC and the principal ~~with final approval by the Middle and Secondary Director of Schools.~~
- If a student fails the proficiency exam but passes the course with a D or better, the student will be referred to SBLC and the principal to develop a credit recovery plan ~~which will need final approval by the Middle and Secondary Director of Schools.~~

~~High School Credit for College Courses for Evaluated Gifted Students~~

- ~~• College courses for credit in regard to this section shall be limited to gifted students who have met the evaluation criteria established in Bulletin 1508: Pupil Appraisal Handbook.~~
- ~~• The school administrator must establish a procedure with the college to receive reports of the student’s class attendance and performance.~~

- ~~College courses shall be counted as high school subjects for students to meet eligibility requirements in order to participate in extracurricular activities governed by voluntary state organizations.~~
- ~~The Lafayette Parish School Board will not be responsible for costs related to books or tuition should parents elect for their child to leave the public school system for college. Refer to Bulletin 741; Section 2311~~

Policies for Lafayette Parish Schools are located at www.lpssonline.com under the section entitled "School Board." Specific policies related to pupil placement and progression ~~is~~ are sited here:

Section I: Instructional Program

IDAA – Educational Assessment Program

IDCC – Kindergarten Program

IDCH – Home Study Program

IDDC – Homebound Instruction

IDDF – Education of Students with Exceptionalities

IDFA – Interscholastic Athletics

IDG – Adult Education/Workready U

IHA – Grading Systems

IHAB – Report Cards

IHD – Student Recognition

IHE – Promotion and Retention

IHF – Graduation Requirements

II – Testing Program

Section J: Students

JB –Attendance

JBA – Compulsory School Attendance Ages

JBB – Entrance Ages

JBC – School Admissions

JBCBC – International Student Exchange Program File

JBCC – Student Assignment

JBCD – Student and Withdrawal

Definition of Terms

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 gifted students identified according to Pupil Appraisal Handbook.

2. ALTERNATE ASSESSMENT - (Revised definition by state)

a) STATE ASSESSMENT Alternate Assessment Level 2 (LAA2)

STATE ASSESSMENT Alternative Assessment, Level 2 is based on modified academic achievement standards. This assessment allows students with persistent academic difficulties who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning. These are students whose disability has prevented them from attaining grade-level proficiency. The students must have access to a curriculum based on grade-level content standards, and must be assessed with a measure that also is based on grade-level content standards. The IEP Team makes the decision as to whether the student will participate in LAA2 based on the LAA2 Participation Criteria. If the student is on the non-diploma pathway and is working toward earning a High School Equivalency Test (HiSET) or a State-approved Skills Certificate (SASC) and is eligible for LAA2 or Certificate of Achievement.

b) STATE ASSESSMENT Alternate Assessment Level 1 (LAA1)

STATE ASSESSMENT Alternate Assessments, Level 1 (LAA1) was developed for students for whom there is evidence that the student is functioning three (3) or more standard deviations below the mean in cognitive functioning and/or adaptive behavior. Only students with **the most significant cognitive disabilities** are eligible to participate in LAA1. (For more specific current criteria refer to the State IEP Program).

3. ELL - English Language Learner (See LEP).
4. ESL - English as a Second Language (ESL) is an educational program focused on language development and content area instruction for students who are "limited English proficient."
5. EXTRA-CURRICULAR ACTIVITIES - Those activities which are not directly related to the program of study and which are under the supervision and/or coordination of the school instructional staff, and are considered valuable for the overall development of the student.
6. HOME SCHOOL PROGRAM - A program in which an approved curriculum can be implemented under the direction and control of a parent or a tutor – a court appointed guardian under Louisiana Law.
7. HOME STUDY - A parent or tutor is permitted to provide instruction. This program does not operate as a school.
8. STATE ASSESSMENT SUMMER SCHOOL - District sponsored summer school and end-of-summer retest offered at no cost to the student/parent, to all students who score at the "Unsatisfactory" level on STATE ASSESSMENT.
9. LEP - The term LEP is an acronym for "limited English proficient." According to Public Law 100-297 (April 28, 1998), the terms "limited English proficiency" and "limited English proficient" when used with reference to individuals means:

- a) individuals who were not born in the United States or whose native language is a language other than English;
- b) individuals who come from environments where a language other than English is dominant; and
- c) individuals who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency;

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. This term also refers to English Language Learner (ELL).

- 10. PROMOTION - A pupil's placement from a lower to a higher grade based on local and state criteria.
- 11. PUPIL PROGRESSION PLAN - "The comprehensive plan developed and adopted by each parish or city school board with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement the standards approved by the State Board of Elementary and Secondary Education; particular emphasis shall be placed upon the student's mastery of the skills of reading, writing and mathematics before he or she would be recommended for promotion or placement provided that other factors shall be considered." (Act 750)
- 12. 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, compensatory programs and/or remediation, and acceleration.
- 13. REMEDIAL PROGRAMS - Programs designed to assist students, including identified students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program or other local criteria.
- 14. REMEDIATION - See Remedial Programs.
- 15. RETENTION - Non-promotion of a pupil from a lower to a higher grade.
- 16. SCHOOL DAYS - The daily period of time established by the LEA as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities.
 - A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

LOCAL TERMS

- 1. ACADEMIC DISHONESTY - Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function. Most, although not all, such attempts fall into one or more of the following three (3) categories: 1) Plagiarism, 2) Cheating, or 3) Other Academic Misconduct: falsifying or fabricating data, records, or any information relevant to the student's participation in any course or academic exercise.

2. ACADEMIC GRADE - A representation by a letter grade of A, B, C, D, or F which communicates the achievement level earned in a course based on mastery of the course content standards. This definition applies to end of marking period grades and final course grades. A student demonstrates mastery based on the student's performance on assessments. An academic grade is not based on attendance, completion, participation, behavior, or compliance.
3. ACADEMICALLY ABLE STUDENTS - One who is functioning at grade level as determined by the local school system.
 - Foreign Language and Special Education - for special education students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, and the IEP Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.
4. ASSESSMENT - The process of gathering information on student learning from a variety of sources to understand how well students are achieving the content standards of a course.
5. BLOCK SCHEDULING - Systems that award four credits per semester (4 x 4 block), or eight credits per year by alternating A/B days (4 x 8 block) by extending class periods and compacting instruction. Classes are held for 90 minutes and must meet for one full semester, or full year, in order for the students to be awarded a Carnegie Unit.
6. BULLETIN 741 - Louisiana Handbook for School Administrators containing regulations used in the administration of elementary, secondary, and adult education programs.
7. CERTIFICATE OF ACHIEVEMENT - A document presented to exceptional students who have participated in the STATE ASSESSMENT Alternate Assessment according to their IEP and completed all pertinent requirements in Bulletin 741.
8. CREDIT EXAMINATION - An examination that will test the mastery of the performance objectives in Louisiana State Standards for a particular subject. Credit shall be granted on a pass or fail basis only.
9. EARLY ASSESSMENT PROGRAM - A comprehensive early childhood screening program for Lafayette Parish which identifies handicapping conditions in the 3- to 5-year old population.
10. EARLY COLLEGE ADMISSIONS PROGRAM - A college program through which superior high school students that have completed their junior year in high school may be allowed to enroll in regular college classes.
11. EDUCATIONALLY DEPRIVED CHILDREN - Children whose educational attainment is below that appropriate for children of their age.
12. ESAA - Emergency School Assistance Act originally created to assist school districts with problems related to desegregation.
13. ESEA TITLE I - A federally-funded program which provides financial assistance to Local Education Agencies (LEAs) to meet the needs of educationally deprived children living in low-income areas.
14. FAPE - Free and Appropriate Public Education
15. FORMATIVE ASSESSMENTS - (Academic Practice) Assessments that gather information for constructive and specific feedback to guide improvements for instruction and student learning. Examples of formative assessments

include quizzes, rough drafts of papers, and lab reports. Additional items are interim checks of project work and in-class practice work evaluated for correctness. These examples are used to determine student progress toward the mastery of content necessary for success on summative assessment. Other examples of Formative Assessments include but are not limited to pre-writing, outlining, first drafts (the steps of the writing process), reading check quizzes, journals, graphic organizers, developmental steps of embedded assessments, exit slips, and written quizzes.

16. GRADING - The process for evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained. The purpose of grading is to communicate the quality of student work and degree of content mastery to the student and the parent.
17. HiSET (HIGH SCHOOL EQUIVALENCY TEST) - A national test which may be taken by persons who want to receive a high school equivalency diploma.
18. GRADE LEVEL - Students achieve at curriculum level required by Lafayette Parish School System for promotion and assignment to a grade.
19. HOMEBOUND PROGRAM - A K-12 instructional program to maintain academic progress for students who are ill and who are under doctor's orders, and are unable to attend school for three weeks or longer.
20. HOMEWORK - an assignment given to a student to be completed outside the regular class period; not to include any assignment that requires technology/internet or resources a student may not have access to at home.
21. INDIVIDUALIZED EDUCATION PROGRAM - A legal document that is specifically designed to meet the needs of the exceptional child. The IEP describes and explains the individual education plan which ensures that each child will be provided a free appropriate public education (FAPE) according to IDEA and Gifted/Talented guidelines.
22. IDEA - Individuals with Disabilities Education Act
23. INSTRUCTIONAL LEVELS - A plan formulated to meet the specific needs of students of varying educational backgrounds and academic abilities. The instructional levels are as follows:
 - a) Regular - Course content is designed for students who have a background of average achievement. Although these students perform at grade level, they need reinforcement of organizational and related thinking skills, and concentration on oral and written language.
 - b) Honors - Course content is designed for students who learn rapidly, who have a good command of language, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum courses.
 - c) PreAP and Advanced Placement - A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. Students who score well on advanced placement examinations receive college credit.
 - d) Gifted - Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude and having been identified according to Louisiana Criteria.

24. INSTRUCTIONAL ACCOMMODATIONS - A change made within all educational settings to meet the needs of students with exceptionalities or students receiving accommodations according to the 504 plan.
25. INVOLVEMENT CENTER - Center, or classroom, in which the teacher instructs and counsels students who have discipline problems.
26. LEP - Local Education Agency (Lafayette Parish School System).
27. LOUISIANA STATE STANDARDS - A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.
28. MIDDLE SCHOOL - In the Pupil Progression Plan, this term refers to an organizational structure that includes grades 6, 7, and 8.
29. TRANSITION IN PROGRESS EDUCATIONAL PROGRAM - A program offered as an alternative to regular classroom instruction and designed to meet the needs of selected middle-grade students who are not meeting with academic success.
30. POLICIES - Principles, regulations, and rules adopted by the Lafayette Parish School System as consistent guides to educational procedure.
31. PORTFOLIOS - A collection of the following student work samples: DRA scores, Benchmark Assessments, math end-of-the-year test, STAR, writing samples, class performance, district CRTs and other data supporting the determination that the student is functioning on grade level.
32. PUPIL APPRAISAL HANDBOOK (FORMERLY BULLETIN 1508) - A bulletin published by the State Department of Education which defines the criteria for all exceptionalities recognized by the State of Louisiana.
33. SBLC - A building level committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation act of 1973 which shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child's teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary. Duties of the committee shall include:
 - a. Reviewing records and making suggestions for accommodations/interventions within the classroom setting;
 - b. Reviewing decisions relative to the promotion/retention status of all students under consideration for possible retention;
 - c. Making recommendations regarding progression of students within appropriate remedial/compensatory programs;
 - d. Reviewing circumstances relating to identified special students and
 - e. Giving special consideration to the progression of students with current multi-discipline evaluations and individual education programs.

34. SECTION 504 - The section of the Rehabilitation Act of 1973, which applies to persons with disabilities. It is a civil rights act, which protects the civil and constitutional rights of individuals. It is enforced by the U.S. Department of Education, Office for Civil Rights.
35. STATE ASSESSMENT - The Louisiana Educational Assessment Program (STATE ASSESSMENT is comprised of norm-referenced tests (NRT) and criterion referenced tests (CRT) administered at various grade levels.
36. STUDENT PERMANENT CUMULATIVE RECORD - The official record of the student's work year by year throughout his/her school life, K-12.
37. STUDENTS WITH DISABILITIES - Students with a disability as defined by IDEA.
38. SUMMATIVE ASSESSMENTS - (Academic Achievement) Assessments that measure the level of success, mastery, or proficiency that has been obtained by comparing it to content standards or benchmarks. Examples of summative assessments include unit tests, final grades on major projects and papers, performance assessments, the final version of an embedded assessments, and any other major assessments that may occur at the end of a unit of study to measure student mastery of course content. Other examples of Summative Assessments include but are not limited to the final version of an essay, final project or product, unit assessment, a completed work of literature or poetry, tests, final exams, lab reports, and skills performance tests.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Lafayette Parish School System 2017-2018 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: February 7, 2018

Superintendent

Board President