2019-2020 Pupil Progression Plan

Local Education Agency:

__________________________ Jeff Davis _______________________

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Background and Purpose

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

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

BESE established minimum standards in Bulletin 1566 — Pupil Progression Policies and Procedures. In October 2017, BESE approved, as Notice of Intent, revisions to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in Bulletin 741 — Louisiana Handbook for School Administrators, which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

Questions about this document should be directed to PPP@La.Gov
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I. Placement of students in kindergarten and grade 1

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

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

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

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

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

Kindergarten
Desired Results Developmental Profile Kindergarten Test (DRDP-K), a nationally recognized readiness screening, is an observation-based tool that Jeff Davis Parish will use for Kindergarten entry. Results will be used for placement and planning instruction.

First Grade
The Jeff Davis Kindergarten Exit Test shall be used to determine first grade placement of students that did not attend a full day public or private Kindergarten for a full academic year as well as out-of-state students. (This is the same instrument used for students being promoted from Kindergarten.)

II. Placement of transfer students

- A student, who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student’s record of attendance, levels of achievement, history of immunization, and units of credit earned.
• Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

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

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

In the 2017-2018 school year and beyond 4th and 8th grade LEAP 2025 Assessment results will be used to determine a student’s placement in 5th and 9th grades along with a body of data, including but not limited to, SuccessMaker Reports, formative and summative assessments, DIBELS results, report cards, and classroom assignments. The school will make the final determination based on available data.

Students transferring to Jefferson Davis Parish Schools from public, non-public schools, in or out-of-state schools, and approved/unapproved home study programs in the 2017-2018 school year and beyond shall be subject to the same measures of student proficiency and readiness for placement in the Fifth grade and in the Ninth grade or Ninth Grade Transitional Program as students already enrolled in the parish. If LEAP 2025 Assessment results are not available, the LDE Placement test will be used. If these results are not available, the KBIT IQ Test or the Wide-Range Achievement Test (WRAT) will be given to identify appropriate placement for students wishing to enter 5th or 9th grade.

1. The objective of the Transitional 9th Grade is to help students address social, emotional, and academic deficiencies in an age appropriate setting while preparing them to graduate high school.

2. Minimum requirements for a student to be placed in transitional ninth grade are:
   a. Students shall be required to participate in the school's Academic RtI 2.0 Cycle of Instruction and demonstrate mastery for the subject(s) in which the student failed to demonstrate proficiency.
   b. Students must meet minimum attendance requirements for the school's Academic RtI 2.0 Cycle of Instruction and demonstrate their readiness to complete 9th grade work in order to be placed in Transitional Ninth Grade. The sending school’s SBIT Team, with input from the receiving school, will make the final determination for placement.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

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

1. Kindergarten:
   During the first three weeks of school, Kindergarten teachers shall observe, document, and reflect on learning and development of Kindergarten children assigned to them while transitioning into the new school year. Kindergarten shall begin using S, N, U grades during the fourth week of the first nine
Week period. A report of how students performed on the DRDP-K will be sent home with the first nine weeks report card instead of a progress report. Kindergarten shall have a minimum of four (4) major grades in the first nine week period and the student’s lowest major grade shall be dropped. The Quarterly Exam will be added into JCampus after the lowest major grade is dropped. For the 2nd – 4th nine week periods Kindergarten shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. The Quarterly Exam for the 2nd – 4th nine week period will be added into JCampus after the lowest major grade is dropped. The QE shall not be dropped. Students scoring 80% on the Kindergarten ELA Exit Test and 80% on Kindergarten Math Exit Test shall be promoted to first grade.

A. Attain 80% proficiency in Kindergarten Louisiana ELA Standards as measured by the JDP Kindergarten ELA Exit Test and determined by the teacher.
B. Attain 80% proficiency in Kindergarten Louisiana Mathematics Standards as measured by, the JDP Kindergarten Math Exit Test and determined by the teacher.

First Grade:
Students in grade one (1) shall have combined grades for Language/Reading (ELA) beginning the 2017-2018 school year and beyond. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Students must achieve an average of a D (.6) in both ELA and mathematics with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned from the first through the fourth nine weeks and dividing the sum by four.
B. Demonstrate content standard skills as defined by Louisiana State Standards.
C. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, P.E., Social Living and grades of A-F in all other subjects.

Second Grade:
Students in grade two (2) shall have combined grades for Language/Reading (ELA) beginning the 2017-2018 school year and beyond. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Students must achieve an average of a D (.6) in both ELA and mathematics with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
B. Demonstrate content standard skills as defined by Louisiana State Standards.
C. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, PE, Social Living and grades of A-F in all other subjects.

Third Grade:
Students in grade 3 shall have combined grades for Language/Reading (ELA) beginning the 2016-2017 school year and beyond. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, or Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.
B. Academic credit may be earned either through regular school, summer school, or the school’s Academic RtI 2.0 Cycle of Instruction/Rtí Process. The SBIT will review all cases where a student does not pass all 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes anywhere (either in or out of district) and will have to repeat the grade they failed.

C. Demonstrate content standard skills as defined by Louisiana State Standards.

D. Students will receive a grade of S, N, or U (SNU numeric) in Art, Music, and P.E. and grades of A-F in all other subjects.

**Fifth Grade:**
Students in grades 4-8 shall have combined grades for Language/Reading (ELA) beginning the 2015-2016 school year and beyond. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, or Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.

B. Academic credit may be earned either through regular school, summer school, or the school’s Academic RtI 2.0 Cycle of Instruction/Rtí Process. The SBIT will review all cases where a student does not pass all 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes anywhere (either in or out of district) and will have to repeat the grade they failed.

C. Demonstrate content standards skills as defined by Louisiana State Standards.

**Sixth and Seventh Grades:**
Students in grades 6-8 shall have combined grades for Language/Reading (ELA) beginning the 2015-2016 school year. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Students must achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, and Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.

B. Academic credit may be earned either through regular school, summer school, or the school’s Academic RtI 2.0 Cycle of Instruction/Rtí Process. The SBIT will review all cases where a student does not pass all 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes anywhere (either in or out of district) and will have to repeat the grade they failed. Substitution of subjects in summer school is not allowed for promotion.

C. Demonstrate content standards skills as defined by Louisiana State Standards.

D. Students in grades 6 – 8 are given the opportunity to accelerate and earn Carnegie Credits prior to entering the 9th grade in several subjects through traditional means as well as online virtual classes offered through Odysseyware. The scope of course offerings is contingent upon each individual school’s ability to schedule and staff these courses.
E. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana State Department of Education, or by the equivalent agency of another state.

F. Students in grades 1-8 shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. In JCampus the Quarterly Exam grade shall be entered after the lowest major grade has been dropped. The QE shall not be dropped.

G. At the conclusion of the 2017-2018 school year and beyond placement decisions for 6th and 7th grade students shall be made according to the Jefferson Davis Pupil Progression Plan. The main factor considered when determining proficiency and placement of 6th and 7th grade students will be the student’s successful completion of the required course work as outlined in Pupil Progression Plan. Additional indicators of readiness to be considered shall be a body of data including, but not limited to a student’s level of performance on Quarterly Exams, State released practice tests, Accelerated Reading, Accelerated Math, and any other appropriate data.

High School Credit may be earned by Middle School students as described in Section 2321 of Bulletin 741.

A. Carnegie credit will be awarded for successful completion of the following courses: Journey to Careers, Intro to BCA, French I, French II, AgriBusiness I, FACS I, Health Education, Keyboarding, Speech, and any other subjects approved by the Superintendent or his designee. Final grades earned in each of these courses will become a part of the student’s permanent High School transcript.

B. All full year subjects taken in the 6th – 8th grade for Carnegie Credit are required to include the Quarterly Exam 4 (final exam). All courses that are a semester in length, whether half credit or grades 9 – 12, flexible course scheduling, distance learning and online courses through Odysseyware are provided to facilitate a student’s ability to receive a diploma in less than four years. Accelerated opportunities are provided at every high school for each student through Odysseyware. All students stay on the same schedule for course completion, and students can only begin courses at the beginning of a year or possibly a semester. Use of a web-based program for Distance Learning allows students to work at their own pace and finish a course once content has been mastered rather than according to a pre-determined schedule or the standard required seat time. Distance learning requires a teacher of record for each course offered. We will have a secondary certified teacher to serve as the teacher of record for each of the core areas and expanding to district-approved electives.

The Teacher of Record would monitor student progress ensuring integrity of the Carnegie credit is maintained, and issue the grades and credits for those students participating. Students can also communicate with our parish teacher of record if the need arises.

C. Semester Courses: Students may earn Carnegie Credit (½ credit and/or accelerated one full credit), in selected courses with a D (.6) average. All semester courses shall have a final exam.

IV. Promotion for students in grade 4

• Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
• The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
  
  o The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
  
  o The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

Fourth Grade:
Students in grades 4-8 shall have combined grades for Language/Reading (ELA) beginning the 2015-2016 school year and beyond. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Studies, or Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point values earned each nine weeks and dividing the sum by four.

B. Academic credit may be earned either through regular school, summer school, or the school's Academic RtI 2.0 Cycle of Instruction/RtI Process. The SBIT will review all cases where a student does not pass all 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes anywhere (either in or out of district) and will have to repeat the grade they failed.
C. Demonstrate content standards skills as defined by Louisiana State Standards. First-time Grade 4 students’ successful completion of grade-level coursework will be the principle criteria for promotion until the LEAP 2025 test results are available.

D. The school, in partnership with teachers and family, shall develop an Individual Academic Improvement Plan on any fourth grade student not scoring “Basic” in at least two subjects on the third grade LEAP 2025. The student will receive the plan and the plan shall be received, reviewed with, and the Parent/Guardian Agreement Form shall be signed by the student’s legal guardian(s).

E. The Individual Academic Improvement Plan will outline at least two allowable interventions per below “Basic” received by subject area. This plan will remain in place until the student meets academic expectations.

F. The signed agreement must be kept on file as the LDOE will monitor districts each year.

G. Other considerations to consider for retention include, but not limited to:
   1. Parent recommendation/agreement
   2. Student maturity
   3. Combination of at least 2+ test scores (ELA, Math, Science, Social Studies)
   4. Student work results throughout the school year
   5. Teacher recommendation

B. The school’s SBIT shall make the determination of final retention or promotion status based on available data.

G. If retention is deemed the appropriate action for the struggling student, the following requirements must be met:
   a. Criteria for determination should be listed in the school PPP and adhered to in all retention decisions.
   b. Remediation will be offered to the student before retention takes effect.
   c. Parent meeting will be held ensuring parents understand rights relative to retention and sign permission to retain document provided by LDE.

H. If promotion through instructional support is deemed the appropriate action for a struggling student in any given year, then instructional support plan must be developed or updated using the academic improvement plan template.

V. Promotion and support of students in grade 8 and high school considerations

a. Promotion of students in grade 8

   **Regular Grade 8 Promotion**

   Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in spring and summer, following the completion of summer remediation, may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.
Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
  - Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
  - Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation.

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.

- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.

- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student’s individual graduation plan (IGP). Progress
pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

**Eighth Grade:**

Students in grades 6-8 shall have combined grades for Language/Reading (ELA) beginning the 2015-2016 school year. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

A. Students must achieve an average of a D (.6) in 3 of 4 major subjects (English Language Arts, Math, Social Studies, and Science) with no double F earned in the third or fourth nine weeks. Final grades will be determined by adding the point value earned each nine weeks and dividing the sum by four.

B. Academic credit may be earned either through regular school, summer school, or the school’s Academic RtI 2.0 Cycle of Instruction/RtI Process. The SBIT will review all cases where a student does not pass all 4 major subjects and determine if the student will be promoted or retained. Students who fail three or more core subjects (English Language Arts, Social Studies, Science, or Math) will not be eligible to attend summer school for promotional purposes anywhere (either in or out of district) and will have to repeat the grade they failed. Substitution of subjects in summer school is not allowed for promotion.

C. Demonstrate content standards skills as defined by Louisiana State Standards.

D. Students in grades 6 – 8 are given the opportunity to accelerate and earn Carnegie Credits prior to entering the 9th grade in several subjects through traditional means as well as online virtual classes offered through Odysseyware. The scope of course offerings is contingent upon each individual school’s ability to schedule and staff these courses.

E. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana State Department of Education, or by the equivalent agency of another state.

F. Students in grades 1-8 shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. In JCampus the Quarterly Exam grade shall be entered after the lowest major grade has been dropped. The QE shall not be dropped.

G. At the conclusion of the 2017-2018 school year and beyond placement decisions for eighth grade students shall be made according to the Jefferson Davis Pupil Progression Plan. The main factor considered when determining proficiency and placement of eighth grade students will be the student’s successful completion of the required course work as outlined in Pupil Progression Plan until LEAP 2025 test results are available. Additional indicators of readiness to be considered shall be a body of data including, but not limited to a student’s level of performance on Quarterly Exams, State released practice tests, Accelerated Reading, Accelerated Math, and any other appropriate data.

H. Eighth grade students who fail to meet the passing standard may be placed on a high school campus in ninth grade or transitional ninth grade. This decision shall be made by the school in which the student is enrolled as an 8th grader in consultation with the student’s parents. Students placed in ninth grade or transitional 9th grade shall meet the following criteria:

a. Students shall be required to participate in the school’s Academic RtI 2.0 Cycle of Instruction, RtI Process, and demonstrate mastery of skills for the subject(s) students failed to demonstrate proficiency.
b. Students must meet minimum attendance requirements for Academic RtI 2.0 Cycle of Instruction, RtI Process, and demonstrate their readiness to complete 9th grade work in order to be placed in Transitional Ninth Grade. The sending school’s SBIT Team, with input from the receiving school, will make the final determination for placement.

c. Remediation (See Additional LEA Policies Related to Student Placement and Promotion beginning on page 25)

I. Students placed in transitional ninth grade shall be placed in remedial classes for the subject(s) the student did not meet the passing standard and will not be included in the high school’s graduation cohort their first year on campus. Counseling and career counseling should be offered these students and student progress reviewed several times per year. Students are only eligible for high school athletics for eight (8) consecutive semesters.

J. The objective of the Transitional 9th Grade is to help students address social, emotional, and academic deficiencies in an age appropriate setting while preparing them to graduate high school.

b. High school promotion and transition considerations

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

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

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

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

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

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

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

A. Jeff Davis Students may earn Carnegie credit as middle school and high school student in two ways:
   1. By passing a course in which the student is enrolled. (See page 15 for details)
   2. By demonstrating proficiency in a course with a state administered End of Course exam by scoring Good or Excellent/Advanced or Mastery, by successfully completing the required number of submissions for a subject offered through Odysseyware, or by successfully completing the required portfolio activities set by the district for Journey for Careers.

B. Students awarded Carnegie credit through proficiency tests including College Level Examination Program (CLEP) or Odysseyware submissions shall have the course title, the year proficiency was demonstrated, and the unit of credit with the letter grade earned entered on the student’s transcript.
   1. End of Course grade conversion charts provided by the state will be used when assigning letter grades given for proficiency in EOC courses.
   2. Letter grades for proficiency demonstrated through Odysseyware will be assigned by the program based on the state’s uniform grading scale.

C. Classification of students who entered the ninth grade during the 2008 – 2009 school year thereafter will be based on units earned and will be as follows:

<table>
<thead>
<tr>
<th>Units Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 units</td>
<td>9th Grade</td>
</tr>
<tr>
<td>6 units or more, but less than 12 units</td>
<td>10th Grade</td>
</tr>
<tr>
<td>12 units or more, but less than 17 units</td>
<td>11th Grade</td>
</tr>
<tr>
<td>17 units or more</td>
<td>12th Grade</td>
</tr>
</tbody>
</table>

(If the student can earn enough credits for graduation, the student is classified as a senior.)

D. Students taking Carnegie credit courses shall earn at least a .6, with no double F earned in the fourth nine weeks or on the Quarterly Exam 4 (QE4)/LEAP 2025/EOC Exam.

E. Students in Carnegie credit courses for the 1st, 2nd, and 3rd nine week periods shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. In JCampus the Quarterly Exam grade shall be entered after the lowest major grade has been dropped. The QE shall not be dropped. For students in Carnegie credit courses, the 4th nine week period shall have a minimum of 6 major grades and the student’s lowest major grade shall be dropped. Quarterly Exam 4 shall count as the final exam in Non-EoC Carnegie credit courses. In EoC courses the QE4 shall not be taken and shall not count as the final exam. The EoC Exam shall count as the final exam.

F. For graduating seniors in Carnegie credit courses, the 4th nine week period shall have a minimum of 5 major grades and the graduating seniors’ lowest major grade shall be dropped. Quarterly Exam 4 shall count as the final exam in Non-EoC Carnegie credit courses. In EoC courses the QE4 shall not be taken and shall not count as the final exam. The EoC Exam shall count as the final exam.

G. In EoC courses Final Grades will be determined with the EOC Test score accounting for 20% of a student’s Final Grade. The remaining four (4) grades for the nine (9) week periods shall each account for 20% of a student’s Final Grade. In EoC courses the final grade shall be calculated by adding the points from each of the nine week periods and the EoC Exam then dividing by five (5).

H. Non-EoC Carnegie credit courses will be calculated by adding the points from each of the nine week periods and the Quarterly Exam 4 then dividing by five (5).

I. No half credit in full credit Carnegie courses shall be awarded.
J. Semester Courses: Students may earn Carnegie Credit (½ credit and/or accelerated one full credit), in selected courses with a D (.6) average. All semester courses shall have a final exam.

K. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

L. The freshman class of 2010-2011 and all subsequent students must successfully complete a minimum of twenty-four Carnegie units for the LA Core 4 and Career Diploma. Students entering high school in 2014-2015 must successfully complete twenty-four Carnegie units for the University Diploma and twenty-three Carnegie units for the Career Diploma as presented by BESE, and pass three EOC Tests, one in each of the categories of (Algebra I/Geometry), (English II/English III), and (Biology I / American History) in order to receive a high school diploma. Students entering high school in 2017-2018 must successfully complete twenty-four Carnegie units for the University Diploma or twenty-three Carnegie units for the Career Diploma as presented by BESE and pass three of the LEAP 2025/EoC Assessments, one in each of the categories of: Algebra I or Geometry, English I or English II, U.S History or Biology I in order to receive a high school diploma.

M. LEAP 2025/EoC results for operational high school subjects will count for the final exam grade. High school subjects with LEAP 2025/EoC field tests will use the QE4 as the final exam grade.

N. All students beginning with the 2008-2009 freshman through 2013-2014 will be required to enter the LA Core 4 Curriculum until their Junior year at which time they may choose to transition to the Basic Core Curriculum. All first time high school students in 2014-2015 will be required to choose a path: University Diploma or Career Diploma at the end of their 10th grade year.

O. The Jefferson Davis Parish School Board has established a Distance Education Program that supports the State Content Standards in accordance with Chapter 24, Section 2395 of Bulletin 741. The following procedures have been established to monitor its administration:
   a. Distance learning Courses are provided through Odysseyware which is the Jefferson Davis Parish approved provider and is only allowed for Carnegie Credit with permission given by the High School Principal, the Parish Distance Learning Supervisor and the Jefferson Davis Parish Assistant Superintendent.
   b. The final grade earned in a distance learning course will be the final grade recorded on a student’s transcript for credit and for grade point average. If the distance learning provider does not provide a final grade, the total number of points earned in the “fall” semester and the “spring” semester by the student will be added together and divided by the total number of points possible in the course to determine the student’s average for the year. The appropriate grading scale utilized by the learning provider will then be applied to determine the final grade for the course in question.

P. Correspondence Courses can only be provided through Odysseyware which is the Jefferson Davis approved provider and are only allowed for Carnegie Credit with permission given by the High School Principal and the Jefferson Davis Parish ELA Curriculum Supervisor.

Q. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education or by the equivalent agency of another state.

R. CLEP Tests are available for proficiency credit based on the district’s state-approved Matrix. (See Appendix B)

S. High school students have the opportunity to receive accelerated Carnegie credits through CLEP, Dual Enrollment, and Advanced Placement. Students needing regular courses to graduate ahead of their cohort may take accelerated courses.
VI. Support for students

School year support

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

- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
  
  o The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  
  o The student completes summer remediation.
  
  o Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
  
  o The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.

- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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


- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
• Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

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

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

English learners
• The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  o Establish procedures to identify language minority students.
  o Establish procedures to determine if language minority students are Limited English Proficient.
  o Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

• Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
  o Establish procedures to monitor former Limited English Proficient students for two years.
  o Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

The Home Language Surveys are sent out to each student at the beginning of the school year. Teachers can also refer a student to the ELL teacher if they have concerns.

The ELL teacher assesses the student using the Woodcock-Munoz Language survey test. The parents are notified of the results and parental consent is required for the student to receive ELL services.

In Both Elementary and Secondary Classes a pull-out program is used to deliver ELL services. Students work in small groups. The ELL teacher collaborates with the regular education teachers to identify weaknesses and the ELL teacher prepares lessons to improve their weaknesses.

Grades for Elementary (Grades 1-8) ELLs who are attending a Jeff Davis Parish school for the first school year (Two Complete Semesters) of residence in the United States and who cannot comprehend the language of instruction will be assigned grades of S, N or U based on cooperation, effort and participation in class work to the degree that the student’s English language proficiency allows. Students will still be expected to: pay attention in class, follow directions, bring
required materials, participate in class activities, complete homework assignments to the best of their abilities, and show progress.

Grades for Secondary (Grades 9-12) ELLs who are attending a Jeff Davis Parish school for the first school year (Two Complete Semesters) of residence in the United States and who cannot comprehend the language of instruction will have content courses simplified according to the ELLs English proficiency level. Evaluations of student progress will be made in terms of successful mastery of the skills outlined in the State Standards. Grades of A, B, C, D or F will be assigned for content courses by the school’s SBIT, in conjunction with the teacher of each subject taught, by weighing end of semester or end of the year evaluations more heavily than those given at the beginning of the school year and by utilizing, if desired, performance assessments and an assessment portfolio in addition to grades earned as documentation for assigning a grade.

Promotion/retention policies for Limited English proficient (LEP) students in a regular instructional program will be as follows:

LEP students shall be provided language services which address their need for becoming fluent and literate in English. They shall be provided instructional programs which foster their success in math, science, social studies, and language arts.

LEP students in grades K-8 should receive instructional modifications in the regular classroom (i.e. modified lesson plans). If students are not passing but are trying to participate to the best of their language abilities, a letter grade of A, B, C, D followed by the word LEP should be issued (i.e. B/LEP). If the student is receiving instructional modifications in the regular classroom and is making no attempt at course work, an F should be issued.

The instructional program for the Limited English proficient secondary student will be one in which the non-English speaking 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. Limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie Credits.

No LEP student shall be retained solely because of limited English Proficiency. Refer to Bulletin 1851. Students with characteristics of dyslexia are served in a multi-sensory structured language program. They receive instruction in the basal and/or the MSL program. If instruction is provided in the MSL program only, grades are derived from that program rather than the basal program.

VIII. Alternative education placements

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

In the space below, please describe the LEA’s policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.
A. Jefferson Davis Parish School Board will comply with Louisiana Adult Education Program requirements as stated in Louisiana RS.17:221.

1. Requirements for entering the Adult Education Program: A student must be 18 years of age or older, unless married, pregnant, institutionalized, incarcerated, adjudicated, or economic hardship in order to be accepted into the Adult Education Program. If a student has one of the above conditions and meets the age requirement of at least 16 years of age, an Age Waiver Request must be submitted to the Child Welfare and Attendance Supervisor for Jeff Davis Parish.

B. An alternative program for students expelled or suspended long term will be housed on the West End Instructional Center Campus. An administrator, certified staff of at least three teachers, and an appropriate number of aide(s) will serve the students by working individually and in small groups with the students. The instruction will utilize computer assisted instruction (CAI); Individual printed courses in booklet form, and individualized lesson plans. State standards will be met for core courses (Language Arts, Math, Science, Social Studies, and PE). IDEA students will work towards all IEP objectives.

C. Additionally, a variety of vocational courses will be offered through SOWELA Technical Community College, Jennings, Louisiana.

D. Regular education students recommended for expulsion may be admitted to the Alternative Program by interviewing with an admissions committee, designated by the Superintendent, which will determine the appropriateness of placing the student in the Alternative Program. Special Education students may be assigned to the Alternative Program by the student’s IEP team, with the approval of the admissions committee, which includes the Director of Special Education as a member. Special Education students will be served in meeting their IEP objectives as they would have been served at their sending school, with no deviation or modification.

E. The grading scale at the Alternative Program will be the same as at all other schools in the parish. The same criteria for promotion will apply to the Alternative Program as applies in the PPP to all other students.

F. The JDPsB Mentor Plus Program (M+) began in 2015-2016 targeting middle school students that are in danger of dropping out of school and would greatly benefit from positive mentoring.

G. The instruction will utilize computer assisted instruction (CAI) and individualized lesson plans. State standards will be met for core courses (Language Arts, Math, Science, Social Studies, and PE). IDEA students will work towards all IEP objectives.

IX. Due process related to student placement and promotion

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

Regular Education Students

Due process as related to student placement may be initiated by an individual student, parent, and/or teacher within 30 days. Due process policies apply to all regular and special education students. If an appeal concerning placement is made by a student, parent/guardian, and/or teacher, it shall follow the proper lines of authority as outlined in the established grievance procedures of Jefferson Davis Parish.
Students with Disabilities with an Individualized Education Program Plan
Placement responsibilities for LEA’s are identified by Title 28 Part XLIII Bulletin 1706 subpart A section 440. Children with exceptionalities maintain their due process rights throughout the placement process. These due process rights are outlined in the Louisiana’s Educational Rights of Children with Disabilities in Public Schools handbook by the Louisiana Department of Education, revised September 2013

Individual Accommodation/Section 504 Plan
Placement of 504 students is overseen by the policies and procedures identified in the Jefferson Davis SBIT/504 Policies and Procedures, revised 2013. Due process procedures are outlined in Section V.

X. Additional LEA policies related to student placement and promotion

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>B</td>
<td>92-85</td>
</tr>
<tr>
<td>C</td>
<td>84-75</td>
</tr>
<tr>
<td>D</td>
<td>74-67</td>
</tr>
<tr>
<td>F</td>
<td>66-0</td>
</tr>
</tbody>
</table>

Jefferson Davis Parish uses a 10 point grading scale for all Advanced Placement Courses, approved Honors courses, Dual Enrollment (DE) and articulated courses as determined by course requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>

Grades for promotion and retention shall be determined using the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>4.0 Scale</th>
<th>% Scale</th>
<th>Grade (Definition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>3.500 – 4.000</td>
<td>92.500 – 100.00</td>
<td>S (Satisfactory)</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2.500 – 3.499</td>
<td>84.500 – 92.499</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>1.500 – 2.499</td>
<td>74.500 – 84.499</td>
<td>N (Needs Improvement)</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1.000 – 1.499</td>
<td>66.500 – 74.499</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0.000 – 0.999</td>
<td>0.000 – 66.499</td>
<td>U (Unsatisfactory)</td>
</tr>
</tbody>
</table>

B. Jeff Davis will transition from six (6) – six (6) weeks periods to four (4) – nine (9) week periods beginning in 2017-2018.

C. District Quarterly Exams (QE) shall be administered in each of the nine week periods (QE1, QE2, QE3, QE4) and shall count as a major grade in the nine week period taken. Quarterly
Exams shall not be dropped as the lowest major grade. Quarterly Exam 4 shall count as the final exam in Non-EoC, Carnegie credit courses. In EoC courses the QE4 shall not be taken and shall not count as the final exam. The EoC Exam shall count as the final exam grade.

D. During the first three weeks of school, Kindergarten teachers shall observe, document, and reflect on learning and development of Kindergarten children assigned to them while transitioning into the new school year. Kindergarten shall begin using S, N, U grades during the fourth week of the first nine week period. A report of how students performed on the DRDP-K will be sent home with the first nine weeks report card instead of a progress report. Kindergarten shall have a minimum of four (4) major grades in the first nine week period and the student’s lowest major grade shall be dropped. The Quarterly Exam will be added into JCampus after the lowest major grade is dropped. For the 2nd – 4th nine week periods Kindergarten shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. The Quarterly Exam for the 2nd – 4th nine week period will be added into JCampus after the lowest major grade is dropped. The QE shall not be dropped. Students scoring 80% on the Kindergarten ELA Exit Test and 80% on Kindergarten Math Exit Test shall be promoted to first grade.

E. Students in grades 1-8 shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. In JCampus the Quarterly Exam grade shall be entered after the lowest major grade has been dropped. The QE shall not be dropped.

F. Students in Carnegie credit courses for the 1st, 2nd, and 3rd nine week periods shall have a minimum of six (6) major grades per nine weeks and the student’s lowest major grade shall be dropped. In JCampus, the Quarterly Exam grade shall be entered after the lowest major grade has been dropped. The QE shall not be dropped. For students in Carnegie credit courses, the 4th nine week period shall have a minimum of 6 major grades and the student’s lowest major grade shall be dropped. Quarterly Exam 4 shall count as the final exam in Non-EoC Carnegie credit courses. In EoC courses the QE4 shall not be taken and shall not count as the final exam. The EoC Exam shall count as the final exam.

G. For graduating seniors in Carnegie credit courses, the 4th nine week period shall have a minimum of 5 major grades and the graduating seniors’ lowest major grade shall be dropped. Quarterly Exam 4 shall count as the final exam in Non-EoC Carnegie credit courses. In EoC courses the QE4 shall not be taken and shall not count as the final exam. The EoC Exam shall count as the final exam.

H. Spelling, Accelerated Reader, Accelerated Math, and homework shall NOT count as a grade at any grade level in any subject.

I. No grade shall be doubled for any reason.

J. Students in grades 4-8 will have combined grades for Language/Reading (ELA) beginning the 2015-2016 school year, students in third (3rd) in 2016-2017, and 1st & 2nd grade will have combined grades for Language/Reading (ELA) beginning the 2017-2018 school year.

K. Grades of S, N, or U will be based on the % Scale listed above, with the only grades of S, N, or U being given for the following situations:

1. Students in Kindergarten will receive a grade of S, N, or U in ELA and Math for the first (1) – four (4) nine weeks.
2. Students in First and Second Grade will receive a grade of S, N, or U in Art, Music, P.E., Social Living and grades of A-F in all other subjects.
3. Students in Third Grade will receive a grade of S, N, or U in French, Art, Music, P.E. and grades of A-F in all other subjects.
4. Students in Fourth and Fifth Grades shall be given grades of S, N, or U in French only.

5. Grades for Elementary (Grades 1-8) ELLs who are attending a Jeff Davis Parish school for the first school year (Two Complete Semesters) of residence in the United States and who cannot comprehend the language of instruction will be assigned grades of S, N or U based on cooperation, effort and participation in class work to the degree that the student’s English language proficiency allows. Students will still be expected to: Pay attention in class, follow directions, bring required materials, participate in class activities, complete homework assignments to the best of their abilities, and show progress.

Overview of the School Building Intervention Team (SBIT)

1. An SBIT is established in each school in Jefferson Davis Parish to serve as a team comprised of teachers and specialists representing all of the various programs within a school.

2. Although the core team should remain the same, the SBIT membership should be modified in order that a committee of knowledgeable persons may address an individual student’s needs. The members must be knowledgeable of the student and the suspected problem or disability of the student.

3. The SBIT should meet on a regular basis to discuss individual students experiencing academic, behavioral, social, or other academic difficulties. Functioning in a coordinated team approach, members should work together to plan, carry out, and determine the effectiveness of interventions designed for individual students.

4. The SBIT will also be responsible for implementing the Five-Step Process for Evaluation and Determination of Program Eligibility for dyslexia/504 and/or referral to Pupil Appraisal Services, if applicable, and will assist in making student promotion and retention decisions.

Membership of the SBIT

1. Each campus must establish a committee of knowledgeable persons, as per requirements of Section 504 and Special Education regulations to conduct assessment and referral activities. The SBIT must be comprised of at least three members:
   a. The child’s teacher, and
   b. Two other professional persons knowledgeable about the child and/or the suspected condition in the individual school setting:
      1. Reading Specialist
      2. Guidance Counselor
      3. Language/Speech Therapist
      4. Curriculum Specialist in Language Arts
      5. Master degree teachers in reading, language arts, special education, and/or elementary education
      6. School Psychologist
      7. Educational Diagnostician
      8. Social Worker

2. The Committee of knowledgeable persons may include as additional members the following:
   a. The parent or guardian and student, when possible; and
   b. Pupil Appraisal team members, when deemed necessary

The Goal of the SBIT

The overall goal of the SBIT, at each level, is the coordination among the committees, agencies, and individuals responsible for student education in order to assist individual
students in obtaining a successful education. A request may be made to the SBIT for review of a student’s educational progress if school personnel (principal, guidance counselor, teacher, school nurse), a parent/guardian, community agency personnel, or a student has reason to believe that the student may be exceptional.

School Building Level Committee Responsibilities:

1. To facilitate communication among school staff concerning students having difficulties.
2. To provide support to teachers who are trying to individualize instruction.
3. To design educational intervention for students who are experiencing various kinds of difficulties in school.
4. To serve as point of entry for determination of Section 504 handicaps and determination of program eligibility according to Bulletin 1903, the Louisiana Dyslexia Law.
5. To act as a screening vehicle for referrals for Pupil Appraisal Services.
6. To act as the final decision making body regarding student placement.

Remediation

1. Remediation for regular education students and students with disabilities will take place during the regular school day for all students not meeting the passing standard on the LEAP 2025 and/or EOC Assessments.
2. Each school shall create a plan for implementing the Academic RtI 2.0 Cycle of Instruction and RtI schedule that will meet the needs of students needing remediation, including, but not limited to those students that score Approaching Basic/Unsatisfactory on a LEAP 2025 and/or Needs Improvement on an EoC Test or struggling students.
3. Any student taking high school courses scoring Approaching Basic/Unsatisfactory on a LEAP 2025 and/or Needs Improvement on any EOC will be provided 30 hours of remediation during the school’s Academic RtI 2.0 Cycle of Instruction throughout the school year and through each school’s RTI process or sessions held before and after school hours. A list of all eligible students shall be maintained at the Central Office level with individual school lists maintained at the building level.
4. Remedial teachers will possess the appropriate certification for the area(s) in which they are providing remediation as evidenced by their teaching certificates.
5. Instructional paraprofessionals must have the qualifications as specified by the State Department of Education. Paraprofessionals, who assist with remediation, will work under “immediate supervision” of a certified teacher who is responsible for planning activities and assessment of students.
6. Additional certified and paraprofessional personnel (who meet the state guidelines) will be employed where numbers warrant.
7. Instruction will include on grade level content and “just in time remediation” for mastery of skills in the areas of English Language Arts, mathematics, science, or social studies.
8. Lesson plans will include reference to appropriate Louisiana State Standards.
9. Remediation program will be coordinated with other programs under state, federal, and local funds in accordance with Bulletin 1566.
10. The failure of special education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for special education extended school year programs (Board Policy).
11. Students who successfully exit the school’s Academic RtI 2.0 Cycle of Instruction and RtI Process by meeting the minimum attendance requirements (90% of the time) and demonstrate mastery of skills will be promoted to the next grade level. Students who do not demonstrate mastery but do show a readiness to begin work at the next grade level may be placed in the next grade or granted a transitional waiver to the 9th grade. Students who fail to demonstrate readiness for the next grade level may be retained in their current grade.

12. SBIT should consider a body of data including, but not limited to SuccessMaker Reports, LEAP 25 results, formative and summative assessments, DIBELS results, T.S. Gold, report cards, classroom assignments, and Academic RtI 2.0 Cycle of Instruction/RtI results in determining promotion or retention.
XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Jeff Davis Parish School System 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **August 16, 2018**

____________________________________             ____________________________________
Superintendent                                         Board President