

LIVINGSTON PARISH PUBLIC SCHOOLS

Pupil Progression Plan
2015-2016

2015-16 UPDATES

III. Promotion K – 8

2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2015-2016 school year, placement decisions for fourth students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
4. At the conclusion of the 2015-2016 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
6. 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 on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior, the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's criteria and evidence for determining if a first-time fourth grader will be placed in fifth grade. Identify which resources, including performance on classroom assignments or benchmark assessments, will be utilized to provide evidence of student learning and who will make the decision.

B. High Stakes Testing Policy

2. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

- ▶ Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.
- ▶ Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.
- ▶ What Career Readiness Course Opportunities will be provided to the students?
- ▶ How will an appropriate T9 curriculum be identified and implemented?

C. Elementary Program of Studies Requirements

3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)

IV. High School Graduation Requirements

B. High School Graduation Pathways

4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade in 2014-2015 and beyond
5. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
8. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

Pupil Progression Plan

for

Livingston Parish Public School System

for

2015-2016

Submitted to Louisiana Department of Education

Submitted on
September 30, 2015

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SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

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

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

Formal Submission Statement

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

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



Superintendent



School Board President

Sept 17, 2015

Date

Sept. 17, 2015

Date

PUPIL PROGRESSION PLAN LEA CONTACT INFORMATION

LEA Contact Person (Primary) Dawn Rush

Telephone Number (225.686.4237)...

E-mail Address dawn.rush@lpsb.org

If Applicable:

LEA Contact Person (Secondary) Alan Murphy

Telephone Number (225) 686.4208

E-mail Address alan.murphy@lpsb.org

Dawn Rush
(Primary Signature)

9-17-2015
(Date)

PUPIL PROGRESSION COMMITTEE 2015-2016

Dawn Rush	Central Office
Alan Murphy	Asst. Superintendent
Angela Elkins	Teacher
Belinda Watson	Central Office
Carla Gongre	Curriculum Coordinator
Edward Foster	Central Office
Janine Archer	Teacher
Jeanne Ebey	Central Office
John Watson	Superintendent
Laura Dunlap	Asst. Principal
Lori Cothorn	Central Office
Sharon Anderson	Central Office
Steve Vampran	Central Office
David Clark	Principal
Jackie Abington	Pupil Appraisal
Jason St. Pierre	Principal
Jennifer Vicknair	Teacher
Jody Purvis	Central Office
Kathleen Thornton	Teacher
Scarlet Monteleone	Curriculum Coordinator
Staci Polozola	CTE Director/Coordinator
Steve Link	Principal
Summer Martin	Teacher
Susan King	Central Office
Kenny Kraft	Principal
Donald Gill	Curriculum Coordinator
Dara Hatchell	Central Office/SPED
Michelle Purvis	Central Office/SPED
Roseanne Ramos	Teacher
Sharon Anderson	Federal Programs
Tonya Newsom	Curriculum Coordinator
Belinda Dumas	Central Office/SPED
Ryan Hodges	Principal

PARENT COMMITTEE

Ashleigh Morgan
Jamie Griffin
Melissa Ray
Michelle Patrick
Raven Dunaway

SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

► Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)

The criteria for promotion to first grade for kindergarten students is the successful completion of kindergarten as demonstrated by student performance document on the Kindergarten Progress Report and parental consent. Student who do not attend a full-day State approved kindergarten will not be held to higher standards than those students who do. The age requirements are aligned with the entry age for kindergarten. Students must show evidence of academic and developmental readiness for initial placement in first grade. Continued placement in first grade will require that the students demonstrate readiness as determined by professional evaluation conducted by a classroom teacher. The district benchmark assessment from the previous grade is used to determine if the student is ready to promote to 1st grade. Students must score a 67% or higher to be considered for placement in first grade

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 D.)

- b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

► Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

In the occurrence of a gifted pre-kindergartner student's parent requesting early entrance into kindergarten, the request will be addressed as needed on an individual basis through the school's SBLC process to determine the correct placement for the student.

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

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

The age requirements are aligned with the entry age for kindergarten. Students must show evidence of academic and developmental readiness for initial placement in first grade. Placement in first grade will be an SBLC decision. Data sources include Brigance for Grade 1, Star Enterprise Early Literacy Assessment, end of Kindergarten Benchmark Assessment, or DIBELS Next Assessment.

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

► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

Developing Skills Checklist, DSC, will be used as the nationally recognized readiness screening instrument for every child entering kindergarten for the first time.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
 - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.
 - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the state mandated assessments and/or do not attend summer remediation.
 - ▶ Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the state mandated assessments for English and Math and/or do not attend summer remediation.

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

students who transferred from Louisiana nonpublic schools or from an approved home schooling program are as follows:

A grade 4 or 8 student who transfers to a Louisiana public school before the spring administration of the state mandated Louisiana's Educational Assessment Program must take and pass the spring administration of the state mandated standardized assessment in English Language Arts and Mathematics test..

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

A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after the Louisiana's Educational Assessment Program (LEAP) summer administration and before school starts must take and pass the IOWA English Language Arts and Mathematics portions of the placement test.

A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after school starts and before February 15 must take and pass the IOWA English Language Arts and Mathematics portions of the placement test.

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

8th grade students transferring into LPPS failing to meet the promotional standards will be considered for placement into the transitional 9th grade by the SBLC committee of the enrolling school. Transitional 9th grade students will enter the freshman cohort the following school year.

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

- Approved schools within the state (public/nonpublic)

Louisiana residents transferring into grades 5 and 9 shall follow all state guidelines. Transfer policies for students with disabilities: the district will follow the procedures as outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act. Records of students transferring to or within the Livingston Parish School System from approved/nonpublic, unapproved public/nonpublic or foreign systems schools shall be evaluated by the receiving school in accordance with the guidelines below:

With Records Available

- Official records are not required for registration.

- Records carried by students will not be official until verification is received from the school previously attended.
- Records will be requested from the previous school immediately upon registration.
- Students will be placed in an appropriate setting after record evaluation by the principal or counselor.
- Credit will be given for any course or grade previously passed in a state approved school, except for a home study program, unless a proficiency exam is passed.
- Incomplete records from a state approved school or those from a home study program will be evaluated by the Building Level Committee before credit is given.

Without Records Available

- Students will be appropriately placed by the Building Level Committee according to the following criteria:
 - Anecdotal records
 - Placement tests if available
 - If records are not received, the Building Level Committee will review the placement to determine if course credits are due or if promotion or retention is recommended based upon the following:
 - Length of time within the programs
 - Teacher recommendations
 - Test data available
- Approved out-of-state schools (public/nonpublic)
Home Study and Unapproved schools (public/nonpublic)
 - Student entering 5th or 9th grade
 - Names of the entrance tests used to determine grade placement

From Unapproved or Home Study Programs

Grades K-8

Students entering a Livingston Parish public school at the elementary level (K-8) from an unapproved school or from a home study situation will be placed temporarily in the grade he/she would have been in had he/she attended and complied with requirements of the Livingston Parish School System or of the system from which he/she transferred. He/she may not be placed at a lower or higher level than he/she would have attained in the Livingston Parish System. He/she shall be required to pass tests showing he/she has attained minimum academic requirements for placement in his/her particular grade as stated in the Pupil Progression Plan. A written record of attendance must be presented. The required number of days in attendance must be fulfilled.

The subject matter level placement will be determined by the Building Level Committee according to the following available criteria:

- Available records
- Test Data
- Previously administered achievement or criterion referenced test
- Locally administered criterion referenced tests
- Locally administered and designed Language Arts/and or Math Test.

Students entering 5th or 9th grade must take the district assessment administered by the district test coordinator on the first day of school. After the first day of school, the school must request the assessment from the district test coordinator.

Students entering 6th, 7th, and 8th grade must be administered assessments at the school level using one or more of the following: STAR (ELA, math), parish created Benchmarks, or other district approved assessments.

- The procedure used for determining Carnegie credit for high school students

Grades 9-12

Unapproved Schools

- **Livingston Parish Public Schools will not accept credit from any unapproved school.**
- **Credit will only be awarded by scoring at 76% or higher on Local/State developed proficiency exam, using curriculum guides, CCSS and content standards outlined by the State Department of Education.**

Approved Home Study Programs

A student entering a Livingston Parish public school at the secondary level (9-12) from an approved Home Study program will not be granted any units of credit unless he requests and is administered a school proficiency exam, for each course to be evaluated.

Credit will only be awarded by scoring at 75% or higher on Local/State developed proficiency exam, using curriculum guides, CCSS and content standards outlined by the State Department of Education.

Attendance requirements and/or expulsion may be considered criteria for retention.

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

Copies of the student's work

- Copies of standardized tests
- School may administer a competency-based education examination

- Attendance verification
- List of books and materials used
- A complete outline of each of the subjects taught during the home schooling period
- Statements by third parties who have observed the child's progress
- Any other evidence of the quality of the home schooling program

State Testing for Home Study Programs

State grade level criterion referenced tests for Grades 4 and 8 and the Graduation Exit Exam for the appropriate grade level or the appropriate EOC will be administered to students in Home Study Programs who make requests

- ▶ List the placement test(s) administered to the above-mentioned transfer students, if applicable

[NA](#)

C. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

- ▶ Describe the procedures the LEA has established to identify language minority students.

All LEP students in the Livingston Parish School System will be identified, assessed, placed, and served in the most appropriate educational setting possible to meet individual needs, according to Bulletin 1851, Louisiana School Administrators Handbook: Language Minority Student with Limited English Proficiency.

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

- ▶ Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.

LEP students are students whose home language is other than English (as determined by a Home Language Survey-LP 125 ES), and whose English comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age or grade.

Identification of ESL students: On the Home Language Survey, students who indicate that a language other than English is spoken in the home or a language

other than English is the language most often used by the student will be administered the Language Assessment Scale (LAS) Forms A and B.

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

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

Placement: Identified LEP students will be placed at an age-appropriate grade level and will receive special language services which address their need for becoming fluent and literate in English. LEP students shall be provided instructional programs which foster success in math, social studies, language arts and science. In grades K-8 students will participate in a “pull-out” program which follows the English Language Development Standards. In grades 9-12 students will receive direct instruction in English and will follow the Louisiana State Content Standards and Grade Level Expectations. ESL students will have full access to the courses, activities, resources, and services available to non-ELL’s. (English Language Learners)

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

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

Elementary--In grades K-8, placement, promotion, and retention of a LEP student must not be based solely upon English proficiency or lack of it. The student should be assigned grades based on cooperation, effort, and participation in class work to that his English language proficiency allows.

Secondary--Course content should be simplified according to an ELL’s English proficiency level. Evaluations of student progress should be made in terms of mastery of the state’s Grade Level Expectations for the each course.

Exiting the Program: To exit the ESL program, students must satisfy the following requirements:

Grades: K-2 ELDA 5 and Benchmark on final Dibels.

Grades: 3-8 ELDA 5 or 4 with a locally designed benchmark assessment that is the same % as the Grade level average Benchmark

Grade: 9-ELDA 5 only

Grades: 10-12 ELDA 5 or 4 with English EOC Fair

Monitoring: After exiting the program, students will continue to be monitored for 2 years. Criteria for monitoring will include grades, interim reports, report cards, LEAP, GEE, and iLEAP scores.

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

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

D. Review of Placement

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

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

Parish policies for promotion and placement are monitored periodically by the Livingston Parish Public School Board Supervisory Staff to determine if policies are being implemented uniformly across the parish.

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian (see Appendix C). The principal will refer the matter to SBLC. SBLC will meet within 5 days of the request and parents will be notified of the time of the meeting and may be present. The decision shall be communicated to the parents within three school days after the SBLC decision is made. Parents may appeal that decision to the Assistant Superintendent or his designee in writing within seven (7) days of the SBLC decision. The Superintendent will appoint a Central Office Review Committee to act upon the appeal within ten (10) days after the receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present. The Superintendent or the Assistant Superintendent will notify the parent(s) of this decision within three (3) days. In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA Application. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

II. Attendance Policy

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.-(Bulletin 741, §1103.G)

III. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2015-2016 school year, placement decisions for fourth students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
4. At the conclusion of the 2015-2016 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)

6. 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 on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior, the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's criteria and evidence for determining if a first-time fourth grader will be placed in fifth grade. Identify which resources, including performance on classroom assignments or benchmark assessments, will be utilized to provide evidence of student learning and who will make the decision.

First time fourth graders who do not meet proficiency requirements can be considered by SLBC for placement in 5th grade provided the following criteria are met provided:

- **Student must attend summer remediation and participate in required summer assessment**
- **Student must take the locally created 4th grade end of year placement test (benchmark assessment)**
- **Other data sources such as STAR Enterprise reports, benchmark/placement test data, teacher grades, attendance, teacher recommendation**

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

REMEDICATION

Students who were identified as non-proficient in 4th or 8th grade state mandated assessments and/or locally designed benchmark assessments must participate in summer remediation and participate in mandated summer assessment.

Remediation will consist of 50 hours of small group instruction based on identified student needs

INTERVENTION

- Remediation and interventions will be determined at the school level.
- Students will receive in school remediation based on identified deficits in ELA and/or Math.
- Interventions may take place during the school day in a lab setting, small group instruction, and/or double blocking in the non-proficient area(s)

► Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

Promotion decisions for first time 8th grade students who qualify for, attend summer remediation and retest will be made by the SBLC committee after testing results are available. Students must attend summer remediation and retest to be eligible for consideration of Transitional 9th grade or 9th grade placement.

Students scoring below a 67% on the district created benchmark exam are required to attend summer remediation and retest. After attending remediation and retesting the SBLC committee will determine promotion to Transitional 9th grade or 9th grade. Students scoring below 67% on the retest will be classified as transitional 9th grade. Students scoring between 67% - 75% on the retest may be promoted to transitional 9th grade or 9th grade pending the SBLC decision.

The SBLC team shall include members from both the 8th grade school and the receiving high school. Parents must be a part of the SBLC meeting and the appropriate documentation with parent signature accepting the Transitional 9 placement and support for students scoring between 67% and 75% is required.

► Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.

Transitional 9th grade students will be offered summer remediation based on academic history. Remediation and intervention during the school year will be determined at the school level and will be based on individual needs from their English and/or Math teacher(s). Non-proficient students will be enrolled in the Carnegie unit course as well as a skills support class in the non-proficient subject areas.

► Describe the function of the SBLC as it relates to student promotion and retention.

Each campus will establish a committee of knowledgeable persons, per requirement of Section 504 of the Rehabilitation Act of 1973. Promotion and placement decisions will be rendered and the monitoring of the parish Pupil Progression Plan will be conducted by the local Building Level Committee and the Central Office Review Committee. The composition and function of these committees are given below:

Building Level Committee

- Composition
 - Classroom teacher directly involved with instruction of student
 - School Administrator
 - Counselor or classroom teacher not directly involved with instruction of student

*Teacher of any special program in which student is involved

This is an optional member of this committee and will serve only when the student concerned is involved in a special program

- Function
 - To review each individual teacher's decision and the data on each individual student relative to promotion or retention on a semester or annual basis when applicable
 - To concur in or reject the decision reached by the teacher
 - To make recommendations for remediation and/or placement
 - To serve as a review committee to investigate complaints initiated by parents or guardians at the local level (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal.)

Central Office Review Committee

- Composition
 - Superintendent or Designee
 - Supervisor - elementary or secondary
 - Supervisor of Child Welfare and Attendance
 - Supervisor or director of any special program in which student is involved.
- Function
 - To monitor periodically the parish's policies on pupil progression and placement decisions for uniformity through on-sight visitation and examination of data relative to the plan
 - To serve as a review committee to investigate appeals of decisions rendered by Local Building Level Committee
 - To render final decision relative to protest concerning the Pupil Progression Plan

The Parish Plan will follow state guidelines and regulations for those students who met the criteria previously established as an alternative placement.

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of the state mandated assessments shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Proficient* achievement level on the state mandated assessments for English and Mathematics.

Students who have failed to achieve proficiency in ELA and/or Mathematics on state mandated assessments more than once will have promotion/retention decisions made through the SBLC team. Data to consider for the promotion decision may include, but is not limited to, state assessment data, benchmark assessment data, report card grades, attendance, and teacher recommendation.

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

A student who is 12 years old on or before September 30th will be promoted to the **fifth grade only** and will receive intensive tutoring in the deficient areas as identified in the LEAP student report. Eligible students are those retained because of a score below the achievement level required by the State on LEAP English Language Arts and Mathematics.

► Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

The Livingston Parish Public School System, through its superintendent, may grant an appeal on behalf of individual students provided that all of the following criteria are met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer state mandated test must fall within twenty (20) scaled score points of the cutoff score for Basic.
- The student shall have 3.0 grade average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the summer remediation program in the non-proficient area.
- The student must have taken the retest given after the summer remediation program has concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.

The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in the subject for which the appeal is being considered.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 C.)

Transitional waiver is relevant to first time 4th graders.

The student must have met all requirements for promotion from the 4th grade as outlined in the local Pupil Progression Plan; and the student must participate in both the summer remediation program offered by the LEA and the summer retest.

Remediation will be provided in the non-proficient areas while enrolled in 5th grade.

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

Livingston Parish Public Schools recognize that student attendance is a very important component of a student's education. Because of this the following is the attendance policy for the Summer Remediation Program for LEAP and EOC remediation;

- Fourth and eighth grade students must be in attendance at least 80% of the days that remediation is offered.
- EOC remediation students must attend a minimum of 50 hours of remediation to be eligible for 1/2 Carnegie unit of remediation credit.

2. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

► Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

Transitional 9th grade students will be identified and provided extra support and guidance. The students will receive extra support, based on their individual needs, from their English and/or math teacher(s) and counselor(s). The transitional 9th students will also receive one-on-one guidance and support from transitional 9th grade tutors.

► Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

Student progress information will be tracked through the use of STAR Enterprise Assessment and/or Interactive Achievement Assessment systems. Quarterly data

review will take place with the appropriate personnel at each site location to determine what changes in instruction and remediation need to take place in order to ensure the student is making adequate progress in the curriculum area in which he/she is deficient.

►What Career Readiness Course Opportunities will be provided to the students?

LPPS students will have access to Basic or Advanced Career Awareness courses being taught on the school campus. Students will also have access to a career awareness curriculum through PLATO, our virtual course platform.

►How will an appropriate T9 curriculum be identified and implemented?

An appropriate T9 curriculum for English and Math will be developed and aligned to CCSS that will reflect the rigor and relevance necessary for students to be prepared for higher level coursework as well as End of Course testing. Implementation begins with teacher, para-educator, and administrator through professional development and continual support for all stakeholders throughout the school year.

C. Elementary Program of Studies Requirements

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

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

Kindergarten – 8th Grade Promotion Criteria

The criteria for promotion to first grade for kindergarten students is the successful completion of kindergarten as demonstrated by student performance document on the Kindergarten Progress Report and parental consent. Students who do not attend a full-day state approved kindergarten or did not receive credit for Kindergarten due to excessive absences will not be held to higher standards than those students who do. The age requirements are aligned with the entry age for kindergarten. Students must show evidence of academic and developmental

readiness for initial placement in first grade. Placement in first grade is a SBLC decision. Data sources include Brigance for Grade 1, Star Enterprise Early Literacy Assessment, end of Kindergarten Benchmark Assessment, or DIBELS Next Assessment.

Elementary Children (Grades K-8) must be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

GRADE 1

In order to be consider for promotion in Grade 1, the student must

Meet parish attendance requirement:

Elementary children must be present a minimum of 167 days to be eligible to receive credit for the courses taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Meet parish academic requirement:

Mastery of benchmarks/standards as outlined in the adopted LA State Curriculum with a passing grade as determined by the teacher's grades based on the state/parish grading scale.

Established academic requirement (s): Students must pass 4 units of study

Basic subjects and unit value for each subject for grade 2:

- ◇ ***ELA Block (2 units) OR Reading (1 unit) & Language & Spelling (1 unit)**
 - **Students placement in an ELA block is required except for students whose IEP determines that they should be placed in non-blocked ELA subjects.**
- ◇ **Mathematics (1 unit)**
- ◇ **Social Studies ($\frac{1}{2}$ unit)**
- ◇ **Science ($\frac{1}{2}$ unit)**
- ◇ **Music/Art ($\frac{1}{2}$ unit)**
- ◇ **Health/Physical Education ($\frac{1}{2}$ unit)**

Students failing to earn units of study in ELA or Reading/Language & Spelling, and/or mathematics will have the district created benchmark assessment administered in the

subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by SBLC to promote to the next grade.

Please refer to Appendix H (Grading Policy and Grading Procedures) for specific academic procedures.

GRADE 2

To be considered for promotion in Grade 2, the student must

Meet parish attendance requirement:

Elementary children must be present a minimum of 167 days to be eligible to receive credit for the courses taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Meet parish academic requirement:

Mastery of benchmarks/standards as outlined in the adopted LA State Curriculum with a passing grade as determined by the teacher's grades based on the parish grading scale.

Established academic requirement (s): Students must pass 4 units of study

Basic subjects and unit value for each subject for grade 2:

- ◇ ***ELA Block (2 units) OR Reading (1 unit) & Language & Spelling (1 unit)**
 - **Students placement in an ELA block is required except for students whose IEP determines that they should be placed in non-blocked ELA subjects.**
- ◇ **Mathematics (1 unit)**
- ◇ **Social Studies ($\frac{1}{2}$ unit)**
- ◇ **Science ($\frac{1}{2}$ unit)**
- ◇ **Music/Art ($\frac{1}{2}$ unit)**
- ◇ **Health/Physical Education ($\frac{1}{2}$ unit)**

Students failing to earn units of study in ELA or Reading/Language & Spelling, and/or mathematics will have the district created benchmark assessment administered in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by SBLC to promote to the next grade.

GRADE 3

In Grade 3, the student must

In order to be considered for promotion students must meet parish attendance requirement:

Elementary children must be present a minimum of 167 days to be eligible to receive credit for the courses taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Students must also meet parish academic requirement in order to be considered for promotion:

Mastery of benchmarks/standards as outlined in the adopted LA State Curriculum with a passing grade as determined by the teacher's grades based on the parish grading scale.

Established academic requirement (s): Students must pass 4 units of study

Basic subjects and unit value for each subject for grade 2:

- ◇ ***ELA Block (2 units) OR Reading (1 unit) & Language & Spelling (1 unit)**
 - **Students placement in an ELA block is required except for students whose IEP determines that they should be placed in non-blocked ELA subjects.**
- ◇ **Mathematics (1 unit)**
- ◇ **Social Studies ($\frac{1}{2}$ unit)**
- ◇ **Science ($\frac{1}{2}$ unit)**
- ◇ **Music/Art ($\frac{1}{2}$ unit)**
- ◇ **Health/Physical Education ($\frac{1}{2}$ unit)**

Students failing to earn units of study in ELA or Reading/Language & Spelling, and/or mathematics will have the district created benchmark assessment administered in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by SBLC to promote to the next grade.

Note: Louisiana Educational Assessment Program will no longer be a requirement for promotion. However, this should not diminish the importance of this evaluation tool. Louisiana Educational Assessment Program continues to be a component of the SPS and an indicator of the student's future academic success.

ADDITIONAL CONSIDERATIONS – GRADES K, 1, 2 AND 3

- Before retaining a student, specific interventions shall be implemented.

- A student will be retained not more than one (1) time for failure to meet academic requirements in Grades K-3.
- A student's retention from failure to meet attendance requirement takes precedence over academic retention and does not count toward the maximum number of times the student may be retained at that level.
- A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee and the attendance of the Pupil Appraisal staff is not required for promotion/retention in conflict meetings. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.
- Students with disabilities who participate in alternative assessment (LAA1) shall have promotion decisions determined by the IEP Team.
- Additional data including, but not limited to, state approved standardized test scores may be used as a consideration for pupil progression.

Have a review of the promotion decision, based on the stated criteria.

The review is the responsibility of the Building Level Committee. The principal will coordinate the decision-making process of the Building Level Committee and the parents in the best interest of the student involved.

Summer school cannot be used to remove any deficiency for a student retained in Grades 1, 2 and 3.

A parent/student/school compact that outlines the responsibilities of each party shall be required for students who are determined to be at risk for scoring at or below the Basic/Approaching Basic combination required on the 4th grade Louisiana Educational Assessment Program.

At risk students in grades K – 3 should receive intervention/ remediation strategies through one or more of the following: DIBELS interventions, small group instruction, Rtl, Literacy Labs, Project Read, SuccessMaker, other digital remediation programs, Reading Enhancement Classes, before and after-school tutoring, JumpStart Classes and through literacy and numeracy being embedded into science and social studies. These strategies are used to help prevent student retention in grades K-3

GRADE 4

Students must meet the parish attendance requirement in order to be considered for promotion:

Elementary children must be present a minimum of 167 days to be eligible to receive credit for the courses taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Students must also meet parish academic requirement in order to be considered for promotion meet parish academic requirement:

Mastery of benchmarks/standards as outlined in the adopted LA State Curriculum with a passing grade as determined by the teacher's grades based on the parish grading scale.

Established academic requirement (s): Students must pass 4 units of study

Basic subjects and unit value for each subject for grade 2:

- ◇ ***ELA Block (2 units) OR Reading (1 unit) & Language & Spelling (1 unit)**
 - **Students placement in an ELA block is required except for students whose IEP determines that they should be placed in non-blocked ELA subjects.**
- ◇ **Mathematics (1 unit)**
- ◇ **Social Studies (1 unit)**
- ◇ **Science (1 unit)**
- ◇ **Music/Art (1/2 unit)**
- ◇ **Health/Physical Education (1/2 unit)**

Students failing to earn 4 or more units of study will have the results of the district created benchmark assessment administered in content area in which the student failed to master as a secondary assessment tool to determine proficiency in ELA and/or Mathematics. Students must score at 67% or higher in order to be given consideration by SBLC for promotion to the next grade.

Students who are not proficient in ELA and/or Math must attend summer remediation and retest before being considered for placement in a Fifth Grade via a transition waiver.

Note: Louisiana Educational Assessment Program will no longer be a requirement for promotion. However, this should not diminish the importance of this evaluation tool. Louisiana Educational Assessment Program continues to be a component of the SPS and an indicator of the student's future academic success.

Special Provisions for students who do not meet the criteria for promotion in Grade 4:

A student who has been retained in Grades K-3 will be retained not more than one (1) additional time for failure to meet academic requirements in Grades 4-6.

A student who has not been retained for academic requirements in Grades K-3, may be retained twice in Grades 4-6, and will not repeat the same grade more than once.

A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.

Students with disabilities who participate in LAA1 shall have promotion decisions determined by IEP team.

A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

Have a review of the promotion decision, based on the stated criteria:

The review is the responsibility of the Building Level Committee. The principal will coordinate the decision-making process of the Building Level Committee and the parents in the best interest of the student involved.

Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction:

Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion

GRADE 5

In Grade 5, the student must

Students must meet the parish attendance requirement in order to be considered for promotion:

Elementary children must be present a minimum of 167 days to be eligible to receive credit for the courses taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Students must also meet parish academic requirement in order to be considered for promotion meet parish academic requirement(s):

As required by *Bulletin 741*, in a six (6) period schedule, students must pass MORE than four (4) units of course work.

Basic subjects and unit value for each subject in grade 5 are:

ELA (2 units) Or **Reading (1unit), Language and Spelling (1 unit)

Mathematics (1 unit))

Social Studies (1 unit)

Science (1 unit)

Music/Art (½ unit)

Health/Physical Education (½ unit)

Complete benchmarks/standards as outlined in the local curriculum guide with a passing grade as determined by the teacher's grades based on the parish grading scale

Students who do not meet the established academic requirements must be administered the locally designed benchmark assessment in the non-proficient area and score at or above 67% to be eligible for promotion to the next grade.

Note: Louisiana Educational Assessment Program will no longer be a requirement for promotion. However, this should not diminish the importance of this evaluation tool. Louisiana Educational Assessment Program continues to be a component of the SPS and an indicator of the student's future academic success.

If the student meets the attendance requirement and earns the required number of units, he/she is eligible for promotion.

Special Provisions for students who do not meet the criteria for promotion in Grade 5:

- A student who has been retained in Grades K-3 will be retained not more than one (1) additional time for failure to meet academic requirements in Grades 4-6.
- A student who has not been retained for academic requirements in Grades K-3, may be retained twice in Grades 4-6, and will not repeat the same grade more than once.
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- Students with disabilities who participate in LAEI shall have promotion decisions determined by the IEP team.
- A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

- Additional data, including but not limited to, state approved standardized test scores may be used as a consideration for pupil progression.

Have a review of the promotion decision, based on the stated criteria:

The review is the responsibility of the Building Level Committee. The principal will coordinate the decision-making process of the Building Level Committee and the parents in the best interest of the student involved.

Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction:

Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

GRADE 6

In Grade 6, the student must meet the following promotion guidelines:

ATTENDANCE: Elementary children must be present a minimum of 167 days to be eligible to receive credit for the courses taken. Students in grade 6 following a junior high schedule will meet attendance requirements for junior high schools (see attendance requirements for grade 7 and/or grade 8). Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Meet parish academic requirement (s):

ACADEMIC REQUIREMENTS:

Complete benchmarks and skills outlined in the local curriculum guide with a passing grade as determined by the teacher's grades based on the parish grading scale.

As required by *Bulletin 741*, in a six (6) period schedule, students must pass MORE than four (4) units of course work.

As required by *Bulletin 741*, in a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.

Basic subjects and unit value for each subject for Grade 6:

- ELA Block (2 units) or Reading (1 unit), Language & Spelling (1 unit)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Music/Art (½ unit)
- Health/Physical Education (½ unit)

Students who do not meet the established academic requirements must be administered the locally designed benchmark assessments in the non-proficient area and score at or above 67% to be eligible for promotion to the next grade.

If the student meets the attendance requirement and earns the required number of units, he/she is eligible for promotion.

Special Provisions for students who do not meet the criteria for promotion in Grade 6:

- ◇ A student who has been retained in Grades K-3 will be retained not more than one (1) additional time for failure to meet academic requirements in Grades 4-6.
- ◇ A student who has not been retained for academic requirements in Grades K-3, may be retained twice in Grades 4-6, and will not repeat the same grade more than once.
- ◇ A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- ◇ Non-LAA1 – HS Alternate Pathway Consideration Plan *rev.5-21-15* This plan should be used to determine if the student is eligible for provisions of Act 833. (Appendix L)
- ◇ Students with disabilities who participate in LAAI shall have promotion decisions determined by the IEP team.
- ◇ A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee, which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

Have a review of the promotion decision, based on the stated criteria:

The review is the responsibility of the School Building Level Committee. The principal will coordinate the decision-making process of the School Building Level Committee and the parents in the best interest of the student involved.

Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction:

Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

GRADE 7

In Grade 7, the student must meet the following promotion guidelines:

ATTENDANCE: Students in grade 7 must be present a minimum of 167 class periods in a course to be eligible to receive credit for the course taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Meet parish academic requirement (s):

ACADEMIC REQUIREMENTS:

Complete benchmarks and skills outlined in the local curriculum guide with a passing grade as determined by the teacher's grades based on the parish grading scale.

As required by *Bulletin 741*, in a six (6) period schedule, students must pass MORE than four (4) units of course work.

As required by *Bulletin 741*, in a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion. Students enrolled in advanced courses must meet the promotion criteria for that specific course.

Basic subjects and unit value for each subject for Grade 7:

- ELA Block (2 units) or Reading (1 unit), Language & Spelling (1 unit)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science(1 unit)
- Music/Art(½ unit)
- Health/Physical Education (1 unit) (½ unit Physical Education; ½ unit elective)

Students who do not meet the established academic requirements must be administered the locally designed benchmark assessments in the non-proficient area and score at or above 67% to be eligible for promotion to the next grade.

If the student meets the attendance requirement and earns the required number of units, he/she is eligible for promotion.

Special Provisions for students who do not meet the criteria for promotion in Grade 7:

- ◇ A student who has been retained two (2) times during Grades K-6 for academic reasons may not be retained more than one (1) additional time for academic reasons in Grade 7.
- ◇ A student will not be in the same grade more than two years due to academic retention. A student who has not been retained or retained only one (1) time in

Grades K-6 may be retained a maximum of two (2) times for academic reasons in Grades 7 and 8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).

- ◇ A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- ◇ Students with disabilities who participate in LAAI shall have promotion decisions determined by the IEP team.
- ◇ Non-LAA1 – HS Alternate Pathway Consideration Plan *rev.5-21-15* This plan should be used to determine if the student is eligible for provisions of Act 833. (Appendix L)

A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee, which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

Have a review of the promotion decision, based on the stated criteria:

The review is the responsibility of the School Building Level Committee. The principal will coordinate the decision-making process of the School Building Level Committee and the parents in the best interest of the student involved.

Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction:

Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

A parent/student/school compact that outlines the responsibilities of each party shall be required for students in grade 7 who are determined to be at risk of scoring at the Unsatisfactory level on the 8th grade LEAP, as well as for students who were retained in grade 8.

GRADE 8 (**Promotion will be determined according to BESE Policy.)

In Grade 8, the student must meet parish attendance requirement:

Students in grade 8 must be present a minimum of 167 class periods in a course to be eligible to receive credit for the course taken. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Meet parish academic requirement (s):

Successfully complete the benchmarks and skills outlined in the local curriculum guide with a passing grade as determined by the teacher's grades based on the parish grading scale.

Students who did not meet the promotional standard based on academic criteria in ELA and/or Mathematics must pass the district created benchmark assessment in ELA and/or Mathematics at 67% correct to be considered for promotion to 9th grade. Students determined to be non-proficient based on academic performance and results of the district created benchmark assessments must attend summer remediation and retest before being considered for promotion to 9th grade or Transitional 9th grade.

A student shall not be retained in 8th grade more than once as a result of LEAP and/or district benchmark assessments.

As required by *Bulletin 741*, in a six (6) period schedule, students must pass MORE than four (4) units of course work.

As required by *Bulletin 741*, in a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, Building Level Committee and/or the SBLC will determine eligibility for promotion.

Basic subjects and unit value for each subject for Grade 8:

ELA Block (2 units) or Reading (1 unit), Language & Spelling (1 unit)

Mathematics (1 unit)

Social Studies (1 unit)

Science(1 unit)

Music/Art(½ unit)

Health/Physical Education (1 unit) (½ unit Physical Education; ½ unit elective)

If the student meets the attendance requirement, and earns more than four (4) units of course work in a six (6) period schedule or five (5) units in a seven (7) period schedule, he/she is eligible for promotion.

Special Provisions for students who do not meet the criteria for promotion for Grade 8:

- ◇ A student who has been retained two (2) times during Grades K-6 for academic reasons may not be retained more than one (1) additional time for academic reasons in Grades 7-8.
- ◇ A student will not be in the same grade more than two years due to academic retention. A student who has not been retained or retained only one (1) time in Grades K-6 may be retained a maximum of two (2) times for academic reasons in Grade 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
- ◇ A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- ◇ After completion of summer remediation and retest, students who do not meet the established promotional criteria can be eligible to become a transitional 9th grade student on a high school campus. (See remediation guidelines)
- ◇ After completion of summer remediation and retest, students who meet the established promotional criteria will be eligible to be promoted to 9th grade after meeting promotional requirements. (See remediation guidelines)
- ◇ A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee, which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.
- ◇ Non-LAA1 – HS Alternate Pathway Consideration Plan *rev. rev.5-21-15* This plan should be used to determine if the student is eligible for provisions of Act 833. (Appendix L)

Have a review of the promotion decision, based on the stated criteria:

The review is the responsibility of the Building Level Committee. The principal will coordinate the decision-making process of the Building Level Committee and the parents in the best interest of the student involved.

Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction:

Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

A student may qualify for the Career Diploma pathway if the student meets one of the following conditions:

The student meets the promotion requirements to enter the ninth grade

OR

The student is 15 years of age or older during the upcoming school year and also...
Does not demonstrate proficiency on either the math or ELA component of the LEAP and/or locally designed benchmark assessments.

Attends summer school LEAP remediation and takes the retest in the subject area in which he/she did not demonstrate proficiency.

Must have a 1.5 GPA or better on the completed course work for 8th grade
Acceptable attendance and behavior standards as outlined in the local Pupil Progression Plan.

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

- Explain the local definition of the term “grade level” or “on grade level.”

MODEL OF THE MANDATED FOREIGN LANGUAGE PROGRAM

An articulated foreign language program shall be required for students who are academically able in language arts in schools with grades 4, 5, 6, 7, and 8 and shall be optional for all others. This program shall be offered during the music/art period of instructional time in grades 4-6. In grades 7 and 8, it will be offered for 30 minutes per day during the P.E. block.

Livingston Parish School System has applied for a waiver by the State Board of Elementary and Secondary Education regarding the mandated foreign language program for grades 4-8 for the current school year. Once the waiver is reviewed and a decision made by LADOE PPP will be updated to reflect the ruling of the waiver.

Academically able students in grade 4 at Denham Springs Elementary and Northside Elementary Schools and middle school level students at Denham Springs Jr. High, Southside Jr. High, and Springfield Middle School shall be offered an articulated foreign language program. This program is optional to all others.

Definition:

Academically Able - An academically able student is defined as one who has a final subject area grade of C or better, with a passing grade the last nine weeks, at grade level.

Grade Level - A student who has exhibited proficiency on grade competencies and with respect to a skill as indicated according to adopted textbooks and State Curriculum Guides in the content area in question. Indicators could include grades from the progress report, standardized test scores, and LEAP CRT results where applicable.

For special education students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, the I.E.P. Committee shall determine the student’s eligibility to receive foreign language instruction.

IV. High School Graduation Requirements

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

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and student's shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
 - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.
 - ▶ List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

GRADES 9-12

Students in Grades 9-12 will be promoted when they have earned the required number of credits, as indicated below by obtaining a semester grade of “D” or better in each ½ unit or full unit course completed as determined by the teacher of the content area. Students may earn ½ unit of credit in all eligible subjects to meet the required number of credits for students under the 23 or 24 unit plan:

9 th	Grade	0	-	4.99	Units
10 th	Grade	5	-	10.99	Units
11 th	Grade	11	-	16.99	Units
12 th	Grade	17+			Units

There is no limit to the number of times that a student may be retained in a grade level. However, if sufficient additional credits are earned by successfully completing courses through Livingston Parish Public Schools approved credit recovery, approved virtual school, approved correspondence, private piano instruction, and/or approved acceleration programs, the student shall be promoted at the beginning of each school year unless the student qualifies as a graduating senior. **Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.**

Louisiana high school students must earn 1.5 Carnegie credits in Physical Education and .5 credits in Health to graduate with a diploma. As stated in Bulletin 741 students are allowed to substitute marching band, extracurricular sports, cheering or dance team for the required one-half PE II credit. Students must still take PE I and a half-credit of Health.

Students may graduate when they have successfully completed the required number of units as specified in *Bulletin 741* and other BESE Policies.

Local school administration shall annually evaluate and adjust course offerings based upon students’ needs.

Eligibility for student participation in courses, including but not limited to math options as specified in Bulletin 741, shall be a local administrative decision based upon middle school academic records and teacher recommendation providing all federal, state, and parish guidelines are not violated. In addition to completing a minimum of 23 or 24 Carnegie Units of credit as stated in Bulletin 741 and other BESE policies, students shall also be required to pass the EOC in order to receive a high school diploma.

For incoming freshmen in 2010-2011 and beyond, students must meet the assessment requirements below to earn a standard diploma. Students must pass three End-of-Course tests in the following categories: Algebra I or Geometry, English II or English III, and Biology or American History. Remediation and retake opportunities will be provided for students who fail to attain a passing score on one or more of the components of the EOC Test. The local school principal shall notify each student, and parents or guardian of the requirement of passing the EOC Test prior to or upon the student entering the 9th grade.

Students transferring to any high school in the parish school system shall be notified by the principal of the requirement of passing the EOC Test upon entering that school.

The Building Level Committee will decide on an individual basis if a student should be placed in a remediation program.

The principal will coordinate the decision-making process of the Building Level Committee and the parents in the best interest of the student involved.

The functions of individuals and/or committees in the decision-making process are:
The individual teacher of each content area will make decisions for the course grade based on teacher-made and/or company prepared tests, assignments, pupil participation, or any other proper evaluative criteria. **However, before a teacher determines a semester grade in a course, attendance requirements in Appendix E must be met by the student.**

Exception can be made only in the event of extended personal illness, verified by a physician, or other extenuating circumstances approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Senior students are not to be dismissed from classes more than 10 instructional days prior to the end of the school year.

- For credit recovery courses, follow the policy #2324 of Bulletin 741.
- For distance learning courses, time requirements do not apply. (Bulletin 741)
- ⊖ A proficiency test in core classes maybe administered upon recommendation of the local school administration. Students scoring 76% or higher will be granted Carnegie credit. High school administration determine when and if a proficiency test can be administered.
- Credit Flexibility-Upon entering the school district from a home study program or unaccredited institution a student may be tested for proficiency in subject area that evidence of completed curriculum is presented. Students scoring 76% or higher will be granted Carnegie credit. This applies to core classes only.
- Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit by passing a course in which the student is enrolled and meeting instructional time requirements, once school year has begun. Once a student has attempted credit through seat time they cannot be awarded credit based on a proficiency exam. For additional details see Bulletin 741 §2314.

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

<u>9th</u>	<u>Grade</u>	<u>0</u>	<u>-</u>	<u>4.99</u>	<u>Units</u>
<u>10th</u>	<u>Grade</u>	<u>5</u>	<u>-</u>	<u>10.99</u>	<u>Units</u>
<u>11th</u>	<u>Grade</u>	<u>11</u>	<u>-</u>	<u>16.99</u>	<u>Units</u>
<u>12th</u>	<u>Grade</u>	<u>17+</u>			<u>Units</u>

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - b. Students who entered the ninth grade in 2014-2015 and beyond
5. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)

- b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
 - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
8. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.
- ▶ Describe any additional LEA policies that may determine student retention.
- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

Retention—Grades K-12

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

A kindergarten student will be retained only by written consent of parent or legal guardian.

*NOTE: This does not exclude Brigrance requirement for excessive absences.

A student in Grades K-8 who has met the academic requirements for promotion may be retained with written parental request and approval of the Building Level Committee. This recommendation must be accompanied by written documentation stating the reasons for special consideration for retention.

As an example, a student in Grades 1-6 failing the same single unit basic subject two (2) consecutive years may be subject to retention. This recommendation must be approved by the Building Level Committee. This committee will present a list of students retained in conflict with the criteria and the reasons for retention to the Central Office Review Committee. (Appendix C) This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

The above provision does not allow for deviation from the total number of retentions or the number of retentions at each grade level as stated in this plan. An exception would be a retention resulting from a written parental request and approval of the Building Level Committee.

The number of times a student may be retained in each grade or level is included in each grade's requirements for promotion.

When a decision is made to retain a student, the parent/guardian will be notified in writing of the decision and of the system's due process procedures. (Appendix D)

Failure to meet attendance standards supersedes promotion criteria. Expulsion may be considered as criteria for retention.

At risk students in grades K – 3 should receive intervention/ remediation strategies through one or more of the following: DIBELS interventions, small group instruction, Rtl, Literacy Labs, Project Read, Successmaker, My Reading Coach, Waterford/Earobics, Reading Enhancement Classes, before and after-school tutoring, JumpStart Classes and through literacy and numeracy being embedded into science and social studies. These strategies are used to help prevent student retention in grades K-3.

VI. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.
- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.
- ▶ Describe any applicable policies and procedures for grade “skipping.”
- ▶ Describe any policies governing services for gifted students.

Acceleration AND Advanced Grade Level Grades K-8

Grade K

No grade level advancement will be provided at this level, but enrichment may accompany the academic curriculum.

Grades 1-7

Students being considered for grade skipping shall be referred to SBLC to determine eligibility to promote to the next grade.

Students in 7th grade being considered for enrollment in Algebra I in the 8th grade must be instructed in the Grade 8 locally designed curriculum during the 7th grade year in mathematics and also pass the Grade 7 Advanced Math exam in order to be considered for enrollment in Algebra I in the 8th grade.

Grades 7 & 8

Seventh and Eighth grade students may be allowed to take Carnegie credit courses if they meet the following requirements:

- In order to be eligible to take Algebra I, students must successfully complete the Grade 7 Advanced Math test.
- Meet state requirements as mandated in Bulletin 741.
- Be recommended by the principal and teacher. This recommendation will be based upon attitude, grades, attendance, and maturity.
- Have parental approval and cooperation.
- Seventh and Eighth grade students may receive Carnegie credits provided the student has met the time requirement for the class and has mastered the high school course standards for the course taken based on successful completion of the state approved proficiency test and must score at 75% or above, on the Louisiana Department of Education EOC exam.

Students must obtain an achievement level of Fair or above on the EOC test to receive credit in Algebra I.

Students who did not demonstrate proficiency in any core subject area or LEAP are not eligible to take middle school course for Carnegie credit in that area in which they were non-proficient.

Acceleration Grades 9-12

Students in grades 9-12 may be accelerated.

Secondary students may also receive acceleration through Advance Placement (AP) course offerings and dual enrollment course offerings (high school credit for college courses).

Any student with prior approval, who has earned high school credit through acceleration while enrolled at the middle school level, will be granted the unit of credit. The unit of credit earned will be granted in accordance with procedures as outlined in Bulletin 741.

Any student, with prior approval of his high school principal and the district high school Supervisor of Curriculum, will be granted units of credit upon successfully completing courses the Livingston Parish Public Schools approved correspondence providers,

summer school, and/or virtual schools. Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.

When a school official believes that a student has mastered eligible subject matter as listed in the General and Academic Section of Bulletin 741 and reached the same or a higher degree of proficiency as that of a student who has successfully completed an equivalent course at the regular high school or college level, he may give such student a locally developed comprehensive examination for high school credit provided:

The Building Level Committee has reviewed the evidence and has given its approval.

The examination taken is for a course above the level he has completed or in which he is enrolled.

The course title, year taken P (pass), and unit of credit are entered on the Certificate of High School credits, with MPS (Minimum Proficiency Standards) indicated in the remarks column. The assigned grade will not be included in the student G.P.A.

- Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit by passing a course in which the student is enrolled and meeting instructional time requirements, once school year has begun. Once a student has attempted credit through seat time they cannot be awarded credit based on a proficiency exam. For additional details see Bulletin 741 #2314.

Exceptions for any courses other than those listed in the General and Academic sections of Bulletin 741 may be made by the Louisiana State Department of Education upon request of the local superintendent.

Any student attempting to earn credit by taking a proficiency test must score a 76% or higher to earn Carnegie credit. High school administration determine when and if a proficiency test can be administered.

High School Credit for College Courses (Applies to Students Attending College Part-Time)

The following policies apply to students attending colleges or other post secondary institutions on a part time basis whether on the college campus or through dual credit programs on the high school campus.

The principal of the high school shall approve in advance the course to be pursued by the student in college.

The student shall meet entrance requirements as established by the college.

The principal of the high school shall verify that the content of the college course meets the standards and grade-level expectations of the high school course for which the student is receiving credit.

If attending on the college campus, the student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.

The high school administrator shall establish a procedure with the college to receive reports of the student's performance.

College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary state organizations.

Students may participate in college courses and special programs during regular or summer session if approved by the high school administration.

A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years. (Bulletin 741 §2317)
 - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
 - ▶ Describe the components and requirements of the local early graduation program.

LOCAL EARLY GRADUATION PROGRAM:

Students may graduate when they have successfully completed the required number of units as specified in *Bulletin 741* and other BESE Policies. In order to graduate early students may participate in one of the following 2 programs:

Any student with prior approval, who has earned high school credit through acceleration while enrolled at the middle school level, will be granted the unit of credit. The unit of credit earned will be granted in accordance with procedures as outlined in Bulletin 741.

Any student, with prior approval of his/her high school principal and the LPPS district high school Supervisor of curriculum, will be granted unit of credit upon successfully completing courses through Livingston Parish Public Schools approved correspondence providers, approved summer school, and/or approved virtual schools. Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.

VII. Remediation

A. Legal Authorization

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

B. Purpose

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

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
 - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring state mandated assessments for English Language Arts and/or Mathematics.
 - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring state mandated assessments or who failed to achieve the required level on the state mandated assessments.
 - ii. All students with disabilities who participate in testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.

- iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the state mandated summer remediation programs.
- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the state mandated Science and Social Studies tests.
- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the state mandated Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.

D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?
- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.
- Describe how science and social studies remediation is implemented.
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

► Summer Remediation Program

- List the objectives for your summer remediation program.
- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

- Describe the materials and methodology to be used throughout the district in summer remediation.
- Describe the form of documentation collected for students and parents who refuse summer remediation services.
- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

► EOC Remediation

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

**School Year Remediation/Summer Remediation Program
Program Objectives**

Elementary

To improve students' academic progress/performance remediation in the form of summer school shall be provided to students who score did not demonstrate proficiency on state mandated testing on the English Language Arts and/or mathematics tests, including LAA 2 students.

Students who did not demonstrate proficiency in science and social studies may also be remediated during summer if remediation for these subjects is required.

Students who do not pass the LEAP in the Summer Program shall be remediated during the regular school year.

Students not remediated in Science and Social Studies in the summer shall be remediated during the regular school year.

Secondary

To improve students' academic progress/performance, secondary students failing any component of the LEAP, GEE or EOC will be offered remediation prior to each retest for a minimum of 50 hours per subject.

Secondary students must pass 3 out of 6 EOC exams to meet diploma requirements.

Program Description

Student selection criteria:

All public elementary and secondary students (including exceptional students participating in LEAP), who do not meet the performance standards as measured by Academic Achievement/LEAP or EOC may be provided opportunities for remedial education.

A list of all eligible students shall be maintained at the Central Office and at the local schools.

The failure of Special Education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for extended special education programs unless documented in IEP.

Pupil/teacher ratio:

Class size shall not exceed 20:1 ratio of remediation in elementary grades per teacher or paraprofessional.

In secondary schools, class size depends upon the number of students eligible for remediation, not to exceed twenty (20) students per remediation class.

Instructional time:

Elementary

All eligible students will be provided with 50 hours of summer remediation and/or remediation during the regular school year per content area.

Secondary

Instruction time in the Extended Day/Year Program (not Extended School Year Services through Special Education) will be held October through April of the current school year and the month of June, with a minimum of 50 hours per unit per student prior to next testing date.

Selection criteria for teachers and/or paraprofessionals:

Elementary

Remedial teachers shall possess the appropriate certification/ qualifications as required by the State Board.

Instructional paraprofessionals serving in remedial education shall be under the immediate supervision of a regularly certified teacher and shall possess all requirements by statute (R.S. 17:39 8A) and Board Policy.

Secondary

Appropriately certified teachers will be employed to provide the remediation. Instructional paraprofessionals may be employed to assist certified teachers with the remediation and possess qualifications as required by Board Policy.

Materials and methodology to be used:

Instruction will include the teachers' unique instructional techniques, approved materials, use of Individual Reports, and the correlation of Content Standards for all subject areas.

Technology labs may be utilized as part of remediation. School tutorial programs will enhance remediation efforts. Incorporation of these methods and materials will assure maintenance of skills.

Materials and supplies used in remediation will be provided with state and local funds.

At the secondary level, remediation for deficiencies identified by failure to meet the performance standards on LEAP, GEE, LAA2, or EOC will be provided through individualized instruction in the Extended Day and Extended Year Program funded by state and local funds.

Secondary students who fail to meet performance standards after initial remediation efforts may schedule an approved elective course especially designed to remove deficiencies as identified by the Individual Student Report. This elective course, Study Skills I-IV, may be offered for (1) unit of credit per year for four (4) years. Teachers and /or paraprofessionals will provide remediation for any students who have hardships and/or unable to attend the Extended Day or Extended Year remediation programs (not Extended School Year Services through Special Education). Paraprofessionals are hired on an as needed basis for contracted work.

The Individual Student Report shall be available to and utilized by the individual teacher to plan a program of remediation for each eligible student.

Instructional materials used in the Remediation Program will include these approved by the parish.

Refusal to accept remediation

Students and parents shall be given a form accepting or refusing remediation provided by Livingston Parish School System for students identified by the LEAP/EOC.

Science and Social Studies Remediation

Students are remediated during the regular school year by the classroom teacher or a contracted tutor.

Coordination with other state, federal and local funds:

All instructional personnel involved with remediation shall communicate on a regular basis coordinated through the guidance services at the schools.

Coordination with Special Education will be through established guidelines which include written and verbal communication using Instructional Accommodations Pages and Request for Assistance Forms (i.e. Assistive Technology identified in a student's IEP).

Coordination with Title I is based on a structured plan which includes written and verbal communication using IASA Title I Coordination Forms and Progress Reports from Title I teacher to regular teachers.

Copies of Individual Student Reports will be given to all teachers involved including Title I and Special Education Teachers.

Evaluation Plan

This plan has been developed and is presented as a part of the LEA adopted Pupil Progression Plan of Livingston Parish.

Student Assessment

Elementary

Students who receive remediation will be evaluated in Math, Language Arts, Science and Social Studies by using the LEAP Retest or the locally created assessment tool.

Fifth grade students who have passed the fourth grade ELA and Math but failed Science and/or Social Studies will receive remediation in those subjects. Students must score an AB or above on the 5th grade LEAP exam.

9th grade students on a high school campus who failed the LEAP Science and/or Social Studies will receive remediation.

Secondary

At the secondary level, the proficiency level or mastery shall be determined by meeting the performance standard on the LEAP, GEE or EOC Test(s) or Retest(s).

Coordination

Remediation teachers will be supplied with the Individual Student Reports showing the LEAP, GEE or EOC results.

Individual Student Reports will be studied by the teachers and lessons will be prepared for students dealing with specific skill areas. Records and data on the Individual Student Reports will be completed by the teachers. This record will be kept in the classroom teachers' files during the school year and summer school and then centrally located for access for evaluation purposes.

The regular classroom teacher, the special education teacher, or the Title I teacher, or a combination of the above, will be aware of the student's progress through the Individual Student Records and conferences in addition to previously developed guidelines of the Special Education and Title I programs.

Instruction

This plan calls for a regular year classroom instruction and/or extended day/year program. Teachers and paraprofessionals will be employed by Livingston Parish to implement this plan for remediation. These teachers will be Louisiana certified classroom teachers. They will be assigned to certain schools in order to meet the needs of students and serve the eligible units of student deficiencies.

Regular day remediation will be provided by the regular classroom teacher and/or assisted by paraprofessionals.

This program schedule will be based on sound principles of education which consider the degree of deficiency, the attention span of the students, and the need for maintenance of skills addressed. The duration of the remediation program during the school year will be from August through May. Summer school program dates will comply with state guidelines.

In-service meetings will be conducted with teachers and paraprofessionals to disseminate information on methods and materials, to get feedback about the program, and to make plans for needed reorganization.

The variety of activities presented by the teachers through which students will gain new understandings, concepts, practice, and skills will all relate to the specific objective for that particular lesson. Experienced teachers will have a storehouse of knowledge of games, activities, and exercises to compliment the prepared materials that accompany the basic language arts and mathematics programs of the parish. State Content Standards for language arts, mathematics, science and social studies will be correlated and used with instruction for summer school.

Assessment

Students enrolled in the remediation program will have their progress assessed periodically. Student progress will be indicated through work samples on file. Assessment materials for remediation of students will be approved by the parish.

Assessment will include both subjective and objective data. Teacher judgment, as to the progress of students, will be utilized but it must be supported by physical evidence of progress. This physical evidence may include samples of work relative to the student's activities during instructional time. Objective data will include tests approved by the teacher. In order for a student to move from remedial program to a maintenance program he/she must meet the same criteria as previously stated in Remediation Program. The effectiveness of the program will be determined by the gain of the participants in the program.

VIII. Alternative Schools/Programs/Settings

A. Definition

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

▶ List the written policies for all alternatives to regular placements.

[See Policy Manual IDDG](#)

▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Students suspended for more than ten (10) days or expelled from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process in an alternative educational placement. The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and earn course credits when possible, and to provide assistance with social skills and work habits.

A student placed in an alternative school or an alternative education program shall attend and participate in such school, program, or education services. The parent, tutor, or legal guardian of any such student shall ensure attendance of the student as required.

Upon the request of the student's parent or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board, to attend an alternative education program.

▶ Describe the LEA's procedures for placement in adult education programs.

Upon the request of the student's parent or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board, to attend an alternative education program.

IX. Other Policies and Procedures

A. Policies on Due Process

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

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

- Regular education students
- Students with disabilities
- Section 504 students

Regular Education Accommodations/Modifications

Students who have a physical or mental impairment which substantially limits one or more major life activities, such as walking, seeing, speaking, breathing, or learning may qualify for reasonable accommodations and/or modifications within the classroom setting.

- Referral may be made by parents and teachers.
- Review by the SBLC with at least one person knowledgeable about the suspected disability and one person knowledgeable of the student.
- Parents and students are encouraged to be involved in the identification process.
- Parents are provided a copy of Parent/Student Rights.
- A determination of eligibility will be made by the committee.
- Students determined eligible under § 504 of the Rehabilitation Act of 1973, LA Act 854 and Act 306 will have an Individual Accommodation Plan (IAP) developed.
- The IAP will be reviewed at least annually. Parents will receive a copy of each IAP. Parish developed procedures and processes are followed for identification, assessment, and provision of services.

Students with disabilities

Special Education

For students who are not successful in regular education, consideration should be given to determine if the student is eligible for special education programs.

A referral can be made by parents or teachers for students ages 3 to 21.

- The Child Search Team, when appropriate, will review and make recommendations for evaluation and assessment by the Pupil Appraisal Team, if necessary.
- Special programs will be provided for students who are identified

as having an exceptionality. Evaluative criteria for eligibility screening and evaluation for each exceptionality will be commensurate with BULLETIN 1508 (the SDE Pupil Appraisal Handbook), as well as Act 754, Act 750 and *Bulletin741*

- IEP's are developed annually, or at other times deemed necessary, by teachers, parents, and other appropriate people.
- Policies adopted by Livingston Parish Public Schools assure that the individually designed special instructional programs developed for the exceptional students will be reflected in the student's IEP.
- Initial placement shall be made only after informed written parental consent is obtained.
- This placement will be reviewed at each IEP ~~conference~~ MEETING.
- Individually designed instruction may take place in regular classrooms, resource rooms, self-contained or special school settings. The placement decision in this program must be reflected in the student's IEP.
- The IEP/IAP will clearly state the following:
 - Exceptional students participating in THE REGULAR STATEWIDE ASSESSMENT PROGRAM must be provided with accommodations as noted on the student's IEP, or if 504, on the IAP (Individualized Accommodation Plan).
- Required instructional adaptations/modifications will be provided on an individual basis.
- Quantitative and qualitative evaluative criteria will be used to measure progress.
- See grading sections for clarification on grading procedures.
- The student will be re-evaluated by Pupil Appraisal Services at least once every three years.
- Non-Parish Review (NPR) procedures for private evaluations:

If a student has a private evaluation, an NPR will be conducted at the student's school site or the Special Education Office to determine if the evaluation meets criteria as per bulletin 1508. If the student has an evaluation completed by a private provider, the evaluation must meet the CRITERIA SET FORTH IN BULLETIN 1508 AND THE INITIAL OFFER OF A FREE APPROPRIATE PUBLIC EDUCATION (FAPE) IS MADE.

Gifted Non-Parish Review (NPR) procedures:

Gifted students who have a current evaluation from an out of state school district must have the evaluation reviewed to determine eligibility in the State of Louisiana. The evaluation must meet the same criteria as an evaluation completed by public school districts in Louisiana as per Bulletin 1508. If the student meets criteria, the evaluation is approved and an initial IEP is conducted. If the evaluation does not meet criteria and the student

has a current IEP, then interim services may be approved. Special Education Placement/Regular Education Placement with Accommodations In considering the educational placement of each exceptional child (disabled, talented or gifted), the IEP (Individual Educational Program) /IAP (Individual Academic Plan) Committee participants shall ensure that the placement is based upon the IEP/IAP and is made in conformity with Louisiana State Department of Education *Bulletin 1706*, and other state guidelines. The continuum of services for a student with an IEP shall include:

- Regular classroom with itinerant, resource room or supplemental services
- A self-contained special class in a regular school
- Special schools
- Residential special schools

SECTION III

LOCAL POLICIES

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

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

APPENDIX A

DEFINITION OF TERMS

As used in this plan, the terms shall be defined as follows:

State Terms

Acceleration - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted students" as identified according to Bulletin 1508.

Alternate Assessment - The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.

Alternative to Regular Placement- Placement of students in programs not required to address the State Content Standards.

Content Standards - Statements of what we expect students to know and be able to do in various content areas.

LEAP 21 Summer School/Remediation - The summer program offered by the LEA for the specific purpose of preparing students to pass the LEAP 21 test in English Language Arts, or Mathematics.

Louisiana Educational Assessment Program (LEAP) – Louisiana’s State Testing Program including English Language Arts, Mathematics, Science, and Social Studies in grades 4, 8 and the Graduation Exit Examination (English Language Arts, Mathematics, Science and Social Studies) in grades 10 and 11.

Promotion - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.

Pupil Progression Plan - "The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary Education.

A Pupil Progression Plan shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion." (Act 408)

Regular Placement - The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.

Remedial Programs - Programs designed to assist students including identified exceptional and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.

Remediation - See Remedial Programs.

Retention – Non-promotion of a pupil from a lower to a higher grade.

Local Terms

Academically Able - An academically able student is defined as one who has a final subject grade of C or better, with a passing grade the last nine weeks at grade level.

ACT - A test administered by the American College Testing Program. A battery of four academic tests in the areas of English, Mathematics, Social Science, and Natural Science designed to assess student's general educational development and ability to complete college level work.

APL - Adult Performance Level focuses on educational topics of health, consumer economics, occupational knowledge, government and law, and community resources, in promoting enhancement of basic survival skills of adults in today's society.

Basic Subjects - These are reading, mathematics, and language in grades 1-8.

Building Level Committees - Committees at the local school level consisting of at least three local school personnel for the purpose of reviewing the individual student's placement relative to promotion or retention. A committee should be established for each grade level.

Central Office Review Committee - A committee at the parish level consisting of at least three central office personnel for the purpose of monitoring the parish Pupil Progression Plan and investigating appeals of decisions rendered by the Building Level Committee.

Common Core State Standards- state adopted standards for English Language Arts and Mathematics which define what a student should learn at each grade level.

Department - Refers to the Louisiana Department of Education.

EOC-refers to End of Course testing in selected high school courses

GEE - Acronym for the state mandated Graduation Exit Exam.

Grade Level - A student who has exhibited proficiency on grade competencies and with respect to a skill as indicated according to adopted textbooks and Local Content Standards in the content area in question. Indicators could include grades from the progress report, standardized test scores, and LEAP/CRT results where applicable.

GLE (Grade Level Expectation)/Skill – A statement that defines what all students should know or be able to do at the end of a given grade level.

HiSet - The national high school equivalency testing program that shows a student has attained the academic knowledge and proficiency equivalent to a high school graduate.

IEP - A written individualized education program which sets forth the approach which will be taken to ensure that each child will be provided a free appropriate public education (FAPE). The IEP sets forth in writing a commitment of resources that indicates what special education and related services will be provided to meet each disabled child's unique needs.

IEP Placement Team - A team that consists of the supervisor or principal or designee, teacher(s), parent(s), evaluation personnel when appropriate, and/or student and other persons of parental choice.

LA DOE Curriculum Guidebooks- the state curriculum guide which contains the standards/grade level equivalencies for each grade.

LEAP – Louisiana Educational Assessment Program which is comprised of the standardized tests administered to students in grades 3, 4, 5, 6, 7, and 8.

IPI - Individualized Prescription Program of Instruction is a written program of instruction, individualized and prescribed for a given student, to be followed in attaining educational goals.

LEP - Limited English Proficiency.

MFP - Acronym for Minimum Foundation Program.

MPS - Minimum Proficiency Standards as established by the Louisiana State Department of Education.

Multi-Disciplinary Individual Evaluation Report - The integrated written explanation of an individual child.

Pupil Appraisal Personnel - School support personnel qualified to diagnose exceptionalities.

Retention - Non promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these Guidelines.

School Building Level Screening Committee - Decision making educational problem solving body made up of appropriate school personnel. This committee should include principal or designee, referring teacher, and at least one other teacher.

Selection Committee - A committee of educators from the Alternative Program consisting of secondary level teachers, the guidance counselor, and principal that will study and evaluate recommendations made by each student's home based school. The committee will review records, conduct parent and student interviews, and will determine eligibility into the Alternative Program.

State Board - Refers to the State Board of Elementary and Secondary Education.

APPENDIX B

PROMOTION/RETENTION REPORT

The Livingston Parish Pupil Progression Plan provides for the promotion or retention of a student in Grades K-8 although this action may be in conflict with the established criteria. This form is provided for submitting the list of students and the reason for a recommended action in conflict with the established criteria.

Return the original of this form to the Assistant Superintendent by the last day of the school session.

The student(s) whose name(s) are listed below have been promoted in conflict with the established criteria for promotion. (Indicate "none" if needed).

STUDENT	GRADE	REASON*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The students (s) whose name(s) are listed below have been retained in conflict with the established criteria for retention. (Indicate "none" if needed.)

STUDENT	GRADE	REASON*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All other students have been promoted or retained on the basis of established criteria of the Pupil Progression Plan.

Signature of Principal Date School

APPENDIX C
NOTIFICATION OF RETENTION
AND APPEALS PROCESS

Dear Parent/Guardian:

This is to inform you that _____ will be retained in Grade _____. If you wish to appeal the decision relative to the placement of this student, the due process procedure is listed below. The procedure must be followed in sequential order.

1. A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends and holidays) of official notification of retention or failure of a course. If official notification is given through the postal services two (2) additional days will be given to insure delivery.
2. The Building Level Committee will act on the appeal within five (5) school days after receipt of the written request. The parents will be notified of the time of the hearing and may be present.
3. The principal will be responsible for notifying the parent(s) or guardian of this decision within three (3) days.
4. Any appeal beyond the Building Level Committee must be submitted in writing within seven (7) days to the Parish Superintendent or Assistant Superintendent for review by the Central Office Review Committee. (Livingston Parish School Board - P.O. Box 1130 - Livingston, LA 70754)
5. The Central Office Review Committee will act on the appeal within ten (10) days after receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present.
6. The Parish superintendent or the assistant superintendent will notify the parent(s) of this decision within three (3) days.

School: _____

Mailing Address: _____

Principal: _____

Date: _____

FILE: IH (Also JF)

APPENDIX D

ACADEMIC ACHIEVEMENT

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, or other administrative staff members of the school or the central office staff of the Livingston Parish School Board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from a teacher, unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.

(R.S. 17.414.2)

Adopted:

Amended:

Reference: Act 556 of 1989; R.S. 17:414.2

Livingston Parish School Board

Appendix E

Attendance Policy

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

1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:

- a. 10,020 minutes for a six-period schedule;
- b. 8,589 minutes for a seven-period schedule; and
- c. 7,515 minutes for an eight-period or 4x4 block schedule.
- d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

APPENDIX F

High School Graduation Requirements

LA Core 4 Curriculum

(Incoming Freshmen in 2008-2009 and beyond)

English - 4 Units

English I, II, III, IV

Math - 4 Units

Algebra I, Applied Algebra I, or Algebra I-Pt. 2

Geometry or Applied Geometry

Algebra II

Remaining unit from the following: Financial Math, Math Essentials, Advanced Math/Precalculus, Advanced Math-Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or a local math elective approved by BESE

Science - 4 Units

Biology

Chemistry

2 units of the following: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a local science elective approved by BESE*

Students may not take both Integrated Science and Physical Science

Agriscience I is a prerequisite for Agriscience II

Social Studies - 4 Units

Civics (1 unit) or 1/2 unit of Civics and 1/2 unit of Free Enterprise. Note: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics

U.S. History

1 unit from the following: World History, World Geography, Western Civilization, or AP European History

1 unit from the following: World History, World Geography, Western Civilization, AP European History, Civics (second semester - 1/2 credit), Law Studies, Psychology, Sociology, or African-American Studies*

NOTE: Students may take 2 half credit courses for the fourth social studies unit.

Health - 1/2 Unit

JROTC I and II may be used to meet the Health Education requirement provided the requirements

in Section 2347 of Bulletin 741 are met.

Physical Education - 1 1/2 Units

Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation

NOTE: The substitution of JROTC is permissible

Foreign Language - 2 Units

2 units from the same foreign language or 2 units of speech

Arts - 1 Unit

1 unit of Arts (§2333), Dance (§2337), Media (§2354), Music (§2355), Theatre Arts (§2369) or Fine Arts Survey. *

Electives - 3 Units

Total - 24 Units

*Approved IBC-related course may be substituted for the 4th science or social studies or for the art course if the course is in the student's career area of concentration. (for Core 4 students only)

Basic Core Curriculum

(Incoming Freshmen 2008-2009 and beyond)

English - 4 Units

English I, II, III, IV or Senior Applications in English

Math - 4 Units

Algebra I (1 unit), Applied Algebra I (1 unit) or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units)

Geometry or Applied Geometry

Remaining unit(s) from the following: Algebra II, Financial Mathematics, Math Essentials, Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a local math elective approved by BESE

Science - 3 Units

Biology

1 unit from the following Physical Science cluster: Physical Science, Integrated Science, Chemistry I, Physics I, Physics of Technology I

1 unit from the following: Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, an additional course from the physical science cluster, or a local science elective approved by BESE

Students may not take both Integrated Science and Physical Science

Agriscience I is a prerequisite for Agriscience II and is an elective course

Social Studies - 3 Units

Civics (1 unit) or 1/2 unit of Civics and 1/2 unit of Free Enterprise. Note: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics

U.S. History

One of the following: World History, World Geography, Western Civilization, or AP European History

Health - 1/2 Unit

JROTC I and II may be used to meet the Health Education requirement provided the requirements in Section 2347 of Bulletin 741 are met.

Physical Education - 1 1/2 Units

Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical

Education may be used toward graduation

NOTE: The substitution of JROTC is permissible

Education for Careers or Journey to Careers* - 1 Unit

Electives - 7 Units

Shall include the minimum courses required to complete a Career Area of Concentration,* including Education for Careers or Journey to Careers

Total - 24 Units

*Take effect for incoming freshmen in 2010-2011 and beyond

APPENDIX G High School Course Requirements

TOPS UNIVERSITY
COLLEGE DIPOLMA COURSE REQUIREMENTS
FOR INCOMING FRESHMAN BEGINNING FALL 2014

ENGLISH = 4 Units	Course Code	TOPS 4 Point Scale	TOP 5 Point Scale	Course Title
1 Unit	120331	t/		English I
1 Unit	120332	t/		English II
1 Unit from the following:	120333	t/		English III
	120329		t/	English III: Gifted and Talented
	120325		t/	English III:AP' English Language Arts and Composition
	120403		t/	English III: IB' Literature
	120327		t/	English III: IB' Language & Literature
	120404		t/	English III: IB' Literature & Performance
	120601		t/	English III: DE - CENL 1013 English Composition I
	120602		t/	English III: DE - CENL 1023 English Composition II
	120603		t/	English III: DE - CENL 2153 American Literature I
	120604		t/	English III: DE - CENL 2163 American Literature II
	120605		t/	English III: DE - CENL 2173 Major American Writers
	120341		t/	English III: Honors
1 Unit from the following:	120334			English IU
	120330		t/	English IU: Gifted and Talented
	120326		t/	English IU:AP' English Literature and Composition
	120405		t/	English IU: IB' Literature
	120328		t/	English IU: IB' Language & Literature
	120406		t/	English IU: IB' Literature & Performance
	120606		t/	English IU: DE - CENL 1013 English Composition I
	120607		t/	English IU: DE - CENL 1023 English Composition II
	120606		t/	English IU:DE - CENL 2103 British Literature I
	120609		t/	English IU:DE - CENL 2113 British Literature II
	120610		t/	English IU: DE - CENL 2123 Major British Writers
	120611		t/	English IU:DE - CENL 2203 World Literature I
	120612		t/	English IU:DE - CENL 2213 World Literature II
	120613		t/	English IU:DE - CENL 2223 Major World Writers
	120614		ti'	English IU:DE - CENL 2303 Introduction to Fiction
	120615		t/	English IU:DE - CENL 2323 Introduction to Literature
	120616		t/	English IU:DE - CENL 2313 Introduction to Poetry and/or Drama
	120342		t/	English IU: Honors

APPENDIX H

CORE 4 EXEMPTION FORM

LOUISIANA CORE FOUR EXEMPTION FORM

After the student has attended high school for a minimum of two years, the student and the student's parent, guardian, or custodian may request that the student be exempt from completing the Louisiana Core Four Curriculum and be placed in the Louisiana Basic Core Curriculum ([Bulletin 741; §2318]).

The Louisiana Core Four Curriculum prepares students for entrance to a four-year Louisiana state university or for a career. The Basic Core Curriculum would prepare them for a Louisiana state community college or technical school.

Before an exemption is granted, the student, the student's parent, guardian, or custodian and the school counselor shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his/her educational pursuit and future educational plan.

Conference Documentation

Student Name: _____ Parent(s)/ Guardian(s): _____
Attending Counselor: _____ School Name: _____
Date student entered (as a first-time freshman) ____/____/____ Area of Concentration: _____

Both parent and student must initial the following required statements:

Parent	Student	
_____	_____	The student has attended high school for a minimum of two years.
_____	_____	The student's progress and future education plan have been discussed.
_____	_____	I understand that this student will graduate without completing the Louisiana Core Four Curriculum, and I further acknowledge the following:
_____	_____	I understand that this student is eligible to enter a community or technical college upon graduation and may be eligible to enter a 4-year college/university after earning an associate degree.
_____	_____	The 5-Year Individual Graduation Plan (IGP) has been revised.
_____	_____	I understand this student has the option to return to the Louisiana Core Four Curriculum in consultation with the parent(s)/guardian(s) and school counselor.

For Adult Students Only

_____, being 18 years of age or older and having attended high school for two years, am requesting exemption from the Louisiana Core Four Curriculum and understand and have initialed the above statements.
_____ I further attest that my parents have been notified of my decision and the consequences.

I have read and initialed all the above statements and agree that exemption from the Louisiana Core Four Curriculum is in the student's best interest for the continuation of his/her educational pursuit and future educational plans. Further, I have in no way been coerced or persuaded to enter into this agreement.

Student's Signature _____
Parent(s)/ Guardian(s) Signature _____
Counselor's Signature _____

Principal Verification: I acknowledge that this student and his/her parent(s)/guardian(s) have been appropriately counseled about the implications of this decision.

Principal's Signature _____ Date _____

Appendix I

Grading Policy and Grading Procedures

Grading Policy

LPPS shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LPPS may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

Grading policies for grades/courses for which letter grades are not used:

- ❖ Nine weeks grades will be given in all classes. Interim reports will be issued after four and one-half (4½) weeks each nine weeks period.
- ❖ Grades will be determined as follows:
- ❖ Pre-Kindergarten---A portfolio assessment will be kept for each child
- ❖ Kindergarten—At least one grade per subject each week using the following:
E (Excellent) S (Satisfactory) N (Needs Improvement) U (Unsatisfactory)

GRADING PROCEDURES FOR GRADES 1-8

- ❖ Nine weeks grades will be given in all classes. Interim reports will be issued after four and one-half (4½) weeks each nine weeks period.
- ❖ Grades will be determined as follows:
 - Grades 1--8
 - All student work to be graded will be assigned a point value which could be weighted by category. The number of points assigned will be determined by the classroom teacher.
 - The nine weeks grade will be calculated by dividing the total points earned by the total points possible in non-blocked courses.
 - Courses that are blocked, in grades 1 – 5, i.e. English Language Arts will have their 9 weeks grade calculated using a weighted formula in which Reading is 60% of the total grade, English is 30% of the total grade and Spelling is 10% of the total ELA grade for grades 1-5.

- Letter grades are to be assigned according to the parish grading scale.
- Grades for all subjects should be entered electronically into the parish Power School Program. A hard copy of grades must be printed every 4 ½ weeks and kept in a Grade Binder. Record at least one grade per subject each week in non-blocked courses.
- When ELA is blocked, two grades per week are recommended. It is recommended that a minimum of 1 grade be recorded from the reading standards and one grade from the English standards each week. All graded work must be evenly distributed throughout the semester and assigned an appropriate point value which could be weighted by category.
- To determine the final grade for the year's work, use scale for total points for four grading periods.
 - The student must pass at least two (2) nine (9) weeks grading periods.
 - If the last nine weeks grade is an "F", the student must have at least a one (1) point average or a total of four (4) points in order to pass.

If the last nine weeks' grade is a "D" or better, the student will pass with a total of three (3) or more points for the four grading periods.

- The grading procedures for middle school courses which generate high school credits will follow the grading procedures set forth for middle schools courses with the added requirement that the student demonstrate proficiency on either the Louisiana Department of Education EOC exam or a state approved proficiency test in that subject when the proficiency test in that subject is available. Middle school students will be awarded a grade P or F on their high school transcript for Carnegie courses completed in middle school.

GRADING SCALE FOR ELEMENTARY AND MIDDLE SCHOOLS		
Grade	Average	Total Points for Four Grading Periods
A = 4	93-100	14-16
B = 3	85-92	10-13
C = 2	75-84	6-9
D = 1	67-74	3 or 4-5
F = 0	0-66	0-2 or 3

GRADING PROCEDURES FOR SECONDARY SCHOOLS/ADVANCED LEVEL SECONDARY STUDENTS ENROLLED IN HIGH SCHOOL

1. Semester grades will be given in all classes with three (3) interim reports during each semester. Interim reports will be issued as follows:

- A. After 4½ weeks
- B. After 9 weeks
- C. After 13½ weeks

The semester report card will be a cumulative grade of the entire semester's work based on points earned divided by points possible by weighted categories. (See Item 2)

2. Grades (A, B, C, D, F) will be determined as follows:

All High School Courses will use a weighted grade format for assigning student grades. Semester grade will be determined by dividing the total points earned by the total points possible by weighted categories. Letter grades will be assigned according to the different grading scales based on the type of course each student is enrolled in.

All student work to be graded will be assigned a point value and entered into one of four weighted categories.

- (1) At least two grades per week must be entered into PowerSchool.
- (2) At least two grades per category every 4½ weeks (each interim period)

Weighted Categories for each High School Course:		Weights for each Category:
Major Assessments	MA	40%
Assessed for Accuracy (Quizzes, Labs, Projects, etc...)	ACC	35%
Participation / Completion	PC	10%
End of Semester Assessment	SEM EX	15%

Grade Categories for LAA2 and Act 833 students Per Bulletin 741 LAA2 and Act 833 students are assessed at 5% on EOC) (Algebra I, Geometry, English II, English III, U.S. History, and Biology):

Weighted Categories for each High School Course:		Weights for each Category:
Major Assessments	MA	40%
Assessed for Accuracy (Quizzes, Labs, Projects, etc...)	ACC	40%
Participation / Completion	PC	15%
End of Semester Assessment	SEM EX	5%

Regular Classes		Advanced Classes*		Level	College Board Classes	Advanced Placement
Grade/Point Value	Average	Grade/Point Value	Average		Grade/Point Value	Average
A = 4	93-100	A = 4	90-100		A = 5	90-100

B = 3	85-92	B = 3	80-89	B = 4	80-89
C = 2	75-84	C = 2	70-79	C = 3	70-79
D = 1	67-74	D = 1	60-69	D = 2	60-69
F = 0	0-66	F = 0	0-59	F = 0	0-59

A “P” has no numerical value in calculating the grade point average of a high school student.

***Honors, High School Gifted Courses, Advanced Placement, Dual Enrollment or College Prep Classes for students enrolled in high school. Each high school administration will determine if the 10 point grading scale is appropriate for advanced level classes.**

Weighted GPA: GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The weighted GPA is based on grade points on all courses attempted on the 5.0 scale and 4.0 scales. A “P” has no numerical value in calculating the grade point average of a high school student.

Unweighted GPA: GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The unweighted GPA calculates all courses attempted on a 4.0 scale. A “P” has no numerical value in calculating the grade point average of a high school student.

When calculating grades to determine the semester letter grade, .50 and above will always be rounded off to the next highest number. Example: 92.5% = 93% = A, 66.50% = 67% = D

When calculating the grade point average for athletic purposes only, a student must achieve at least a C average. A C average is defined by LPPS as a GPA of 1.50 to 2.49. No rounding off will occur when determining athletic eligibility.

Grade Point Average

A student’s overall GPA is based on semester grades. A grade point average is defined as an average of all subjects using the grade/point value listed above in the chart. No rounding off will occur when determining grade point average. Example: A 1.6 GPA cannot be rounded off to a 2.0. Additional GPA information in regards to honors and AP courses is located in the Honors and AP section below.

CLASS RANKING

The Livingston Parish School Board, in order for class ranking to be determined on a uniform and consistent basis throughout the parish, shall require graduating seniors in high schools to be ranked based on the quality points a student earns in grades 9-12 as listed on the student's official high school transcript. The student who earns the most quality points will be ranked number one in the graduating class. For rank in class purposes only quality points based on a maximum of 28 credits for high schools on a seven period day or 32 credits for schools on a block schedule. Transfer grades will be weighted only in the subjects weighted in the district.

Students with a grade point average of 3.75 - 4.0 shall be recognized as graduating *Summa Cum Laude* and students with a grade point of 3.5 - 3.749 shall be recognized as graduating *Magna Cum Laude*. There shall be no selection of a valedictorian.

CLASS RANKING CRITERIA

Criteria to be used in ranking students shall be as follows:

- A. Total quality points from all subjects attempted in grades 9-12.
- B. "F" grades count as zero (0) quality points.
- C. Only semester grades shall be used.
- D. Total quality points shall be computed at the end of the second semester of the senior year.
- F. The following grade scale shall be used:

Regular Classes		College Board Advanced Placement Classes (starting in 2014-15)		Advanced Level Classes*	
Grade/Point Value	Average	Grade/Point Value	Average	Grade/Point Value	Average
A = 4	93 - 100	A = 5	90 - 100	A = 4	90 - 100
B = 3	85 - 92	B = 4	80 - 89	B = 3	80 - 89
C = 2	75 - 84	C = 3	70 - 79	C = 2	70 - 79
D = 1	67 - 74	D = 2	60 - 69	D = 1	60 - 69
F = 0	0 - 66	F = 0	0 - 59	F = 0	0 - 59

* Each high school principal will determine if the 10 point grading scale is appropriate for advanced level classes. (Honors, High School Gifted Courses, Dual Enrollment or College Prep Classes)

NOTE: Any course for which credit is earned through credit examination or proficiency examination and a pass/fail grade is assigned **will not** be considered in determining class ranking.

TIES IN RANKING

Ties in ranking of graduating students shall be broken by using the following order of priority:

- 1. The highest composite ACT test score to be used if all candidates have taken the ACT.
- 2. If a tie still exists, then the number of College Board Advanced Placement course taken.
- 3. If a tie still exists, the total number of scaled score points on all the State Standardized Tests (6 EOC tests) will determine the rank in class.

Students electing to take fewer courses in the senior year will negatively impact their rank-in-class. A student electing short day in the senior year may earn fewer quality point than seniors taking full load of credit classes.

When calculating the grade point average for athletic purposes only, a student must achieve at least a C average. A C average is defined by LPPS as a GPA of 1.50 to 2.49. No rounding off will occur when determining athletic eligibility.

Honors and AP – Grades 9-12

Students earning credit toward graduation have the option, when available, of selecting from dual enrollment and AP courses in the core areas as defined by Bulletin 741.

All honors / AP courses will follow a minimum of requirements in state curriculum guides for that subject area. Students in any honors/AP course should be above grade level in reading comprehension and be able to do independent work and study.

- Prerequisites for enrollment in an honors course are as follows:
- Compliance with local criteria.
- Parental approval is required

All grades for honors courses are transferable within the parish and should be designated by "E" on the transcript. When transferring schools within a semester, honors' grades should match the regular class parish grading scale.

AP courses are designated by the assigned local number.

A student will receive an extra quality point for an A, B, C, or D earned in College Board Advanced Placement courses. The extra quality point assigned to an A, B, C, or D in a designated course will not be retroactive. Students may earn a one-half unit in a designated course. College Board Advanced Placement courses are the only courses that will be calculated with the extra quality point when calculating a Livingston Parish student's GPA.

In regards to a student's TOPS GPA (for TOPS eligibility purposes only) according to Bulletin 741, the incoming freshmen of 2014-15, an extra quality point will be awarded for certain advanced placement courses, International Baccalaureate courses, gifted and talented courses, honors courses, articulated college credit courses, and dual enrollment courses as approved by the Board of Regents and the State Board of Elementary and Secondary Education.

- Prerequisites for enrollment in an honors course are as follows:
 - Compliance with local criteria.
 - Parental approval is required

All grades for honors courses are transferable within the parish and should be designated by "E" on the transcript. When transferring schools within a semester, honors' grades should match the regular class parish grading scale.

AP courses are designated by the assigned local number.

CREDIT RECOVERY/VIRTUAL SCHOOL

- Students may make up credit(s) of repeat work each semester during or after school hours in Livingston Parish approved Virtual School Classes, if offered.
- Students may make up credit(s) of repeat work in the summer in Livingston Parish Virtual Classes, if offered.
- Students must pass the credit recovery coursework with a minimum score of 66.5% and a state/locally approved proficiency exam with a minimum score of 60%.

Grading Policy for End-of-Course (EOC) Tests

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the student's final grade for the course.
 - b. The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
 - i. For students with disabilities identified under IDEA who meet the LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students' final grade for the course.
 - c. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- 1) The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

The EOC test in Algebra I, Geometry, English II, English III, U.S. History, and Biology for students in Livingston Parish Public Schools taken during the 2015-2016 school year will count as the final exam grade and 15% of the final course grade or 5% of the course grade for LAA2 and Act 833 students. If the student passes the course and fails the EOC test, the student may retake the EOC test at a later date but the score from the retest will not count in the student's grade. The Livingston Parish Public School conversion chart for each of the grading scales will follow the State Department of Education Conversion Chart. Advanced Level courses are on a 10 point grading scale. These charts will be provided by the State Department of Education.

Students with disabilities who meet the LAA2 or Act 833 participation criteria prior to taking the first EOC test, the EOC test score will count 5% of the student's final grade for the course. LAA2 participation will be determined by the students' academic data and state guidelines.

If the student is absent for the EOC testing, the teacher will administer a final exam which will count for 15% of the student's final course grade. The student must take the EOC test on the next available test date but it will not count in the course grade. Students in Credit Recovery who complete their coursework prior to the EOC testing window will not take the EOC as part of their final grade.

If the student is absent for the EOC testing, the teacher will administer a final exam which will count for 15% of the student's final course grade. The student must take the EOC test on the next available test date but it will not count in the course grade. Students in Credit Recovery who complete their coursework prior to the EOC testing window will not take the EOC as part of their final grade.

GRADING PROCEDURES FOR STUDENTS WITH SIGNIFICANT DISABILITIES/AUTISM

Students who have identified significant disabilities/autism, who have IEPs, who are assessed with LEAP Alternate Assessment 1 (LAA1), and who are working toward a diploma should have grades that reflect their capabilities and progress when addressing the Louisiana Department of Education Content Standards (comprehensive curriculum) through the Louisiana Extended Standards.

It is recommended procedure that the students described above should not receive letter grades that fall below the average, or "C" level. When student performances fall below the average, or "C" level, the IEP should be reconvened to address additional deficit/need areas and/or to adjust the goals/objectives, accommodations/modifications, and/or situation and supports for instruction.

Grades for the above students should be given in all academic content areas (i.e., Math, Reading, English/Language Arts, Social Studies, Science) that are consistent with content areas for their grade-level non-disabled peers.

Letter grades of "A," "B," or "C" are appropriate to reflect the progress of students with significant disabilities/autism, who are addressing the LDE Content Standards CCSS through Extended Standards, with accommodations and modifications in regular education and/or special education settings, and who are assessed with the LEAP Alternate Assessment 1 (LAA1).

Letter grade "A" applies to progress and/or performance of students who exceed most standards.

Letter grade "B" applies to progress and/or performance of students who meet most standards.

Letter grade "C" applies to the progress and/or performance of students who are working toward most standards.

Report cards should be marked to reflect:

- a. Code 3/performance is below grade level
- b. Code 15/student is working below grade level of their non-disabled peers

Additional information regarding recommended grading procedures for students with significant disabilities/autism can be obtained through the Director of the LPPS Special Education Department.

GRADING PROCEDURES FOR STUDENTS ASSESSED ON LOUISIANA ALTERNATE ASSESSMENT 1 (LAA1)

Students who are eligible for assessment with the Louisiana Alternate Assessment 1 (LAA1) may have mild to significant disabilities, but qualify for the LAA1 on evaluation-documented cognitive and/or adaptive behavior deficits of 2.0 or more standard deviations below the mean. The IEPs of students assessed on LAA1 will indicate the Least Restrictive Environment for instruction. Students assessed on LAA1 may access the Louisiana Extended Standards and/or the regular education curriculum.

The following guidelines are appropriate to those students who are following the Louisiana Extended Standards:

1. Students should not receive letter grades that fall below the average or “C” level. When students are consistently scoring in the “D” or “F” range, the IEP needs to be reconvened or amended to address additional deficit/need areas and/or to adjust the goals/objectives, accommodations/modifications, and/or situation and supports for instruction.
2. Grades should be given in all academic content areas (i.e., Math, Reading, English/Language Arts, Social Studies, Science) that are appropriate to the students’ grade level of performance and/or placement.
3. Letter grades of “A,” “B,” or “C” are appropriate to reflect the progress of students with significant disabilities/autism, who are addressing the Louisiana Extended Standards, with accommodations and modifications in regular education and/or special education settings.
4. Letter grade “A” applies to the progress and/or performance of students who exceed most standards.
5. Letter grade “B” applies to the progress and/or performance of students who meet most standards.
6. Letter grade “C” applies to the progress and/or performance of students who are working towards most standards.
7. Students who have minimal levels of success in progress and/or performance should not receive grades of “D” or “F” as the students:
 - a. should be given points for attendance and participation in activities directed by the teacher, even when there is limited success
 - b. can have extensive modifications and/or accommodations to ensure that the curriculum is presented in progressive steps toward grade-level access to the general education curriculum
 - c. employ different strategies for learning
8. Report cards should be marked to reflect:
 - a. Code 3/performance is below grade level
 - b. Code 15/student is working below grade level of their non-disabled peers

GRADING CATEGORIES FOR STUDENTS ASSESSED WITH LAA1	
Extended Standards Mastery	50% of grade
Skills	40% of grade
Participation/Completion	10% of grade

GRADING CATEGORIES FOR STUDENTS ASSESSED WITH LAA1

1. **“GLE Mastery”** includes but is not limited to:
 - a. PCI Program assessments (Reading and/or Math)
 - b. Unique Learning Systems assessment
 - c. News2You Program assessment
 - d. The STAR Program assessment
 - e. IEP Objective(s) that are student specific
 - f. Basic Picture Math Program assessment
 - g. LCCE and other Transition and Community-Based Program assessment
2. **“Skills”** includes but is not limited to:
 - a. PCI Program activities (Reading and/or Math)
 - b. Unique Learning Systems activities
 - c. News2You Program activities
 - d. The STAR Program activities
 - e. IEP Objective(s) activities that are student specific
 - f. Basic Picture Math Program activities
 - g. LCCE and Transition/Community-based Program assessments
3. **“Participation/Completion”** includes but is not limited to:
 - a. Homework
 - b. Bellwork
 - c. Crafts
 - d. Behavior Logs
 - e. Attendance
 - f. Attention
4. **Assessments** may include, but are not limited to:
 - a. Rubrics
 - b. Checklists
 - c. Teacher-made tests
 - d. Progress monitoring
 - e. Ready-made worksheets from programs
 - f. Portfolios
 - g. Jobsite checklists
 - h. Activity logs

APPENDIX J

Alternative Placement: Connections

Students will be selected for the Connection Process that meet the age requirement (15 years old by Sept. 30th) and are two or more years behind academically. Once the student is selected the counselor at the student's school will contact the parents to arrange an initial meeting with the student and the parents/guardians. At this meeting all elements of the program will be explained to the parents. Once the parents agree to have their child participate, or not, the Connections Participation Form will be completed. Should the family choose not to participate, the Refusal of Services form, will be completed and placed in the Connections folder for the student.

Once the child is placed in the program, a one day (6 hours) orientation will be provided to the student and parent. At this meeting the parent will be able to meet the connections Team that will be working with their child. At this point, the academic and behavior expectations will be explained to the family and the responsibilities of all team members will be outlined. The Mentor will be responsible for one 40 minute per week meeting with the student and will contact the parent monthly with an academic and behavioral update on the child. The Connections Team will meet weekly on the progress of the student and will meet with the parent each 9 weeks or more often as/if needed.

Each student will be looked at individually and the connections Team will work to shape an education plan that will best meet that student's needs. The Individual Prescription of Instruction (IPI) will be used to determine instructional needs. Prior patterns of behavior and academic performance will be studied, and the students schedule and instruction will reflect the needs demonstrated by past patterns of performance. Special attention will be paid to the areas of reading and math. Aggressive intervention strategies will be applied in these areas, including, but not limited to: Dual/Double blocking of subjects, small group instruction, use of Para educators, before/after school tutoring, SWPBIS, Plato, just to mention a few of the site based intervention that will be in place at the Connections sites in Livingston Parish.

Students that enter the Connections program in LPPS will be given the TABE test upon entry, mid-year, and at the end of the year. All students will take either the LEAP test or LAA2 test, which is a part of their established promotion criteria.

Students will be provided with career education through Journey to Careers and other site based education programs through their mentor teacher and also their site based counselor. This will also provide career readiness skills which will aid in the selection of a career pathway.

The students will be provided with an Individual Graduation Plan which will be discussed with the parents throughout the school year in preparation for entering high school. This plan will be discussed at all parent meetings with the Connections Team to create focus on the importance of completion of the Graduation Plan by the student and parents.

Listed below is a sampling of LPPS Connections course offerings:

Journey to Careers (offered for ½ credit in 7th and ½ credit in 8th grade or as a full credit in 8th grade).

Computer Literacy (Variety of application available for the schools depending on teacher certifications

Reading Or other remediation program

Remedial math

Environmental Science (good math with 8th grade Earth Science on LEAP)

APPENDIX K

INTERIM IEP DEVELOPMENT

Responsibilities and Timelines

An interim IEP is a temporary IEP that is developed for a student entering a school system with sufficient documentation or evidence that he/she may be an exceptional student. The student must possess an obvious or severe low incidence impairment documented by a qualified professional; or the student must have transferred into the system from another state with an IEP and/or evaluation indicating that the student has been receiving special educational services in the former system. The interim IEP provides a basis on which the student may begin to receive special educational and related services and provides an appraisal program to gather assessment data for the individual evaluation process.

A student must be offered enrollment in the school system. Local supervisors of special education may approve enrollment in special education after existing student information has been reviewed by pupil appraisal personnel. An interim IEP would be developed and formal parental approval obtained. The interim IEP remains in effect as long as the evaluation is in process and may be revised as necessary. During this time all regulations pertaining to exceptional students apply. The interim IEP shall not exceed the duration of the evaluation. All placement decisions will be made in accordance with state and/or federal guidelines.

Parental and Placement Decisions

Often, discussion about the current performance, goals, and objectives for the student will have to be conducted without the benefit of integrated assessment data or teacher observation. To gather information about current performance, the parent may be the prime source of information about the student's skills, development, motivation, medical history, etc.

The goals and objectives should address the student's educational program during the assessment process. When available information indicates that related services are required, services should be provided. The student's performance during an interim placement is documented by the teacher and pupil appraisal personnel. This provides meaningful data for determining an appropriate program and placement.

Approval

Parent approval for the interim placement and related services must be obtained by parental signature on the IEP form. Parents should be informed that the student will exit from special education if the student is found to be ineligible for special education services according to the criteria of Bulletin 1508. If the student is eligible for special education, an initial IEP/placement meeting will be conducted.

APPENDIX L LAA1 High School Graduation Requirements

LAA1 Curriculum

(Incoming Freshmen in 2015-16 and beyond)

Applied English - 4 Units

Applied English I, II, III, IV

Applied Math - 4 Units

Applied Math I, II, III, IV

Applied Science – 2 Units

Applied Science I, II

Applied Social Studies - 4 Units

Applied Social Studies I, II

Electives – 2-4 Units

At least 2 of these credits must be earned in electives

Career Credits – 7-9 Units

At least 7 credits must be earned in workforce-readiness or career courses

Total - 23 Units

NOTE: Regarding Academic Content Credit Areas: IEP Teams should determine the least restrictive environment and most appropriate course content for the students. Students may be enrolled and/or placed in either Carnegie credit courses or applied courses. For example, a student may (1) receive instruction in a regular English course but be enrolled in Applied ELA, (2) be enrolled and receive instruction in a Carnegie credit course, or (3) be enrolled and receive instruction in an Applied course.

NOTE: Regarding Career Credit Areas:

A. The career program and course sequence must include: (1) interest assessment, (2) career-focused courses including, but not limited to, foundational workplace skills (including transitional courses), and (3) hands-on workplace experiences appropriate to their interest (community-based, where practicable).

B. The student will be required to achieve an IEP-determined rating on a workforce readiness survey or specific career task analysis.

C. The student must meet at least one of the three work- or career-related IEP goals:

1. Employment in integrated, inclusive work environments, based on the students' abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the local school district.
2. Demonstrates mastery of specific employability skills and self-help skills that

indicate that the student does not require direct and continuous educational support from the school district.

3. Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

NOTE: The IEP Team must complete an Individual Graduation Plan (IGP), in the eighth-grade year, prior to the student entering high school.

NOTE: The IEP Team must complete the Summary of Performance at the time of the IEP during the student's exiting year.

NOTE: The Certificate of Achievement will continue to be an exit document for students who do not complete the requirements given above.

APPENDIX M HS Alternate Pathway Consideration Plan rev.5-21-15

Non-LAA1 - Alternate Pathway Consideration Plan rev.5-21-15 Student Name _____

Beginning in the 6th grade: This form must be completed each year on all students and remain in the front of each student's folder (see*).
The scores should be noted cumulatively on the IEP in the Statewide Assessment Box.

