



LAFAYETTE
PARISH SCHOOL SYSTEM

2020-2021
PUPIL
PROGRESSION
PLAN

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Background and Purpose

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

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

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

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

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

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Placement of Students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

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

Kindergarten entrance screener as required by Act 146 of the 1986 Louisiana Legislature (R.S.17:39.11).

The following are exceptions:

- A first grade student without previous kindergarten experience transferring from a state approved school will be placed in first grade.
- A beginning first grade student from an out of state school without kindergarten experience who meets the

age requirement for first grade will be placed temporarily in kindergarten. Within two (2) weeks, he/she will be given the kindergarten skills check list for reading and mathematics based on criteria for promotion to first grade (kindergarten report card). If he/she scores a minimum of 75% on each, he/she will be placed in first grade. The SBLC will review the test and will determine the proper placement of the student. This is consistent with promotion from kindergarten.

- Students who are five (5) years old by December 31st, and who are identified as Gifted may enter kindergarten early only if it is recommended by the individual education plan committee, prior to the opening of the school term during which entry is requested.

Targeted Kindergarten

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

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

Placement of Transfer Students

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

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

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

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

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

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

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

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

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

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

Transformation Zone Grades K-3

Promotion for students who do not meet all requirements for promotion may be contingent upon attendance of the school's extended year program as determined if it is available by the school based SBLC.

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

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

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

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

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

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

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

Procedure for Determining Carnegie Credit for High School Students

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

The student will be administered the District identified placement exam as general screening to confirm that the student's achievement is equal to the grade placement according to the Home Study Program.

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

English: I, II, III, IV

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

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

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

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

Additional elective credits will be given as available.

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

High school students who are enrolled will have to meet the graduation requirements as determined by LDOE according to Tops University Diploma, Tops Tech Jump Start Career Diploma or earn high school equivalency.

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

- District identified placement exam, Edgenuity placement, and/or proficiency exams

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

Promotion for Students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7

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

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

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

In order to be eligible to receive grades, elementary students shall be in attendance a minimum of 60,120 minutes (equal to 167 six (6) hour days) a school year.

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

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

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

A student should only be retained once between kindergarten and fourth grade, inclusive

Kindergarten Promotion Policy

For consideration for promotion, students should score 70% or better on the end of year curriculum aligned reading assessment. Students performing below this level shall have a current RTI plan in place based on winter benchmark data before promotion to first grade.

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

Grade 1 Promotion Policy

First grade students will utilize a standards-based assessment continuum for recording progress during nine week periods. Progress will be indicated with the PIN scale (Proficient, In Progress and No evidence) for ELA and Mathematics. Students should score Proficient on 70% or better in each subject, on the tracked standards, in order to meet promotion requirements. Refer to pg. 63 for details on the PIN Scale.

To be considered for promotion, a student should score 70% or better on the end of year curriculum aligned assessment. Students performing below this level shall be referred to SBLC for review of performance before promotion to second grade. All data sources may be considered by SBLC including classroom assessments, state mandated reading test results, informal reading inventories, and end of year reading assessments. Students performing below grade level may not meet criteria for promotion; should SBLC promote a student working below

grade level, a remediation plan must be developed for the student.

In determining placement, the SBLC will give consideration to overall class performance. Proficiency in grade appropriate skills as defined by Louisiana State Standards must be demonstrated.

Grades 2 and 3 Promotion Policy

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

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

Transformation Zone grades 2 & 3

Promotion for students who do not meet all requirements for promotion may be contingent upon attendance of the school's extended year program as determined if it is available by the school based SBLC.

Grade 5 Promotion Policy

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

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

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

Grades K-3 and 5 Additional Considerations

Intervention/Remediation Strategies to Prevent Retention at the Lower Grades

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

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

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

Students who meet the qualifications for 504 accommodations at any time during the school year will be considered, for purposes of promotion, to have been 504 the entire year.

- When making decisions regarding promotion of students with characteristics of dyslexia, consideration shall be given to their performance in an approved multi- sensory structured language program.
- Students attending an approved out-of-parish or out-of-state summer school shall receive credit for work completed.
- Any modified curriculum for students with disabilities (including 504) must be noted as such on every report card.

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

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

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

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

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

Students in Grades 5 may be retained if appropriate remediation was provided and the student was not successful.

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

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

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

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

Step 2 - If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school's SBLC for placement in Response to Intervention (RTI)

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

Grade 6 and 7 Promotion Policy

A middle school student must achieve in D in English language arts, mathematics, science and social studies in order to be considered for promotion. Students not meeting academic criteria for promotion will be recommended to attend summer school to meet promotional criteria. Essential skills in core subject areas from Louisiana State Standards should be mastered. State assessed performance shall be reviewed for students in Grades 6 and 7 to assist in determining promotion and/or the need for remedial assistance. Refer to the section on grading calculations for additional criteria.

Each middle school student is scheduled in six (6) subjects. In addition, in the four (4) subjects previously identified, a student must achieve D in one of the other two (2) subjects scheduled, as measured by the final evaluation of the teacher. Students in danger of being retained shall be placed in Response to Intervention (RTI) which can close the achievement gap and assist the student in strengthening skills needed to overcome curricular deficiencies.

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

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

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

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

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

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

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

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

Promotion of Students in Grade 4

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

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

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

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

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

Grade 4 Promotion Policy

A student should only be retained once between Kindergarten and fourth grade, inclusive.

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

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

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

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

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

LPSS Individual Academic Improvement Plan Policy

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

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

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

LPSS Individual Academic Improvement Plan Policy

The IAIP process will adhere to the following requirements:

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

The IAIP for each student identified will outline:

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

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

- The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" pursuant to his/her most recent evaluation or has documented evidence derived from state summative assessments of improving the academic performance of students with IAIP.
- The student completes summer remediation in deficient subjects (if available), such as Extended School Year which is offered by the District. Attendance is NOT mandatory for promotion to 5th grade.
- Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction while not removing a student from ELA, math, science, or social studies course work, such as:
 - Specific RTI strategies with trained staff, preferably a highly effective teacher
 - After school small group instruction with a highly effective teacher

- The student is provided access to on-grade level instruction that is aligned to Louisiana State Standards, which may include some below grade level content and support to address the student's identified weaknesses.

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

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

- Step 1 - Address the student's learning difficulties using remediation strategies such as: increased time, on-going assessment and targeted remediation, tutoring, state assessment remediation and multi-sensory strategies.
- Step 2 - If remediation strategies over a sufficient period of time to gain reassessment data are not successful, the teacher will consult with the school's SBLC for placement in Response to Intervention (RTI). See the School Building Level Committee Handbook for composition of teams.

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

a. Promotion of Students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student’s individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

Grade 8 Promotion Policy

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

LPSS may offer waivers to eligible students after students complete summer remediation as stated in BESE Bulletin 1566, §707. The possible waivers are the Mastery/Advanced Waiver, U/B Waiver, AB/AB Waiver, and the LEP Waiver.

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

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

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

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

A middle school student must achieve a D in English language arts, mathematics, science and social studies in order to be considered for promotion. Students not meeting academic criteria for promotion will be recommended to attend summer school to meet promotional criteria. Essential skills in core subject areas from Louisiana State Standards should be mastered. State assessed performance shall be reviewed for students in Grade 8 to assist in determining promotion and/or the need for remedial assistance.

Each middle school student is scheduled in six subjects. ELA and mathematics will be double-blocked creating an 8 period day. In addition, in the four core subjects previously identified, a student must achieve at least a D in the other two subjects.

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

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

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

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

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

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

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

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

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

Transitional 9th Grade Placement Criteria and Support

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade or be retained in grade 8. The most recent Statewide Assessment data will be applied to make this placement.

The plan to support each student placed in transitional ninth grade will include the Individualized Graduation Plan (IGP) based on the individual student's data which may include:

- Grade 8, 7, or most recent Statewide Assessment
- LEAP 360 - ELA and Math
- iSteep
- NWEA Math RIT - Legacy
- Combination of reading data:
 - NWEA reading RIT - Legacy
 - STAR reading level
 - Fast ForWord reading level
- History of failing core classes (not just 8th grade) inclusive of 504/Special Ed. if applicable
- Participation in the Transition In Progress Program
- It should be a serious consideration to schedule intensive math or reading remediation while attempting to earn Algebra I and/or English I credit. Examples – Intensive Algebra I or Technical Reading and Writing with English I

- Student Graduation Support Profile
- IEP goals

The SBLC will review student information gathered from the list of data above and the IGP. Promotional decisions will be the responsibility of the SBLC.

High schools ask that middle schools rank students according to highest need for 9T.

b. High school promotion and transition considerations

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

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

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

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

Early Graduation

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

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

Credit Recovery

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

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

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

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

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

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

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

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

NCAA Policy

Nontraditional Courses

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

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

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

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

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Credit recovery programs

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

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

Distance and E-Learning Environments

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

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

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

High School Carnegie Unit and Promotion Requirements

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

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

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

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

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

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

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

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

Early Graduation

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

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

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

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

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

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

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

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

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

Grades 9-12 Additional Considerations

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

- Regular - Course content is designed for students who have a background of average achievement. Although these students read and perform at grade level, they need reinforcement of organizational and related thinking skills, and concentration on oral and written language.
- Honors - Course content is designed for students, who have a good command of literacy and/or numeracy, and who have the potential to succeed in courses that demand time and concentrated study. The honors classes designation shall only be given to core curriculum and world language courses. For entry into honors classes, students must meet all three of the following criteria:
 - a minimum average of B earned in the prior course
 - Scored Mastery or above on the state assessment (teacher recommendation will be considered).
 - Students not meeting all of the above criteria may be admitted with SBLC placement if space is available in the class.

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

- must maintain a minimum end of year average of B.
- teacher recommendation
- Advanced Language Classes - Students enrolled in advanced language classes as a continuation of their immersion pathway must maintain a C average in their language class in order to keep their immersion student status.

- Pre AP & Advanced Placement - A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. AP philosophy is equity and access for as many kids as possible; recruitment criteria should be as open as possible. Students who score at levels indicated by the awarding outside agency on advanced placement examinations, receive college credit. Every high school must offer College Board approved Advance Placement courses. Only College Board trained teachers are eligible to teach Advanced Placement courses. As a suggestion, if a school is in a situation to limit access to an AP course due to staffing/course offerings, consideration to GPA, and performance in past AP subjects, should take priority in student placement.
- Gifted - Gifted students are those who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

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

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

- Completion of all English requirements for graduation
- A score of 19 or above on the reading and English parts of the ACT
- Proficiency in a language other than English demonstrated through one of the following:
 - A score of 3 or higher on an AP exam in the language other than English, or a passing score on a similar state-approved test
 - Successful completion of a four-year high school course of study of the language
 - Successful completion of seven(7) Carnegie units taught in the language (content and language courses)
- Special considerations for LEP students are listed in Section VII: Promotion and Placement of Certain Student Populations.

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

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

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

Lafayette Parish Credit Recovery Classes

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

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

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

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

eCampus

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

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

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

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

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

officially enrolled in the eCampus course can complete coursework. All instances of academic dishonesty will be investigated and may result in consequences.

Grade recovery occurs when needed while a student is taking a course before the final grade for the course is recorded. Grade recovery involves re-engagement and re-assessment. Credit recovery occurs after a student has completed a course and received a final grade in the course. Grade and/or Credit recovery using eCampus will be offered to students if the teacher of record does not offer re-engagement and reassessment or if the SBLC in conjunction with the principal assigns this form of grade/credit recovery.

Grade recovery using Edgenuity: If the teacher of record has not offered grade recovery as required by policy, Edgenuity will be available for grade recovery. If applicable, high school students who have earned a 66% or less in an eligible course at the conclusion of the first, second, or third nine-week grading period shall be given the opportunity to enroll in a grade recovery course through the Edgenuity program. Placement into a Grade recovery course involves administrative approval and student/parent consent. Students who successfully complete a grade recovery course will have the failed grade for the particular nine weeks replaced by the grade earned in the grade recovery course.

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

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

Grade Recovery using eCampus for graduating students during their graduating year: In an effort to assist graduating seniors and juniors to graduate on time with their cohort in May, the Lafayette Parish School System (LPSS) is implementing a process of checkpoints and safety nets. Lafayette Parish School System grade recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a grade recovery course involves administrative approval and student/parent consent. This process will monitor student grades and offer assistance to those students who may need help passing courses to fulfill graduation requirements. The process will consist of four check points during the graduating year: the end of the 9W2 grading period, the end of the 9W3 grading period, mid-way through the 9W4 grading period, and at the end of 9W4. If a graduating student is in danger of failing any course required for graduation at any of these checkpoints, the student may be scheduled in a different but related virtual course in the eCampus program. The student will take a diagnostic test to prescribe the material to be mastered during this accelerated course. A Carnegie credit will be awarded based on the demonstration of mastery of course content on a proficiency exam. The student will be awarded a letter grade based on the approved LPSS Pupil Progression Policy.

Scheduling Policy for High School Courses

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

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

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

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

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

A request for a student to move from a regular class to an honors class must occur within the first two (2) weeks of school. Teacher recommendations for students to move from honors classes to regular classes must occur within the first 9 weeks of school (four (4) weeks for schools with block schedules). The request must be brought before the SBLC for consideration and approval. Administration initiated changes will be dealt with on an individual basis for the following reasons for a student:

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

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

The schedule for each high school student should be individualized based on each student's needs and abilities and mass scheduling based on age or grade level is discouraged.

- ACT, PreACT and LEAP 2025 scores should be considered especially when scheduling advanced placement (AP), dual enrollment (DE), honors, and pre-AP courses.
- Students scoring an ACT composite of 25 or above should be encouraged to take AP courses but hard working, motivated students who have an ACT composite of 23 or 24 can be successful in AP courses as well.
- Students who earn an ACT composite score of 19 - 24 can be challenged and be successful in DE courses. Consideration should be given to students who meet university course placement requirements because of his/her ACT score. Such students should be placed in the next level DE or AP course available.

Louisiana Act 250 requires that each high school senior not having achieved the established college readiness standards for English (ACT subscore 18) and mathematics (ACT subscore 19) shall be given the opportunity to take an appropriate transition course. LPSS will offer these transition courses in English and mathematics from the LDOE suggested transition course list and locally developed courses.

It should be a serious consideration for transitional ninth grade students, and regular 9th grade students who score below Basic in mathematics on the grade 8 statewide assessment, to be scheduled into Intensive Algebra 1 for their initial year in high school. Likewise, transitional ninth grade students and regular 9th grade students who score below Basic in ELA on the grade 8 statewide assessments should be scheduled into English 1 and Technical Reading and Writing. Additionally, these students should be scheduled in Universal Jump Start Courses. This schedule allows students a chance to focus on ELA and mathematics mastery of the standards while earning Carnegie unit credits toward their diploma. Scheduling into science and social studies courses can be done in their future years in high school.

A request for a student to move from a regular class to an honors class must occur within the first two (2) weeks of school. Teacher recommendations for students to move from honors classes to regular classes must occur within the first 9 weeks of school (four (4) weeks for schools with block schedules). The request must be brought before the

SBLC for consideration and approval. Administration initiated changes will be dealt with on an individual basis for the following reasons for a student:

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

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

LPSS policy for awarding 2 units of credit - A student shall be granted one (1) unit of credit for a prescribed full year course and one-half (1/2) unit of credit for a prescribed semester course upon receiving a final grade of D or better. One credit is equal to one full Carnegie Unit.

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

EOC Remediation

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

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

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

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

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

The remedial education program will emphasize a diagnostic approach to instruction. Remedial instruction will be devoted to closing gaps. Determinates for remediation will be defined by teacher judgment along with data collected

through common district assessments. Instruction will be based on Louisiana State Standards for each subject area and curriculum guides. Teachers will use research-based interventions and appropriate diagnostic/prescriptive methodology. On the high school level, all students qualifying for the remedial education program are eligible to enroll in an instructional focus period which can include multi-sensory study skills or a preparatory class in the core curricular area of need. The SBLC will determine the criteria for consideration when enrolling in the RTI period.

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

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

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

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

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

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

Intervention

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

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

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

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

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

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

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

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

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

Placement in Adult Education Programs

Adult education provides a viable option to many students who do not fit into the regular high school program.

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

Support for Students

School year support

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

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

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

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

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

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

Summer remediation

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

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

Promotion and placement of certain student populations

Students with disabilities

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

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

English learners

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

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

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

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

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

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

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

Guidelines for Extended Year Academic Program for Students with Disabilities

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

Grades K-5

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

Grades 6-8

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

Grades 9-12

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

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

attempts of the same EOC test.

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

Graduation Requirements:

Requirement 1:

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

Requirement 2:

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

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

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

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

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

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

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

The IEP team coordination will result in:

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

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

LEAP Connect (LAA1) Career Diploma

Students evaluated using the LEAP Connect assessments may be awarded a LEAP Connect (LAA1) Career Diploma (Alternate Assessment) if the student makes progress toward the Louisiana Connectors, meet the graduation standard on the LEAP Connect (LAA 1) assessment, and one of the following:

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

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

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

English as a Second Language Program (ESL)

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

Sheltered ESL program:

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

Two-Way English/Spanish Immersion Pathway:

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

Prior School Records - EL Grade Placement:

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

No Prior School Records - EL Grade placement:

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

Special Education - EL Placement

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

Alternative Education Placements

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

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

Transition in Progress Program (Formally - Alternative Program)

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

Transition in Progress Program for English Language Arts and Mathematics-- Grades 5-8

- Students in this program must meet standards for promotion as stated in the Pupil Progression Plan.
- Students will be strategically placed with highly effective teachers in ELA and/or Math in order to ensure that the students are provided grade level, on-going, rigorous instruction using locally developed curricula based on Louisiana State Standards for the core subject areas.
- Students participating in this program and continuing to struggle with academic instruction will be recommended for the Middle School Transition in Progress Educational Program.
- Designated classroom teachers in 5th through 8th grade levels will provide instruction for the academically at-risk students in English Language Arts and/or mathematics. Grade level requirements will be addressed.

Lafayette Parish Middle School Transition in Progress Educational Program

The requirements/guidelines of this program are as follows:

- To provide remedial and grade-level instruction in basic academics through the diagnostic/prescriptive teaching of reading, math and language arts
- To provide an environment more suitable to students' age level, ability, and interests
- To provide academically at-risk students with rigorous instruction tailored to their needs as well as assist these students in acquiring skills necessary to succeed in high school
- To provide an incentive for academically at-risk students to remain in school
- Transition in Progress Educational Program placement criteria must be reviewed with the SBLC committee members, and placement policy must be followed

- Middle school students with academic deficiencies can be placed in the Transition in Progress Educational Program
- English Language Arts and mathematics will remain as the core of instruction with the student being strategically placed in a 15-20:1 classroom ratio setting with a highly effective teacher. Students will participate in regular science, social studies, physical education, arts and crafts, music, and vocational activities to further develop life skills
- The curriculum used to deliver coursework remains based on the Louisiana Content Standards using remediation and instructional differentiated strategies by a highly effective teacher in a 15-20:1 classroom setting in order to meet the individual needs of the students
- Middle School Transition in Progress Educational Program students follow the parish attendance policy.
- Students must receive a passing grade in all academic courses
- At the end of the school year, the SBLC (composed of the principal/or designee, teachers, and counselor as mandated) will review records of all Transition in Progress Educational Program students whose promotion is in question
- No student may advance more than one grade level as a promotion
- A statement of the decision of the SBLC should be entered on the student's cumulative record

The SBLC may recommend that:

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

The following should be considered by the committee:

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

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

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

- A middle school student who is not succeeding in a regular classroom setting may be referred for the middle school transition in progress academic program.
- The Lafayette Parish Middle School Academic Transition in Progress Education Program is by definition "a program designed to meet the unique needs of the specific group of at-risk students by utilizing research-based educational strategies and highly effective classroom instruction."
- Students who have been retained two or more times may be eligible for the program.

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

High School Equivalency Diploma Program - Hi-Set Prep Program

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

Eligibility

- Students who are currently enrolled in grades 9 - 12 and are academically behind two (2) or more grade levels will be referred to the District Placement Committee.
- Students who successfully complete the High School Equivalency Diploma Program are eligible to participate in their base high school's graduation ceremonies
- Transportation is provided from the zoned high school to and from the W.D. and Mary Baker Smith Career Center

Due Process Related to Student Placement and Promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

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

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

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

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

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

Regular education students

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

- Informal: A student or parent may present the grievance orally to a teacher, counselor, and/or administrator of the school regarding a problem that relates to the student.
- If the initial conference does not include a building level administrator, the second meeting concerning the matter in question must include the administrator. An oral answer may be given.
- "Responsible Official": If the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "reasonable official". The individual may request a conference with the appropriate central office staff member (i.e., Director of Special Education, Director of Student Services, Child Welfare and Attendance personnel, etc.) A written response shall be given.
- Final Step: If the problem is not satisfactorily resolved through the central office official, the individual may file a written complaint with the Title IX/504 Coordinator requesting that the case be reviewed, following the stated policy guidelines. The coordinator shall notify the complainant in writing of any dates; a hearing if needed, and of his/her right to present the complaint to the superintendent.

- To ensure that the due process has been enforced, the complainant may request that the case be heard before the full board if satisfaction has not been reached through the above-mentioned procedures. In the case of the exceptional student, the due process procedures must also be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B Application, LEA and "Section 504" Policy and Procedural Manual and Bulletin 1706 Subpart 2: Regulations for Gifted/Talented Students. In the case of other qualified disabled students, the due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Students with disabilities

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

Section 504 students

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

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

Review of Placement

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

Procedure for Placement Review

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

English language and to recommend placement changes that may be related to progress in the mastery of English.

- High school students will be informed of graduation requirements that relate to the curriculum in effect at the time of their entry into high school. Subject-area teachers and the school counselors will periodically review student records in order to inform students and their parents of facts relevant to graduation requirements.
- The principal, appropriate supervisor, consultant, or director will monitor the policies for promotion, retention, and placement into remedial classes. Parent involvement will be requested where the teacher, principal, supervisor and/or director make exceptions to these policies.
- School site administrators or their designee shall hold an SBLC meeting and collect written statements from the parent/guardian and student as to the circumstances leading to the change of placement request. The recommended change of placement must be included in the SBLC determination.
- The District Placement Committee will review a change of placement request and notify the school of the decision within seven (7) school days.

Additional LEA Policies Related to Student Placement, Promotion, etc.

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

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

Entry requirements for Honors Classes

Students must meet the following criteria:

- a minimum average of B earned in the prior course
- Scored Mastery or above on the state assessment
- Teacher recommendation will be considered.
- Students not meeting all of the above criteria may be admitted with SBLC placement if space is available in the class.

Criteria for continued enrollment in honors classes:

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

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

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

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

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

Remediation in Lieu of World Languages in Grade 5

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

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

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

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

An articulated world language course for one forty-five minute(45) class period daily in grades 6 through 8 shall be provided for students to meet yearly minutes mandated by the state. French or Spanish may be offered for one class period daily during the language arts block schedule. It may also be offered as a standalone elective course. Instruction will be based on a proficiency-based curriculum, focused on communicative abilities, that meets or exceeds Louisiana State Standards.

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

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

World Language Immersion

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

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

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

Criteria for continued enrollment in Language Immersion Pathway:

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

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

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

Middle School Immersion

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

In immersion, school leadership will have two scheduling options:

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

High School Immersion

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

Additional Considerations in High School

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

Minimum Attendance Requirements

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

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

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

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

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

Exceptions to Minimum Attendance Requirements

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

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

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

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

- Medical or dental excuses
 - Court ordered subpoenas or other legal business documentation
 - Documentation regarding the health of a family member
 - Documentation regarding catastrophic personal-social occurrences, i.e., flood, fire, family violence, etc.
 - Head lice absences require appropriate documentation from school nurse or physician (maximum three (3) days absence).
-
- All written documentation must be submitted to the school within five (5) days of the student's return to school. **AFTER FIVE (5) DAYS, EXCEPTIONS MAY NOT BE GRANTED.** All absences in excess of the minimum attendance requirements **MUST** be supported by any of the aforementioned documentation. Parental notes are not acceptable forms of documentation for absences which exceed minimum attendance requirements.
 - The school administration may consider absences for college and military visitations, with official documentation, for exception to the attendance policy. College and military visitations by juniors and seniors are limited to five (5) per year with prior approval of the principal. Exceptions to this policy may occur with approval from the SBLC and the principal.
 - A student placed on homebound by a medical doctor when he/she is unable to attend school for three (3) weeks or more because of illness/accident and also a student placed on homebound by a psychologist or psychiatrist for emotional conditions will not be counted as absent. However, the parent/student should immediately apply for homebound services upon the physician's recommendation. Applications for homebound services may be obtained through the school counseling department. Homebound instruction will begin upon the approval of the completed application by the Homebound Coordinator.
 - Chronic medical conditions will require a letter from a licensed health care provider that states the condition and how it contributes to absences from school. This letter must be submitted to the school principal by the end of the first three weeks of the session or immediately after the condition has been diagnosed. The student's medical situation should be discussed with the teacher and/or principal. A Chronic illness form can be obtained from LPSS Nursing department. Each time a student is absent due to the chronic condition the parent must send a note stating that the absence was due to chronic medical condition.

Unexcused absences include but are not limited to:

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

Makeup Work

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

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

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

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

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

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

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

Late Work Policy

A late work policy will be established collaboratively between the school faculty and administration. Once finalized the policy must be sent to be approved by the grade level appropriate Director of Schools.

Uniform Grading Policy

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

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

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

The Lafayette Parish grading scale for advanced coursework such as international baccalaureate, gifted and talented, and/or honors will be the same as regular classes. The Lafayette Parish grading scale for advanced coursework in advanced placement and dual enrollment courses will be on a 10-point scale consistent with colleges and universities in the area.

Grading Practices Guidelines

PURPOSE: To insure the consistent, reliable and valid measurement of the level of mastery of the course content standards by a student in coursework in Lafayette Parish. The definition of Academic Grade, Assessment, Grading, Formative Assessments, and Summative Assessments can be located in the Appendix A under Local Terms.

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

Grades 6-12:

1. Grades will be 60% summative and 40% formative
2. A minimum of 4 summative and 4 formative grades for 9W1, 9W2 and 9W3 and a minimum of 3 summative and 3 formative grades for 9W4. The Mid-term and Final Exams are additional summative assessments to this requirement in 9W2 and 9W4.
3. Teachers choosing to use large performance based projects in the arts, senior portfolios, and semester assignments are encouraged to separate the large projects into sections which provide the opportunity for timely, corrective feedback to the student/parent. No formative or summative grade, including mid-term and final exams, should be worth more than approximately 25% of the total points possible in the respective category for any nine weeks. The appropriate content area administrator will monitor gradebooks to ensure that gradebooks reflect a responsible and fair grade point distribution.
4. Homework will be included in the formative category. Other work or activities completed "at-home" can be included in the summative category depending on the scope of the assignment. Due to the increase in "at-home" expectations and need for continual assessment of knowledge and skills in the event of remote learning, homework will be included in the formative category and will not be limited by a weighted percentage within that category. In some cases, work completed remotely or a result of "distance learning" may be constituted as a summative grade if it is part of major learning, a continuation of a larger project, required additional research or report, presentation or portfolio, large written assignment, or an extension of requirements aligned to learning taking place in a face to face environment. Furthermore, in a fully virtual environment, work, activities, or assignments may be included in the summative category in the form of at-home quizzes, assessments, or tests.
5. Mid-term/Final exams are comprehensive summative assessments of all major content covered by the end of the 2nd/4th Nine Weeks. Mid-terms/Finals will no longer be a separate category in the grade calculation. Mid-terms grades will be summative and averaged in 9W2 grades. Final exams will be summative and averaged in 9W4 grades. The appropriate content area administrator will monitor gradebooks to ensure that gradebooks reflect a responsible and fair grade point distribution.

Grades 2-5:

- 100% summative grades
- A minimum of 8 grades for 9W1, 9W2 and 9W3 and 6 grades for 9W4 in ELA and math. Science and Social Studies will have a minimum of 6 grades for each nine weeks grading period. Only in grade 2 the grades for science and social studies will be recorded as an O, S, N, or U for each subject for each nine weeks grading period. No summative grade should be worth more than approximately 25% of the total grade for any nine weeks. The appropriate content area administrator will monitor gradebooks to ensure that gradebooks reflect a responsible and fair grade point distribution
- Assessments will have a 10 point minimum.
- Homework shall not be graded. Comment codes can be used to report on homework habits. In some cases, work completed remotely or a result of "distance learning" may be constituted as a grade if it is part of major learning, a continuation of a larger project, required additional research or report, presentation or portfolio, large written assignment, or an extension of requirements aligned to learning taking place in a face to face environment. Furthermore, in a fully virtual environment in

grades 2-5, work, activities, or assignments may be included in the summative category in the form of at-home quizzes, assessments, or tests.

- In electives that meet once per week, students shall have a minimum of 4 grades per nine weeks, with the exception of the fourth nine weeks where three grades are required.
- Academic assignments not aligned to Louisiana State Standards shall not be graded.

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

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

Points, not percentage grades, shall be assigned to students for all assessments. At the end of a nine-week period, a percentage grade shall be computed by dividing the points earned by the total possible points and will then be converted to the four point scale.

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

Extra credit assignments are not allowed unless they demonstrate content knowledge. Academic credit can only be granted for work pertinent to the assessment of a student's mastery of the standards. Students who have shown proficiency in the standards may be offered enrichment activities when deemed appropriate. Make up work will be accepted according to LPSS guidelines for absences.

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

Students who attend resource rooms on a daily basis are assigned a grade in content areas taught by the teacher. Students who attend resource rooms a percentage of the scheduled time are given grades by the resource teachers for work completed; these grades may be combined with the regular classroom teachers grades for determining a final grade. This will be determined by IEP minutes and state testing. It is recommended that the students spend the majority of the time in the regular setting with support from the resource teacher or teacher of record.

Re-engagement/Re-assessment

- Grades 2-8: Because mastery of content standards is the goal for all students in all subjects, all students who earn an F on a major summative in all subjects may be afforded the opportunity by the teacher to re-engage and re-assess the assessment standards. The teacher along with the administrative leadership team will use their professional discretion to determine the major summative assessments. The higher grade will replace the lower grade. In grades 2-8, if a student is failing at the mid-nine week or end of the nine week marking periods, evidence of re-engaging and re-assessing must be documented.
- Grades 9-12: Because mastery of content standards is the goal for all students in all subjects, all students who earn an F on a major summative in all subjects may be afforded the opportunity by the teacher to re-engage and re-assess the assessment standards. The teacher along with the administrative leadership team will use their professional discretion to determine the major summative assessments. It is logical that at least 4 summative assessments each 9 weeks or 3 in the last nine weeks would be categorized as major summative assessments. The higher grade will replace the lower grade. In grades 9-12, if a student is failing at the mid-nine week or end of the nine week marking periods, evidence of re-engaging and re-assessing must be documented. In grades 9-12, if a teacher does not offer the

opportunity to re-engage and re-assess, the student is eligible for the grade recovery process on pg. 29-30 of the 2019/2020 Pupil Progression Plan when available through Edgenuity. If the re-engagement and re-assessment process is not successful and the student earns an F at the end of the nine weeks, the SBLC has the opportunity to review the case. The SBLC can establish a plan to offer the student another chance to recover the grade.

- All re-assessments measure the same standards as the original assessment, but may vary in format. The original assessment may have been a test with multiple choice or constructed response questions but the reassessment may be an essay test, a project, a presentation, or a portfolio to demonstrate mastery of the standards assessed. These are examples, but there are other options.
- Prior to individual re-assessment, student must complete remediation or tutorial as determined by the teacher. The student must demonstrate new knowledge or improved application skills gained to earn the privilege to be reassessed. The student demonstration can be attending re-engagement lessons and performing well on ungraded formative assessments. It may also take other forms like researching and writing an essay, creating a PowerPoint presentation, or a project based on the standards not mastered. These are some examples, but there are other options. Teacher shall begin the re-engagement/re-assessment process within one week from when the teacher notifies the student of the grade earned.
- Students are not eligible for re-assessment on any assessments or projects within the final two weeks of a course.

Quality Points - Grades 2-12

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

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

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

"A" average = 3.5 and above

"B" average = 2.5 - 3.49

"C" average = 1.5 - 2.49

"D" average = 1.0 - 1.49

"F" average = below 0.99

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

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

However, F's earned during the second nine weeks for a half credit course or fourth nine weeks for a full year course, constitutes as a failing mark pending the recommendation of the SBLC and the principal.

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

Final Grade Calculation

For EOC Classes

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

For non-EOC Classes

1st nine weeks—25%
2nd nine weeks—25%
3rd nine weeks—25%
4th nine weeks—25%

Semester Classes

1st nine weeks—50%
2nd nine weeks—50%

Final Grade is the average of the unrounded quality points earned in each of the 4 nine weeks.

Early College Academy Grading Policies

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

Additional ECA grading policies are listed below:

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

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

Early College Academy assignment grades are based on the ten point scale, which is in line with the college. Grades are calculated by numerical scores from weighted summative assignments. The numerical average is converted to a letter grade to be reported on the report card.

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

"A" average = 3.5 and above
"B" average = 2.5 - 3.49
"C" average = 1.5 - 2.49
"D" average = 1.0 - 1.49
"F" average = below 0.99

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

- Nine Weeks 1 unrounded quality point value (40%) + Nine weeks 2 unrounded quality point value (40%) + Exam (20%) = Final Grade in Course
- For semester long courses, students must have a minimum of 2 quality points, a minimum of 1 quality point from the 2nd or 4th nine weeks (a student cannot fail the second or fourth nine weeks and pass the course.)

LHSAA Academic Eligibility Guidelines

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

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

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

Elementary K-1

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

- P- Proficient - the student is able to consistently demonstrate an understanding of the standard through a variety of evidence.
- In Progress - A mark of "I+ or I-" in grades K and 1 represent a student who is In Progress but has not yet mastered learning in a standard. A student will earn either an I+ or I-. The indicators of "+" and "-" further define where on the spectrum of learning a student falls. A student scoring I- shows very little mastery in the indicated standard. A student scoring I+ demonstrates mastery work at times but is not consistent enough for the label of Proficient.
- N- No Evidence – the student has not demonstrated evidence supporting a classification of Proficient or in Progress.

Elementary 2-5

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

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

- Academic assignments not aligned to Louisiana Student Standards shall not be graded. Examples include spelling and handwriting.
- In elementary school settings, conduct shall be addressed by assigning a letter grade (A, B, C, D, or F).

Grade Level K-1

ELA, math, personal growth	Report by PIN <ul style="list-style-type: none"> • P-Proficient - the student is able to consistently demonstrate an understanding of the standard through a variety of evidence. • I - In Progress - the student is making progress towards meeting the standard. • N-No Evidence - the student has not demonstrated evidence supporting a classification of Proficient or In Progress.
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Grade Levels 2-4

Report by letter grades A, B, C, D, F: Reading and ELA Handwriting and spelling as a comment code Mathematics, Social Studies, Science, Conduct	Report by letter grades O, S, N, U: Music Art Enrichment (Gifted and Talented) Health and P.E.
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The following chart delineates the graded and O, S, N, and U subjects for grades 1-5 as outlined above.

Grade Levels 4-5

Report by letter grades A, B, C, D, F: Reading and ELA, Mathematics, Social Studies, Science, Foreign Language Band, Chorus, Conduct	Report by letter grades O, S, N, U: Art Enrichment (Gifted and Talented) Health and P.E.
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Acceleration

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

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

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

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

Algebra I in the Middle School:

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

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

- Students will be weighted and ranked on the following numeric scores:
 - Most recent two years of available mathematics state test score weighted at 15%
 - Average of this year's LEAP 360 raw scores 25%
 - Students current class grade at 10%
 - Minimum score of 50% on the district Algebra I placement exam weighted at 50%
 - Incoming students without LEAP data can be addressed by SBLC.
- Teacher recommendation will be considered.
- Signed parent agreement. The agreement will state the understanding of the parent that the grade earned in Algebra I will be listed on the student's high school transcript. Neither this signature or parent request will outweigh any placement decision based in the above listed bullets. Letter will be provided by the district.
- Students must take the Algebra I LEAP 2025 at the end of the year. The LEAP 2025 will count at 20% of the student's transcript grade. The LEAP 2025 will serve as the proficiency exam for the course.
- High school grading policy will be followed
- Schedule changes will only be allowed if approved by the school SBLC.

Requirements for scheduling of the class by the school:

- This class must be provided in the same block time as all other middle school math classes.
- The curriculum must be accelerated in a way to accommodate both content for grade 8 math and Algebra I.
- Time must be split between the two courses to allow for the seat time required to award Carnegie unit credit by Bulletin 741. (7,965 minutes = 1 Carnegie unit or 83 days with 96 minute class periods equals to 7,968 instructional minutes.)

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

Carnegie credit courses that will be offered on an "accelerated" schedule are Business English, Technical Writing, Financial Literacy, and Business Math. These courses will be conducted for one semester. Business English, Technical Writing, Financial Literacy, and Business Math are accelerated courses that award Carnegie

Unit credit based on passing the Proficiency Exam at the end of the course. A Carnegie Unit credit is not awarded because of seat time in these accelerated courses. Thus, a student must pass the proficiency exam at the end of the course to earn the Carnegie Unit credit.

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

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

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

Section 1: Instructional Program

- IDAA - Educational Assessment Program
- IDCC – Kindergarten Program
- IDCH – Home Study Program
- IDDC - Homebound Instruction
- IDDF - Education of Students with Exceptionalities
- IDFA - Interscholastic Athletics
- IDG - Adult Education/Workready U
- IHA - Grading Systems
- IHAB - Report Cards
- IHD-Student Recognition
- IHE - Promotion and Retention
- IHF – Graduation Requirements
- II – Testing Program

Section J: Students

JB -Attendance

JBA - Compulsory School Attendance Ages

JBB – Entrance Ages

JBC - School Admissions

JBCBC - International Student Exchange Program File

JBCC - Student Assignment

JBCD - Student and Withdrawal

Definition of Terms

STATE TERMS

1. **ACCELERATION** - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include gifted students identified according to Pupil Appraisal Handbook.
2. **ALTERNATE ASSESSMENT** - (Revised definition by state)
 - a. STATE ASSESSMENT LEAP Connect or Louisiana Alternate Assessment Level 1 (LAA1)

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

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

c) individuals who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency;

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

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

LOCAL TERMS

1. **ACADEMIC DISHONESTY** - Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, laboratory, or other academic exercise or function. Most, although not all, such attempts fall into one or more of the following three (3) categories: 1) Plagiarism, 2) Cheating, or 3) Other Academic Misconduct: falsifying or fabricating data, records, or any information relevant to the student's participation in any course or academic exercise.
2. **ACADEMIC GRADE** - A representation by a letter grade of A, B, C, D, or F which communicates the achievement level earned in a course based on mastery of the course content standards. This definition applies to end of marking period grades and final course grades. A student demonstrates mastery based on the student's performance on assessments. An academic grade is not based on attendance, completion, participation, behavior, or compliance.
3. **ACADEMICALLY ABLE STUDENTS** - One who is functioning at grade level as determined by the local school system.
 - Foreign Language and Special Education - for special education students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, and the IEP Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.
4. **ASSESSMENT** - The process of gathering information on student learning from a variety of sources to understand how well students are achieving the content standards of a course.
5. **BLOCK SCHEDULING** –Systems that award four credits per semester (4 x 4 block), or eight credits per year by alternating A/B days (4 x 8 block) by extending class periods and compacting instruction. Classes are held for 90 minutes and must meet for one full semester, or full year, in order for the students to be awarded a Carnegie Unit.
6. **BULLETIN 741** - Louisiana Handbook for School Administrators containing regulations used in the administration of elementary, secondary, and adult education programs.
7. **CERTIFICATE OF ACHIEVEMENT** - A document presented to exceptional students who have participated in the STATE ASSESSMENT Alternate Assessment according to their IEP and completed all pertinent requirements in Bulletin 741.
8. **CREDIT EXAMINATION** - An examination that will test the mastery of the performance objectives in Louisiana State Standards for a particular subject. Credit shall be granted on a pass or fail basis only.

9. **EARLY ASSESSMENT PROGRAM** - A comprehensive early childhood screening program for Lafayette Parish which identifies handicapping conditions in the 3- to 5-year old population.
10. **EARLY COLLEGE ADMISSIONS PROGRAM** - A college program through which superior high school students that have completed their junior year in high school may be allowed to enroll in regular college classes.
11. **EDUCATIONALLY DEPRIVED CHILDREN** - Children whose educational attainment is below that appropriate for children of their age.
12. **ESAA** - Emergency School Assistance Act originally created to assist school districts with problems related to desegregation.
13. **ESEA TITLE I** - A federally-funded program which provides financial assistance to Local Education Agencies (LEAs) to meet the needs of educationally deprived children living in low-income areas.
14. **FAPE** - Free and Appropriate Public Education
15. **FORMATIVE ASSESSMENTS** - (Academic Practice) Assessments that gather information for constructive and specific feedback to guide improvements for instruction and student learning. Examples of formative assessments include quizzes, rough drafts of papers, and lab reports. Additional items are interim checks of project work and in-class practice work evaluated for correctness. These examples are used to determine student progress toward the mastery of content necessary for success on summative assessment. Other examples of Formative Assessments include but are not limited to pre-writing, outlining, first drafts (the steps of the writing process), reading check quizzes, journals, graphic organizers, developmental steps of embedded assessments, exit slips, and written quizzes.
16. **GRADING** - The process for evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained. The purpose of grading is to communicate the quality of student work and degree of content mastery to the student and the parent.
17. **HISSET (HIGH SCHOOL EQUIVALENCY TEST)** - A national test which may be taken by persons who want to receive a high school equivalency diploma.
18. **GRADE LEVEL** - Students achieve at curriculum level required by Lafayette Parish School System for promotion and assignment to a grade.
19. **HOMEBOUND PROGRAM** - A K-12 instructional program to maintain academic progress for students who are ill and who are under doctor's orders, and are unable to attend school for three weeks or longer.

20. **HOMEWORK** - an assignment given to a student to be completed outside the regular class period; not to include any assignment that requires technology/internet or resources a student may not have access to at home.
21. **INDIVIDUALIZED EDUCATION PROGRAM** - A legal document that is specifically designed to meet the needs of the exceptional child. The IEP describes and explains the individual education plan which ensures that each child will be provided a free appropriate public education (FAPE) according to IDEA and Gifted/Talented guidelines.
22. **IDEA** - Individuals with Disabilities Education Act
23. **INSTRUCTIONAL LEVELS** - A plan formulated to meet the specific needs of students of varying educational backgrounds and academic abilities. The instructional levels are as follows:
- a) **Regular** - Course content is designed for students who have a background of average achievement. Although these students perform at grade level, they need reinforcement of organizational and related thinking skills, and concentration on oral and written language.
 - b) **Honors** - Course content is designed for students who learn rapidly, who have a good command of language, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum courses.
 - c) **PreAP and Advanced Placement** - A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. Students who score well on advanced placement examinations receive college credit.
 - d) **Gifted** - Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude and having been identified according to Louisiana Criteria.
24. **INSTRUCTIONAL ACCOMMODATIONS** - A change made within all educational settings to meet the needs of students with exceptionalities or students receiving accommodations according to the 504 plan.
25. **INVOLVEMENT CENTER** - Center, or classroom, in which the teacher instructs and counsels students who have discipline problems.
26. **LEP** - Local Education Agency (Lafayette Parish School System).
27. **LOUISIANA STATE STANDARDS** - A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.
28. **MIDDLE SCHOOL** - In the Pupil Progression Plan, this term refers to an organizational structure that includes grades 6, 7, and 8.


29. **Transition in Progress Program** - A program offered to deliver regular classroom instruction and specifically designed to meet the needs of selected middle-grade students who are not meeting with academic success.
30. **POLICIES** - Principles, regulations, and rules adopted by the Lafayette Parish School System as consistent guides to educational procedure.
31. **PORTFOLIOS** - A collection of the following student work samples: Benchmark Assessments, math end-of-the year test, STAR, writing samples, class performance, district assessments and other data supporting the determination that the student is functioning on grade level.
32. **PUPIL APPRAISAL HANDBOOK (FORMERLY BULLETIN 1508)** - A bulletin published by the State Department of Education which defines the criteria for all exceptionalities recognized by the State of Louisiana.
33. **SBLC** - A building level committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation act of 1973 which shall be composed of a building administrator, a counselor (when available), and a regular education teacher. Others, including the child's teacher(s), parents, a special education teacher or special education supervisor or any other involved professional may be included on the committee, when necessary. Duties of the committee shall include:
- a. Reviewing records and making suggestions for accommodations/interventions within the classroom setting;
 - b. Reviewing decisions relative to the promotion/retention status of all students under consideration for possible retention;
 - c. Making recommendations regarding progression of students within appropriate remedial/compensatory programs;
 - d. Reviewing circumstances relating to identified special students and
 - e. Giving special consideration to the progression of students with current multi-discipline evaluations and individual education plans
34. **SECTION 504** - The section of the Rehabilitation Act of 1973, which applies to persons with disabilities. It is a civil rights act, which protects the civil and constitutional rights of individuals. It is enforced by the U.S. Department of Education, Office for Civil Rights.
35. **STATE ASSESSMENT** - The Louisiana Educational Assessment Program 2025 (LEAP 2025) administered at various grade levels.

36. **STUDENT PERMANENT CUMULATIVE RECORD** - The official record of the student's work year by year throughout his/her school life, K-12.
37. **STUDENTS WITH DISABILITIES** - Students with a disability as defined by IDEA.
38. **SUMMATIVE ASSESSMENTS** - (Academic Achievement) Assessments that measure the level of success, mastery, or proficiency that has been obtained by comparing it to content standards or benchmarks. Examples of summative assessments include unit tests, final grades on major projects and papers, performance assessments, the final version of an embedded assessments, and any other major assessments that may occur at the end of a unit of study to measure student mastery of course content. Other examples of Summative Assessments include but are not limited to the final version of an essay, final project or product, unit assessment, a completed work of literature or poetry, tests, final exams, lab reports, and skills performance tests.

LEA Assurances and Submission Information

Assurance is hereby made to the Louisiana Department of Education that this Lafayette Parish School System 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: September 9, 2020



Superintendent



Board President