

Louisiana Believes

Pupil Progression Plan Format and Content

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State Superintendent of Education

May 2014

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) was updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

	PAGE
SECTION I – FORMAL SUBMISSION STATEMENT.....	1
INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN	
<ul style="list-style-type: none">• a formal submission statement• a local contact information page• a listing of the committee of educators appointed by the superintendent• a listing of the parents appointed by the school board• documentation of input into the PPP by educators/parents, and• copies of the public notice of the PPP prior to approval of PPP (dates and location)	
SECTION II – STATE AND DISTRICT POLICIES	3
I. Placement	3
II. Attendance Policy	6
III. Promotion K-8	6
IV. Promotion 9-12.....	9
V. Retention Policy	12
VI. Acceleration	13
VII. Remediation	13
VIII. Alternative Schools/Programs/Settings	16
IX. Other Policies and Procedures.....	16
SECTION III – LOCAL POLICIES	17
APPENDIX A – DEFINITION OF TERMS	19
A. State	
B. Local	

Pupil Progression Plan

for

Avoyelles Parish School System

for

(2014-15)

Submitted to Louisiana Department of Education

(Date Submitted)

SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

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

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

Formal Submission Statement

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

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Telephone Number (318) _____ 240-0206 _____

E-mail Address
_____ swelch@avoyellespsb.com _____

(Primary Signature)

(Date)

SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

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

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

The school district has developed the Avoyelles Parish Reading Readiness Test and the Avoyelles Parish Number Readiness Test.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 D.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

Recommendation of acceleration must be brought up to SBLC and approved by SBLC. Pupil Appraisal will conduct an evaluation or determine that a private evaluation is in compliance with state guidelines, timelines, and regulations. Once the evaluation is concluded, SBLC may allow early entrance as part of an IEP document.

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

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

The Avoyelles Parish Reading Readiness Test and the Avoyelles Parish Number Readiness Test will be administered.

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

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

Each child entering kindergarten for the first time shall be screened at the beginning of the school year using the Developmental Skills Checklist. The parent or guardian of each child shall be advised of the nature of the child’s level or readiness. The district shall report to the LDE annually by December 1, screening for each school, and shall make such a report available to the public

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the

Supervisor of Special Education before the student is enrolled in a special education program.

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

- Students are required to take the state-selected form of the IOWA Test for grade placement if the students have not taken the state mandated assessments in ELA and Math.

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

Placement will be determined by SBLC which will consider grades, benchmark scores, attendance, and any other relevant data, and will be aligned with policies for promotion of secondary students.

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

- Approved schools within the state (public/nonpublic)
- A student transferring from a state-approved school, within the state, shall 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, shall be required.

- Approved out-of-state schools (public/nonpublic)
 - A student transferring to the public school system from any out-of-state approved school, or Louisiana resident transferring from any out of state school, shall be required to pass the English Language Arts and Mathematics portions of the state-developed LEAP 21 placement test.

- Home Study and Unapproved schools (public/nonpublic)
 - Local school officials from any state approved school receiving a student from an unapproved school, in-or out-of state, will determine the placement and/ or credits for the student. The principal and/or superintendent may require the student to take an entrance examination on any subject matter for which credit is claimed. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

- Student entering 5th or 9th grade
 - Students in grades 5 and 9 transferring to the public school system from any in-state unapproved school, any home schooling program or Louisiana resident transferring from any out of state school shall be required to pass the English Language Arts and Mathematics portions of the state-developed LEAP 21 placement test.

- Names of the entrance tests used to determine grade placement
- The test administered to students to determine grade placement is the IOWA TEST of BASIS SKILLS (ITBS) FORM A
-
- The procedure used for determining Carnegie credit for high school students
- Carnegie credit for high school students shall be awarded to students complying with local/state attendance requirements, successfully completing the state mandated course requirements for the course, participating in class periods meeting state time requirements, and complying with the parish grading policy or passing the district approved proficiency exam.
-

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

Before testing students must present: (Originals) - [Birth Certificate](#) – [SSN Card](#) and [Immunization Record](#)

AGE AS OF 9/30/YEAR	GRADE TO ENTER	TEST (S) REQUIRES
5	K	NONE – Age Appropriate
6	1 ST	Kindergarten Test (Reading and Numeracy)
7	2 ND	ITBS (Form A) Grade 1 Level 7
8	3 RD	ITBS (Form A) Grade 2 Level 8
9	4 TH	ITBS (Form A) Grade 3 Level 9 or iLEAP (Spring)
10	5 TH	2014-15 Transitional Policies --or-- ITBS (Form A) Grade 4 Level 10 (State Placement) after Summer retest (Revised July 2007)
11	6 TH	ITBS (Form A) Grade 5 Level 11 or iLEAP 5 (Spring)
12	7 TH	ITBS (Form A) Grade 6 Level 12 or iLEAP 6 (Spring)
13	8 TH	ITBS (Form A) Grade 7 Level 13 or iLEAP 7 (Spring)
14	9 TH	-2014-15 Transitional Policies -or-- ITBS (Form A) Grade 8 Level 14 (State Placement) after Summer retest (Revised July 2007)
15 +	10 TH – 12 TH	<u>Proficiency</u> tests will be given to determine credit for Carnegie units. (Revised as of July 2007)

C. Limited English Proficient (LEP) Students

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

a. *Establish* procedures to identify language minority students.

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

Limited English Proficient Students (K-12)

- i. Definition - A Limited English Proficient Student (LEP) is a student as declared by his parent or guardian who: first learned a language other than English; **or** comes from a home where the language spoken is other than English; **or** usually speaks a language other than English; **and** student

scores significantly below the average district score for students of the same age on a nationally-normed language arts achievement test.

- ii. Identification- At the time a parent registers a student in any Avoyelles Parish school, parent(s) will complete the Home Language Survey. The purpose of this survey is to determine a primary or home language other than English. The survey will be translated in the major languages represented in the parish. Every effort will be made to translate the survey into any language other than those common to the parish.

The parish's registration form and/or Home Language Survey will contain the following questions:

- First language learned by student?*
- Language other than English used at home?*
- Language student uses most often?*

All students whose completed survey form indicates a home language other than English will be assessed. All completed survey forms will be placed in the student's cumulative folder.

Foreign exchange students are expected to be proficient in English. All foreign exchange students will be administered Language Assessment Scale. If deemed nonproficient, student will be provided LEP services.

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

- Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.
 - i. All students whose completed survey form indicates a home language other than English will be assessed for their English language proficiency through the Language Assessment Scale (LAS). Parents will be notified of the results. The assessment and parental notification timeline for these students in the beginning of the school session will be thirty (30) days. During the school year, the timeline for administering the LAS and parental notification will be fifteen (15) days.
 - ii. Any newly enrolled students completing the Home Language Survey with previous school records indicating that they meet the ESL criteria above may be exempt from formal assessment for placement in the ESL programs. However, newly enrolling students without such records must be assessed for their English language proficiency.
 - iii. The Louisiana Department of Education has established that the English Language Development Assessment (ELDA) will be administered annually to assess K-12 Limited English Proficiency students' progress in acquisition of the English language. This assessment reports independently measured scores for progress in acquisition of listening, speaking, reading, and writing; and reports a measure of comprehension.
 - iv. Assessment scores will be reported as follows:
 - NEP - Non-English Proficiency*

LEP - Limited English Proficiency
FEP - Fluent English Proficiency

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

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

Instructional Programs

- 1) All LEP students will be placed in the regular classroom setting and must address English as a Second Language (ESL) development in language arts, reading, English, and other academic courses. The Educational Programs must be revised to address the educational needs of the LEP student. LEP students shall be provided special language services that address their need for becoming fluent and literate in English.
- 2) LEP students shall be provided instructional programs that foster their success in math, science, social studies, and language arts (alternative programs and alternative methods may be necessary). The regular classroom teacher has the primary responsibility of making the coursework accessible to the student through modified methods.
- 3) Since the assessment scores will tell us the student's proficiency level, every effort will be made to place the student at the correct level. Appropriate instructional materials for English as a Second Language (ESL) will be used to correlate with State Grade Level Standards. Certified teachers will give instruction to LEP students. LEP Students will address the Grade Level Standards as they are prescribed in the State Grade Level Standards Guide.
- 4) Certified teachers will give instruction to LEP students. LEP Students will address the Grade Level Standards as they are prescribed in the State Grade Level Standards Guide.
- 5) Parents of LEP students have a right to refuse services provided for in this instructional program. If they so choose, they will have to sign the refusal form. Parents will be contacted and permission will be required before a student is entered into or removed from this program.
- 6) All support services and activities (Federally Assisted Programs including, but not limited to, Titles I, II, Migrant, Vocational Education and Guidance Counseling, Community Liaison, Extra Curricular Activities, Summer Programs, Library Services, and Staff Development) will be accessible to the LEP student.
- 7) The instructional program for the limited English proficient secondary student will be one in which the LEP student will not be placed in highly language-dependent courses (i.e., American History) until he develops a level of competency to succeed in the courses. LEP students maybe scheduled in courses such as reading, speech, music, and courses that

facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

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

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

1) To be considered English proficient and exit limited English proficient (LEP) status, a LEP student must score as follows:

a. Grades K-2:

- i. two years at composite level 5 on the English Language Development Assessment (ELDA); or
- ii. one year at composite level 5 on ELDA; and one year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DRA or DIBELS.

b. Grades 3-12:

- i. composite level 5 on ELDA; or
- ii. one year at composite level 4 on ELDA; and one year at proficient on English language arts portion of the iLEAP, LEAP, GEE, EOC LAA 1, or LAA 2.

2) Students with disabilities who are unable to meet the above exit criteria after 4 years or more in LEP status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from LEP status (but will still be required to take statewide assessments).

The Avoyelles Parish School System uses the Limited English Proficiency accommodation checklist as a monitoring instrument. This checklist is completed at the beginning of each academic year by the LEA's Supervisor of Federal Programs through collaboration with each student's teachers and principal to determine if any additional educational services are needed. Monitoring is then ongoing through the school year.

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

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

D. Review of Placement

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

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

The individual folders of all students considered for promotion or retention by the local school building level committee will be kept in the principal's office from June to August and will be available for a joint review by the principal and the supervisor. The folders will contain all documentation that was considered in the promotion/retention decision. A special form will be utilized and filled in the respective cumulative folder of each student so affected by the action of the School Building Level Committee.

An individual review can be initiated by contacting the principal of the student's school.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 60,120 minutes in a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 7,515 minutes per course
- B. Once a student is enrolled in a Pre-K program operated by the Avoyelles Parish School system, the mandatory attendance rules apply. Pre-K students who do not meet attendance requirements may be dropped from the program..

III. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)

2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2014-2015 school year, due to a delay in test scores resulting from the administration of new assessments, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
 - a. LEAs may promote any first-time fourth grade student who did not receive sufficient instruction needed to achieve the passing standard on the transitional state assessment, but who has demonstrated readiness for fifth grade content through evidence of student learning, to the fifth grade. Each LEA shall include guidance in its local pupil progression plan outlining the evidence of student learning used to make such promotion decisions, including but not limited to performance on classroom assignments or benchmark assessments.
 - b. LEAs may promote any first-time eighth grade student who fails to achieve the passing standard to transitional ninth grade, pursuant to requirements set forth in (Bulletin 1566 §503 (B)(1)(d)).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

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

For the 2014-15 school year (due to delay of release of scores on state mandated assessments) a first time fourth grader will be eligible for promotion if he/she meets three of the following four criteria:

- a. Has a final grade of at least a "D" in both ELA and Math.
- b. Has achieved at least level 2 on the Discovery Ed End of Year Benchmark test
- c. Has met all attendance criteria for the academic year
- d. Has the recommendation of the SBLC

If a student meets only two of the four above criteria, he/she must attend summer remediation (and meet all summer school criteria including attendance guidelines and score at least level two on end of program assessment) to be eligible for promotion.

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

Summer remediation program will address student deficiencies determined by data from benchmark assessments and teacher made assessments. During the school year, students must be provided with a minimum of 30 minutes daily of remediation in math and/or ELA.

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

For the 2014-15 school year (due to delay of release of scores on state mandated assessments) a first time eighth grader will be eligible for promotion if he/she meets three of the following four criteria:

- a. Has a final grade of at least a "D" in both ELA and Math.
- b. Has achieved at least level 2 on the Discovery Ed End of Year Benchmark test
- c. Has met all attendance criteria for the academic year
- d. Has the recommendation of the SBLC

If a student meets only two of the four above criteria, he/she must attend summer remediation (and meet all summer school criteria including attendance guidelines and score at least level two on end of program assessment) to be eligible for promotion.

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

Students must earn an elective Carnegie unit in the subject (ELA/Math) in which they were identified to be nonproficient.

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

The local school building level committee will make the final decision on students recommended for promotion who have not satisfactorily met all of the promotion criteria. The classroom teacher will be a member of the committee and will present any evidence including grades, test scores, reading levels, age, attendance, and extenuating circumstances which may justify a student being promoted without having satisfactorily met all of the promotion criteria. This committee of knowledgeable people, which is made up of the principal and/or his/her designee, guidance counselor, and other teachers the principal may appoint, will hear all of the evidence and make a final decision on promotion. This decision must be in accordance with state and local policy. Parents/guardians of the student in question may be asked to meet with the committee, but it is not required in all cases. Parents and students involved will be notified by the school principal as soon as possible after a decision is made.

► Describe how the SBLC determines the progression of students with disabilities participating in the LEAP Alternate Assessment, Level 1. List the specific criteria that will be used by the SBLC.

The SBLC will convene to review the current progress of the student with disabilities using district Special Education Data (i.e. Brigance Test Results, evaluations/reevaluations results and past Alternative Assessments) to assess progression and acquisition of skills.

B. High Stakes Testing Policy

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

► Describe the LEA's procedure for determining if a 4th or 8th grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

Due to the delayed release of test scores, the policy outlined in III.A.8 (promotion of first time fourth and eighth grade students) will be utilized for all promotion decisions regarding fourth and eighth graders.

► Describe the LEA's procedure for determining if an 8th grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

Due to the delayed release of test scores, the policy outlined in III.A.8 (promotion of first time fourth and eighth grade students) will be utilized for all promotion decisions regarding fourth and eighth graders.

► Describe the LEA's criteria for determining if an 8th grade student will receive a AB/AB waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

Due to the delayed release of test scores, the policy outlined in III.A.8 (promotion of first time fourth and eighth grade students) will be utilized for all promotion decisions regarding fourth and eighth graders.

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

Due to the delayed release of test scores, the policy outlined in III.A.8 (promotion of first time fourth and eighth grade students) will be utilized for all promotion decisions regarding fourth and eighth graders.

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

A student who has repeated the 4th grade at least once may be promoted to the 5th grade only. It is also recommended that the student be allowed to participate in LEAP remediation during the school year.

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

An appeal may be granted as outlined in the High Stakes Testing Policy

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

The fourth grade transitional program will follow the guidelines set by the state. The student must have met all requirements for promotion from the fourth grade as outlined in the local pupil progression plan. The student must participate in

both the summer remediation program offered by the LEA In order to be promoted to the sixth grade from the fourth grade transitional program the student must be provided remediation in the subject area on which the student was deemed nonproficient as well as instruction in the fifth grade curriculum. . The student must also have met all requirements for promotion from the fifth grade as outlined in the local pupil progression plan. A student who has repeated fourth grade and who is 12 years old on or before September 30 may be promoted according to the local pupil progression plan.

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

Students must attend 50 hours of summer remediation to be considered for policy waivers, appeals, and overrides. Any extenuating circumstances will be considered by the SBLC.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards or locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

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

Kindergarten

Grades of Unsatisfactory, Needs Improvement, or Satisfactory are assigned in the following subjects: **Reading, ELA, Math, Physical Education, Handwriting, Social Living, Music/Arts/Crafts, and Conduct.**

The following scale will be used to assign grades

Satisfactory	Needs Improvement	Unsatisfactory
3	1	0

A student must have acceptable grades in **reading, ELA, and Math** to be promoted.

A student may be retained only **once** between kindergarten and third grade.

First and Second Grades

Grades (state mandated grading scale) will be assigned in the following subjects: **Reading, ELA, Spelling, Math, Physical Education, Handwriting, Social Living, Music/Arts/Crafts, and Conduct.**

A student must earn an average of **(D)** or at least **one (1)** full quality point on a four point scale during the course of the pending year in **each** of the following subjects: **Reading, Math, and ELA** in order to be promoted.

Grades assigned in spelling, physical education, handwriting, social living, music/arts/crafts, and conduct do **not** affect promotion.

Grades used to determine honor roll/principals list include **reading, ELA, spelling, math, physical education and social living.**

Grades assigned in Handwriting, Music/Arts/Crafts, and Conduct do **not** affect honor roll/principals list.

A student may be retained only **once** between kindergarten and third grade.

Third Grade

Grades (state mandated grading scale) will be assigned in the following subjects: **Reading, ELA, Spelling, Math, Physical Education, Handwriting, Social Studies, Science, Music/Arts/Crafts, and Conduct.**

A student must earn an average of **(D)** or at least **one (1)** full quality point on a four point scale during the course of the pending year in **each** of the following subjects: **Reading, Math, and ELA, Social Studies, and Science** in order to be promoted.

Grades assigned in spelling, physical education, handwriting, music/arts/crafts, and conduct do **not** affect promotion.

Grades used to determine honor roll/principals list include **reading, ELA, spelling, math, physical education, social studies, and science.**

Grades assigned in Handwriting, Music/Arts/Crafts, and Conduct do **not** affect honor roll/principals list.

A student may be retained only **once** between kindergarten and third grade.

Fourth, Fifth, and Sixth Grades

Promotion from fourth grade is dependent upon guidelines outlined in state testing guidelines.

Grades (state mandated grading scale) will be assigned in the following subjects: **Reading, ELA, Spelling, Math, Physical Education, Social Studies, Science, Music/Arts/Crafts, and Conduct.**

A student must earn an average of **(D)** or at least **one (1)** full quality point on a four point scale during the course of the pending year in **each** of the following subjects: **Reading, Math, ELA, Social Studies,** and **Science**; and either **Spelling or Physical Education** in order to be promoted.

Grades assigned in music/arts/crafts, and conduct do **not** affect promotion.

Grades used to determine honor roll/principals list include **reading, ELA, spelling, math, physical education, social studies, and science.**

Grades assigned in Music/Arts/Crafts, and Conduct do **not** affect honor roll/principals list.

A student may be retained only **once** between 4th and 7th grade.

Seventh Grade

Criteria for promotion:

- A student must earn an average of (D) or at least one (1) full quality point on a four point scale during the course of the pending year in **each** subject, English Language Arts, **Math, Science,** and **Social studies**;
- A student must earn an average of (D) or at least one (1) full quality point on a four point scale during the course of the pending year in **one of the following** subjects, **health/ physical education** or an **elective** (either one full-year elective or the average of two semester electives). **A student may be retained once between 4th and 7th grade.**

Eighth Grade

Criteria for promotion:

- A student may not be promoted to the 9th grade until he or she has met promotional standards as listed on page 13 of this document.(This is an exception to state mandated testing standards for the 2014-15 school year only due to the delayed release of scores.
- A student must earn an average of (D) or at least one (1) full quality point on a four point scale during the course of the pending year in **each** subject, **Math, English Language Arts, Science and Social Studies**;
- A student must earn an average of (D) or at least one (1) full quality point on a four point scale during the course of the pending year in **one of the following** subjects, **health/ physical education** or an **elective** (either one full-year elective or the average of two semester electives).

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

The LEA has been granted a waiver.

- Explain the local definition of the term “grade level” or “on grade level.”
- Grade level students (Grades 4-8) are those students who have met the promotional requirements for the proceeding grade level and who have also been identified as reading within “no risk” or “low risk” parameters as measured by DIBELS or STEEP

IV. Promotion 9 – 12

A. Carnegie Credit and Credit Flexibility

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.

6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
 - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.
 - ▶ List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

Grades 9-12
Criteria for promotion

- The following number of **Carnegie Units shall be used to classify students who entered grade nine during or after the fall term of 2008**
Grades 9, 10, 11, and 12 (24 Units)
- | | |
|-----------|-----------------|
| Freshman | 0 - 5 ½ Units |
| Sophomore | 6 - 11 ½ Units |
| Junior | 12 - 17 ½ Units |
| Senior | 18 - 24 Units |

A student must earn an average of at least one (1) full quality point on a 4 point scale in each course to be awarded a Carnegie unit on state approved courses; high school students may graduate with a standard diploma and have the option of Earning an Academic Endorsement and/or a Career/Technical Endorsement. Requirements for graduation are listed, state document [§2319.High School Graduation Requirements](#) which includes passing the state GEE

- ▶ Describe the LEA’s policy for awarding ½ unit of credit.

All high school courses are for one full credit except those designated to be ½ credits by Bulletin 741. Example: Physical Education and Health

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)

3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 to 2016-2017 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2016-2017 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
5. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College Diploma pathway will be enrolled in the LA Core 4 curriculum. (Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-

14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.

- d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.

Grade Range	Number of Retentions
K-3	1
4-7	1

- a. Students in Grade 8 will follow the state testing Guidelines and Academic Requirements to determine promotion or retention.
- b. Grades 9-12
 - Failure to pass 23(prior to 2008 state requirements) or 24 Carnegie Units as prescribed in Bulletin 741 will result in students not graduating from high school.
 - Failure to meet attendance requirements, and earn required units for respective classification will result in students not being promoted to the next higher grade in the secondary school.
 - Failure to make a passing score as mandated by the Board of Elementary and Secondary Education on the GEE or End of Course Exams will result in failure to graduate.
 - Students with Disabilities who participate in LEAP Alternate Assessment Level 2 (LAA2) shall have promotion decisions determined by the School Building Level Committee (applies only to high school re-testers).

- ▶ Describe any additional LEA policies that may determine student retention.

The LEA has no additional policies that have not previously been stated in the local or state guidelines.

- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

Efforts to prevent retention include intervention in ELA and Math during the school day at the lower grades. Before and after school tutoring is offered at some schools.

VI. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

Grades K-8

- It is the policy of the Avoyelles Parish School Board to provide accelerated programs for students who might benefit from instructional beyond that which is offered in the regular instructional program.
- Recommendation of acceleration must be brought up to the SBLC and approved by the SBLC.

Grades 9-12

- It is the policy of the Avoyelles Parish School Board to provide accelerated programs for students who might benefit from instructional beyond that which is offered in the regular instructional program.
- Recommendation of acceleration must be brought up to the SBLC and approved by the SBLC.
- Students may complete the required courses of study to meet graduation requirements in less than the normal four year period by successfully completing available courses from the following: (Refer to Bulletin 741 for Numbers 1-8):
 - Proficiency examination
 - Advanced placement program
 - Secondary students attending a post-secondary vocational technical school
 - Correspondence study courses/Virtual courses
 - High School credit for college courses
 - High School credit for college courses in vocational education
 - Early College admissions
 - Secondary summer schools

- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

The assignment of an identified gifted student to instruction in a subject matter area at a higher level should be determined by the SBLC and reflected on the student IEP.

Acceleration for a student with no IEP will be determined by the SBLC using test scores, GPAs and written approval from parents/guardians.

- ▶ Describe any applicable policies and procedures for grade “skipping.”

The assignment of an identified gifted student to a higher grade, which results in the student skipping a grade, should be made on the basis of exceptionally high achievement by the student. The probable long-range academic, social and emotional effects of the decision should be considered. Only upon a recommendation by the classroom teacher and approval by the principal, parents and the Superintendent of Schools shall an assignment be made.

- ▶ Describe any policies governing services for gifted students.

To participate in a gifted program in Avoyelles Parish students will first be screened by the School Building Level committee. Students who meet the screening requirements will then be evaluated by appropriate members of the Avoyelles Parish multi-disciplinary team according to criteria in the latest edition of the State of Louisiana of Education Pupil Appraisal Handbook (Bulletin 1508).

Placement of eligible students in the Gifted Program, in accordance with regulations in the Gifted Program and regulations of Louisiana Law 1706, is accomplished through an IEP conference which includes: the teacher, parent(s), school administrator, student (when appropriate), and evaluating coordinator, other members of the multi-disciplinary team which evaluated that child. Other individuals knowledgeable about that child and the meaning of the evaluation data as it relates to that particular child may serve as resources during the IEP conference.

A. Early Graduation

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

Students will be allowed early graduation as long as they have satisfied the criteria for Carnegie Units and state mandated assessment.

VII. Remediation

A. Legal Authorization

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

B. Purpose

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

C. State Mandatory Requirements

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

- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the state mandated Science and Social Studies tests.
- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the state mandated Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.

D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
 - Remediation -Elementary
 - GRADE 4**
 - 80% of the students receiving remediation in English language arts and math shall demonstrate growth in the area(s) if deficiency/deficiencies noted on the individual student report as documented by state mandated assessments.
 - The attendance rate for the remediation program shall be at least 80% as evidenced by local records.
 - 80% of the students in Grade 4 receiving remediation shall demonstrate proficiency in the items in which they were deficient by earning a passing score on the retake exam.
 - GRADE 8**
 - 80% of the students receiving remediation in English language arts and math shall demonstrate growth in the area(s) if deficiency/deficiencies noted on the individual student report as documented by state mandated assessments.
 - The attendance rate for the remediation program shall be at least 80% as evidenced by local records.
 - 80% of the students in Grade 8 receiving remediation shall demonstrate proficiency in the items in which they were deficient
 -
- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
-
- All Fourth and Eighth Grade students including students with disabilities in specially designed regular instructional programs, who fail to meet state mandated criteria for passing on state mandated tests, shall be provided remedial instruction. A systematic procedure for identifying eligible remedial students will be maintained at the school building level.

- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?
- Students receiving remediation instructions will be taught as per pupil/teacher ratio(s) allowed by the State Department of Education. An effort will be made to minimize class sizes whenever possible.
-
- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
- Materials provided by the state and other supplemental materials aligned to the state standards are used. Hands-on, group work, independent work, and computer assisted learning are employed as methodology in these classes.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.
- A district form is signed and filed in the students' cumulative folder
-
- Describe how science and social studies remediation is implemented.
- Science and social studies grade-appropriate topics are used as reading assignments and some math problems.
-
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.
- The District Superintendent coordinates with staff to ensure that instruction and transportation, materials and teachers are funded.
-
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.
- The district monitors progress of students who attend remediation with reports from each school. If objectives are not met, recommendations for improving student performance are discussed and implemented at each school.
-
-

► Summer Remediation Program

- List the objectives for your summer remediation program.
- The Avoyelles Parish Summer Remediation Program will provide remedial instruction to students who do not meet promotion criteria for the 2014-15 school year due to the delayed release of scores on state mandated assessments.
-

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
 - i. For the 2014-15 summer, (due to delayed release of state mandated assessment scores) Avoyelles Parish shall offer 50 hours of summer school for ELA and Math for students deemed nonproficient by promotion standards.
 - ii. Retained students in grades 4 and 8 will receive remediation in heterogeneously/homogeneous settings in the classroom, Title I Lab and Special Education Resource Center classrooms. Students will be provided individualized instruction by certified teachers (or those meeting certification with the State Department of Education standards for employment) in both English language arts), written composition, and/or mathematics in each subject until mastery is achieved. A minimum time of 75 minutes per week of remediation is planned.
-
- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.
-
- A minimum of 50 hours of remediation is offered in math and a minimum of 50 hours is offered in ELA to students prior to the administration of the summer retest.
- Describe the materials and methodology to be used throughout the district in summer remediation.

Instruction in the remedial education program shall be based on student deficits as identified on the state testing programs in English, writing, mathematics, social studies, and science. Included in the instruction shall be the mastery of the prerequisite skills in the areas of deficiency.

- Instruction shall include but not be limited to the philosophy, the methods and the materials included in the state approved curriculum frameworks.
- Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program.
- Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student need.
- Instruction will be conducted at a school site as needed.
- Delivery of services described above will entail a review of the un-mastered skills using state curriculum framework, textbooks, supplemental supplies, and equipment.
- The Remedial Education Student Profile provided by the State Department of Education shall be used for providing remediation for each eligible student.
- In order to determine student achievement of required skills, mastery criteria based on state approved standards in the corresponding state approved curriculum guides, will be developed for each tested LEAP area

with assistance from local teachers and the Regional Service Center or utilization of curriculum guides and instructional strategies.

-
- Describe the form of documentation collected for students and parents who refuse summer remediation services.
- Letters from parents who refuse to have their children remediated as per this section will provide a written letter of refusal to the principal stating their objections and this letter shall be kept in the cumulative folder of the student in question.
-
- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
- State funds for the remedial education program shall not be used to supplant other state, local, or federal funds being used for the education of such students. Students who are deemed nonproficient by promotional standards and are identified as Title I students are to receive remediation in addition to Title I services.
-
- Coordination of all remedial funds will be monitored by (1) Superintendent, (2) Director of Curriculum and Instruction, Federal Programs, and Finance.
-
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
 - The Avoyelles Parish School Board shall participate in the evaluation of the remedial education program conducted by the State Department of Education.
 - An evaluation of the remedial program shall be submitted to the state superintendent of education by June 15th of each year. This evaluation will include (1) student performance, (2) coordination with other programs; (3) instruction, and 94) Department of Education.
 - The report will be prepared to respective Supervisors (Elementary and Secondary) in charge of the remediation program and/or if available, a program evaluator certified by the State Department of Education.
 - Prior to October 15th of each year, the Avoyelles Parish School board will report the results to the remediation and the results of the State Monitoring conducted by the State Department of Education.
 - All exit examination results, individual progress records citing student's performance, will be maintained at the central office as well as the local school.
-

► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:

- Program Description
- 80 % of the students receiving remediation in English language Arts, Mathematics, Science, and or Social Studies shall demonstrate growth in the area(s) of deficiency/deficiencies noted on the individual student report as documented by a 10% improvement on a practice test on targeted Graduation Exam Skills between pre and post testing.
-
- 80% of the students receiving remediation in English II, English III, Algebra I, Geometry, Biology, and/or American History Endo of Course Exam(s) shall demonstrate growth in the area of deficiency as documented by a 10% improvement on the retest.
-
- The attendance rate for the secondary remediation program shall be at least 80 % or a minimum of 50 hours as evidenced by local records.
- - Student selection criteria
 - Any public secondary student, including students with disabilities in specially designed regular instructional programs, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the Graduation Exit Examination or End of Course Exams, shall be provided remedial educations (R.S. 17:397)
 -
 - Pupil/Teacher ratio
 - Pupil/Teacher Ratio mandated by the State Department of Education will be followed for all instructional activities of the remediation program in high school. Efforts will be made to lower ratios whenever possible
 -
 - Instructional time
 - Remediation and/or intervention will be provided for students who failed the Graduation Exit Examination or EOC. This remediation/intervention may include before or after school tutoring, whole group and/or individual remediation within
 - Selection criteria for teachers and/or paraprofessionals
 - Remedial teachers shall possess appropriate certification/qualifications as required by the State Department of Education.
 -
 - The Board may employ educators already employed as regular or special education teachers to provide remedial instruction. These educators may receive additional compensation for remedial instruction provided by the services performed in addition to their regular duties. (R.S. 17:398 A)
 -
 - Paraprofessionals when used will provide instructional assistance under the direct supervision of a certified teacher, functioning as the paraprofessionals' immediate supervisor.
 -
 - Materials and methodology to be used
 - Remedial teachers shall possess appropriate certification/qualifications as required by the State Department of Education.

-
- The Board may employ educators already employed as regular or special education teachers to provide remedial instruction. These educators may receive additional compensation for remedial instruction provided by the services performed in addition to their regular duties. (R.S. 17:398 A)
-
- Paraprofessionals when used will provide instructional assistance under the direct supervision of a certified teacher, functioning as the paraprofessionals' immediate supervisor.
-
- Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program.
-
- Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student need.
-
- Instruction will be conducted at a school site as needed.
-
- Delivery of services described above will entail a review of the un-mastered skills using state curriculum framework, textbooks, supplemental supplies, and equipment.
-
- The Remedial Education Student Profile provided by the State Department of Education shall be used for providing remediation for each eligible student.
-
- In order to determine student achievement of required skills, mastery criteria based on state approved standards in the corresponding state approved curriculum guides, will be developed for each tested LEAP area with assistance from local teachers and the Regional Service Center or utilization of curriculum guides and instructional strategies.
- -
 - Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
 - Before or After school tutoring
 - minute daily period for remediation if needed
 - Summer school
 - Educational Software
 -
 - Documentation of students' and parents' refusal to accept remediation
- Parents who refuse to have their children attend remediation as per this section will provide a written letter to the principal stating their objection and the letter shall be filed in the cumulative folder of the student in question.
-
- Plan for coordination of state, federal, and local funds for remediation
- State funds for the remedial education program shall not be used to supplement other state, local or federal being used for the education of such students.

-
- The principals of high schools will assure that communication occurs on a regular basis among all who provide instruction for a student receiving remedial instruction.
-
- Coordination of all remedial funds will be monitored by (1) Superintendent; (2) Director of Finance; (3) Supervisor of Secondary Education and 4) school based Principal on an on-going basis to assure compliance.
-
- Evaluation plan for documenting evidence of achievement/growth of students
- The Avoyelles Parish School Board shall participate in the evaluation of the remedial education program conducted by the State Department of Education
- An evaluation of its remedial program shall be submitted to the state superintendent of education by June 15th of each year. This evaluation will include: (1) student performance, (2) coordination with other programs; (3) instruction, and (4) budget.
-
- The report will be prepared by respective Supervisors (Secondary) in charge of the remediation program and/or if available, a program evaluator certified by the State Department of Education.
-
- Prior to October 15th of each year, the Avoyelles Parish School Board will report the results to the remediation and the results of the State Monitoring conducted by the State Department of Education
-
- All exit examination results, individual progress records citing student's performance will be maintained at the central office as well as the local school.
-

VIII. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)
 - ▶ List the written policies for all alternatives to regular placements.
 - ▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.
 - ▶ Describe the LEA's procedures for placement in adult education programs.

- Students will be assigned to the Avoyelles Virtual Alternative Program (AVAP) in Hessmer, upon a Principal's recommendation for expulsion. Parents must report with the child to enroll them in this program. An interview and program introduction will be conducted at this time.
- The Principal of the sending school will be responsible for faxing all pertinent student information to AVAP within one (1) business day.

Attendance

- Students must report within five (5) days after an expulsion recommendation by a principal, pending hearing results. If they do not report within (5) days, they will be assigned to the APSB at home virtual school program for the length of the expulsion. Students will be contacted by their home school to enroll in this program.
- If a student misses five (5) consecutive non-excused days, they will be removed from AVAP and placed in the APSB at home virtual school program.
- APSB At Home Virtual School Program- Students will be provided with a laptop from their home school. They will also receive a list of WiFi spots in the parish if they do not have internet at home. The Plato Program will be the instruction.

Transportation

- Transportation to AVAP will be provided by the district.
- Students will not be allowed to drive to AVAP.

Assignment

- Assignment to AVAP is based on a recommendation from the school's Principal, pending the expulsion hearing. The length of stay will be determined by the expulsion committee. Students will be assigned to Alternative programs for a minimum of 88 days.
- Students may be considered for early release from AVAP after 30 days of attendance and upon recommendation from Ombudsman directly to the Superintendent. Consideration for early release will be made based on attendance, academics, and behavior.

Food Service

- Breakfast and lunch will be provided for students attending the morning session. Lunch will be provided for students attending the afternoon session.

Special Education

- Special Educations students will continue to receive services listed on their IEP.

IX. Other Policies and Procedures

A. Policies on Due Process

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

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

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

DUE PROCESS

The District shall provide students with due process before excluding them from their home school for any length of time, including through suspension, expulsion, or alternative placement. For purposes of this section, alternative placement does not include voluntary placement in the alternative school. The District shall provide students and their parents with a fair and impartial proceeding before imposing exclusionary discipline, with a right to appeal the exclusionary discipline consequence.

If an emergency requires immediate removal of the student from school, all required proceedings shall follow as soon after the student's removal as practicable. If such removal is necessary, the school shall immediately notify the parent to determine the best way to transfer custody of the student to him or her. If possible, the District shall provide the removed student with school work (e.g., via email) during the pendency of the removal.

Prior to imposing an out-of-school suspension or recommending expulsion or alternative placement, the district shall provide students with an informal hearing with the school principal. At the informal conference, the principal or his/her designee shall:

- (a) permit the student to call his or her parent and permit the parent to attend the conference if he or she is able to within a reasonable amount of time;
- (b) inform the student of the charges and evidence against him or her;
- (c) provide the student with an opportunity to respond to the charges, verbally or in writing, and present his or her version of events;
- (d) inform the student of his or her right not to submit a written statement, if a written statement is requested; and
- (e) provide the student with an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the principal or designee.

If after the informal conference the school principal decides to impose the suspension or recommend expulsion or alternative placement, the school must make a reasonable attempt to contact the parent(s) by phone if they were not present for the conference. The school shall also provide the student and parent(s) with a written notice stating that the student has received a particular consequence, and providing the grounds for the consequence, the period or duration of the consequence, and an offer to schedule a time and place for the parent(s) to meet with the principal or designee to review the consequence prior to or concurrent with reinstatement. The notice shall also state that make-up work shall be provided during the period of the consequence, as appropriate, that the student has the right to appeal the consequence, and how the student may appeal.

Students who are suspended from school shall have the opportunity to appeal the suspension to the Supervisor of Child Welfare and Attendance. The Supervisor of Child Welfare and Attendance shall schedule a hearing within a reasonable time from the date of the suspension. The student

shall have the right to be represented at the hearing by anyone that the student or parent chooses. At the hearing, the hearing office shall consider the following:

- (a) whether the District complied with the procedural requirements regarding notice, and the student's opportunity to have a meaningful hearing;
- (b) whether the evidence was fully and fairly considered;
- (c) whether the District complied with the requirements in the Code of Conduct;
- (d) whether the school tried non-exclusionary alternatives before imposing the consequence;
- (e) mitigating factors that should be considered; and
- (f) additional facts that were not heard at the original hearing.

The Superintendent or his/her designee shall provide a written decision within three days of the hearing. If the Superintendent or his/her designee determines that no violation occurred, the district shall expunge all school records pertaining to the suspension from the student's file. If the Superintendent or his/her designee determines that the penalty was not appropriate to the violation, all school records shall be revised to reflect the Superintendent or his/her designee's determination.

Prior to imposing an expulsion or alternative placement, the District shall provide students recommended for expulsion or alternative placement and their parents with a written notice of the recommendation. The notice shall contain a statement of the reasons for the recommended action; a notice that the student will receive a due process hearing on the question of expulsion or alternative placement, unless the student and parent affirmatively waive their right to a hearing; the date, time and location of the hearing; information regarding whom the student and/or his or her parent(s) should contact if they need to reschedule the hearing to a mutually agreeable date and time; and a statement that the student may be present at the due process hearing to hear the evidence against him or her, may present relevant evidence, may call student and adult witnesses to testify on his or her behalf, and may be accompanied by parents, counsel, and/or a representative of their choice.

Students who are expelled or receive an alternative placement shall have the opportunity to appeal the discipline decision to the School Board. The School Board shall consider such factors as:

- (a) whether the District complied with the procedural requirements regarding notice, and the student's opportunity to have a meaningful hearing;
- (b) whether the evidence was fully and fairly considered;
- (c) whether the District complied with the requirements in the Code of Conduct;
- (d) whether the school tried non-exclusionary alternatives before imposing the consequence;
- (e) mitigating factors that should be considered; and
- (f) additional facts that were not heard at the original hearing.

The School Board shall provide a written decision within three days of the hearing. If the School Board determines that no violation occurred, the District shall expunge all school records pertaining to the expulsion from the student's file. If the School Board determines that the penalty was not appropriate to the violation, all school records shall be revised to reflect the School Board's determination. All decisions by the board shall be final.

The District shall provide the parents of every expelled student information regarding educational alternatives available during the period of expulsion.

Upon reinstatement from any exclusionary consequence, the school principal shall attempt to confer with the student's parents or guardians in person or by telephone to discuss the student's behavior and methods of appropriate intervention in an effort to prevent further disciplinary action.

The failure of the parent to attend the conference shall not affect the ability of the student to return to classes.

SECTION III

LOCAL POLICIES

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

GRADING POLICY K – 6

a. KINDERGARTEN (4-Nine Weeks Grading Period)

- Utilization of S for Satisfactory
- Utilization of U for Unsatisfactory
- Utilization of NI for Needs Improvement

b. GRADES 1-6 (4-Nine Weeks Grading Period)

- A minimum of eight grades shall be given per nine week period.

Grading Scale

A.....	100-93
B.....	92-85
C.....	84-75
D.....	74-67
F.....	66 or Below

The lowest numerical “F” recorded on attempted work shall be a “50” for honors and a “60” for non-honors.

c. Averaging grades for the nine-week period and the session:

- A quality point average of not less than “1” is required as the passing mark. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
- When a student’s average is above “1”, a fraction of less than one-half is discarded and a fraction of one-half or more is counted as the equivalent of one.

d. Procedure for determining the session grade:

e. To be eligible to be considered for a passing grade in a particular subject for the session, a student must satisfy one of the following criteria:

- Have a passing grade for the fourth nine-week period and overall 1.0 grade point average for all nine week periods.
- First grade students must have a passing grade for the fourth nine-week period and an overall 1.0 grade point average for all nine-week periods that grades are assigned.
- Have a quality point average of at least 1.0 based on all nine-week periods and if having failed the fourth nine week period making a passing grade on a special teacher-made examination in the particular subject covering the final nine-week period. (This test is to be made available should a student fail the last grading period). This special examination shall not be considered in determining the session grade.
- Average the quality points for the four nine-week periods.

f. Types of Grades:

1. Daily grades shall be recorded as numbers and converted to a letter grade on the report card.
2. If a teacher uses number grades, a "0" may be assigned only under the following conditions: (a) student cheating on attempted work, and (b) student making no attempt to take the test/do the work (i.e. only signing his/her name and turning it in). REMEMBER A STUDENT WHO IS SUSPENDED IS ALLOWED TO MAKE-UP HIS/HER WORK, INCLUDING TESTS.

g. Teachers of kindergarten through sixth grade will send test papers home weekly, have parents sign test papers, and return them to the teacher.

h. Teaching and Testing: Teaching and testing shall be required through the last day of school.

i. Teacher of K – 6th grades should keep all student test papers on file for one calendar year. If a teacher exits the system, then the principal would be responsible for said test papers. If a parent requests a student's test papers, a copy will be submitted.

GRADING POLICY 7 - 12

a. A minimum of eight (8) grades shall be administered and recorded per nine week period. Averaging grades for the nine-week period and the session:

1. A quality point average of not less than "1" is required as the passing mark. (A = 4 points; B = 3 points; C = 2 points; D = 1 point.)
2. When a student's average is above "1", a fraction of less than one-half is discarded and a fraction of one-half or more is counted as the equivalent of one.
3. The lowest numerical "F" recorded on attempted work shall be a "50" for honors and a "60" for non-honors.

Grading Scale

Grade	
A.....	100-93
B.....	92-85
C.....	84-75
D.....	74-67
F.....	66 or Below

b. Procedure for determining the nine-week grade:

- The nine-week grade is the responsibility of the teacher and shall be based on the student's work.
- Number grades shall be given until time for the nine-week reporting period. Grades shall be averaged and converted to letter grades.
- If a teacher uses number grades, "0" may be assigned only under the following condition
 - (a) student cheating on attempted work and (b) student making no attempt to take the test/do the work (i.e. only signing his/her name and turning it in). **REMEMBER SUSPENDED STUDENTS ARE ALLOWED TO MAKE UP THEIR WORK, INCLUDING TESTS.**
- Teacher of seventh through the twelfth grades keep all student test papers on file for one calendar year. If a teacher exits the system, then the principal would be responsible for said test papers. If a parent requests a student's test papers, a copy will be submitted.

c. Procedure for determining the final grade:

- To be eligible to be considered for a passing grade in a particular subject for the session, a student must satisfy one of the following criteria
- Have a passing grade for the final nine-week period of the particular term or the final examination of the term and have the required quality points.
- Average the quality points for the nine-week periods, and the final examinations to determine the final grade.
- For a course that is considered a half unit average, the two nine-week periods and the final examination.

d. Scheduling High School Courses (Board Minutes, 7/2/13):

- All credits for courses will be one unit with the exception of those units designated by the state as one-half units (Bulletin 741). Examples are courses such as Health. One-half credits may be awarded to mid-term graduates and any student with extenuating circumstances.

e. Final Examinations:

- A cumulative and comprehensive Final Examination in each subject is required. The examination will be designed for a 1½ hour period. Principals are to approve all examinations prior to their administration. In required EOC courses, the EOC will count as the final exam. Grade will be established as per state scale.
- Final Examination Exceptions: Students, Grades 7-12, having all "A's" in an individual subject (two nine-weeks) will be exempted from taking final exams. Students in the non-block schools will be exempted from taking final exams if they have all A's for the 4 nine-week periods.

f. Grading Scale for non-honors courses (Grades 7-12 as per Act 701 of the Louisiana Legislature:

Grade	
A.....	100-93
B.....	92-85
C.....	84-75
D.....	74-67
F.....	66 or Below

g. Grading Scale for Honors Courses (Grades 7-12):

Grade:

A.....	100-90
B.....	89-80
C.....	79-70
D.....	69-60
F.....	59-0

Note: Teachers may utilize various grading techniques such as bonus points, weighting, curving, plotting natural breaks, etc., which adhere basically to this standard. Additionally, teachers in grades 7-12 must utilize numerical grades.

To Calculate Final Averages 7-12, Block Schedule:

Non - Block

Period One = 40%	Period Three = 40%	Period 1= 20%
Period 2 = 20%	Period Two = 40%	Period 3= 20%
Period 4 = 20%	Period Four = 40%	Final = 20%
Final = 20%	Final = 20%	Final = 20%
1 st Term	2 Nd Term	

a. Overall Grade Point Averages:

High School: All credits attempted shall count in calculating a student's grade point average to four decimal places.

Physical Education:

- Principals note that in some instances students are not dressing out for participation in physical education classes.
- To encourage participation in physical education, it is proposed that effective for 2000-2001 and thereafter, that students who fail to dress out 5 times (unexcused) or more during a nine-week period shall not receive a passing grade for the nine-weeks. Failing to dress out in physical education classes will be treated as a disciplinary infraction. The first time will be a warning. The second will be an action. Action taken will be in accordance with Item 8 in the Addendum of this handbook (page 20).

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.

- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
 - **Acceleration** - Advancement of pupil at a rate faster than usual in or from a given grade or course. This may include “gifted students” identified according to *The Pupil Appraisal Handbook*
 - **Alternate Assessment** - The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.
 - **Content Standards** – Statement of what we expect students to know and be able to do in various content areas.
 - **Summer Remediation Program** - The summer school remediation program offered by the LEA for the specific purpose of preparing students to pass the state mandated tests in English language arts and mathematics
 - **Promotion** – A pupil’s placement from a lower to a higher grade based on local and State Criteria contained in these Guidelines.
 - **Pupil Progression Plan** – “The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by the SBESE before he or she can be recommended for promotion”.
 - **Regular Placement** –The assignment of students to classes, grades, or programs, based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
 - **Remedial Programs** – Programs designed to assist students including identified students with disabilities and Non/Limited English Proficient (LEP) students to overcome education deficits identified through the Louisiana Assessment Program and other local criteria.
 - **Remediation**- See Remedial Programs
 - **Retention** – Non promotion of a pupil from a lower to a higher grade.