

2018-2019 Pupil Progression Plan

Local Education Agency:

Iberville Parish School System

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 pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

*1st grade students not attending a state approved kindergarten program will be given the Iberville Reading Progression Assessment and District Math Benchmark to determine academic readiness for first grade.

The SAT will review the student's performance results to determine the students appropriate grade placement.

*The DRDPK (Desired Results Development Profile for Kindergarten Assessment) will be used as the Developing Skills Checklist for every child entering kindergarten for the first time. Results are obtained from direct observation and anecdotal notes. All students are placed in kindergarten and assessments take place during the first 30 days of school.

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.

*Students of all grade levels who have been on state approved home study programs and wish to re-enter Iberville Parish Schools will:

- Report to the assigned school.
- Present a copy of the approved application for each year that the student has been in the home study program.
- Present a report that provides information about the program of studies pursued by the student while in home study.

*The student shall be placed using the following guidelines:

- Evaluations from norm referenced tests according to parish standards.
- Tests similar to state mandated assessment in reading and math.
- Recommendations by the SAT.

*Elementary placement for home study students:

The assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

*Middle school placement for home study students:

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry.

*Students in grades 5 and 9 transferring to the public school system from home schooling program shall be required to meet proficiency requirements the English Language Arts **and** mathematics portions of the state diagnostic or district assessment.

*The entrance tests used to determine grade placement will be the state assigned assessment, district benchmark assessment and/or Reading Progression Assessment

*A student entering an Iberville Parish public school at the secondary level (9-12) from an approved or unapproved school will not be granted any units of credit unless he requests and is administered a state proficiency exam and/or school proficiency exam developed in accordance with Bulletin 741 for each course to be evaluated.

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.

***Promotion for 1st & 2nd Grade:**

- △ Present 167 days
- △ Shows proficiency as indicated on state literacy assessments and/or writing assessment
- △ Attain a "D" and/or an "S" as a final grade in English, Reading, Math, Science and Social Studies and electives.

***Promotion for 3rd – 6th Grade:**

- △ Present 167 days
- △ Shows proficiency as indicated on state literacy assessments and/or writing assessment
- △ Attain a "D" as a final grade in ELA, Math, Science and Social Studies

Note: MSA 6th grade students earn letter grades in the Arts, Physical Education and Foreign Language.

***Final Grade Averaging for Grade 1-6**

Students are required to have 4 quality points for the year with at least 2 points earned in the second semester AND pass the 4th 9 weeks.

For final grades, fractions at or above $\frac{1}{2}$ will be rounded off the next highest number.

Grade 4 students must score at the minimum proficiency level in English Language Arts and Math on district assessments to be considered for promotion.

The SBLC may decide to transfer a student to the next grade, IF the student scored Basic, Mastery or Advanced on the current year's state assessment or on or above the minimum proficiency level of the district assessment in the subject area he/she did not pass.

(In cases where the criteria for promotion are not met, student placement will be determined by the SBLC. The SBLC will consider student performance data and other factors including:

- △ Age
- △ Previous retentions
- △ School performance on the State's Standards
- △ Summer remediation program participation reports
- △ Attendance during the regular school year
- △ Special circumstances
- △ Increased performance on the retest from first to second testing

***Promotion Criteria for grades 7-8**

A Students' shall not be promoted in grades 7 and 8 if he/she fails the following:

- △ Any two major subjects (ELA, Math, Social Studies, Science), or
- △ Any combination of one major subject and two minor subjects

***Final Grade Averaging**

Students' grades will be averaged to attain a final grade. The final grade shall reflect a letter grade average of four marking periods and a final exam grade.

- △ Examination grades will be included in averaging grades for those grade levels where applicable.
- △ Students are required to have 4 quality points for the year with at least 2 points earned in the second semester including the final exam grade AND pass the 4th 9 weeks.

For final grades, fractions at or above $\frac{1}{2}$ will be rounded off to the next highest number.

For 7th and 8th graders enrolled in courses for Carnegie credits, refer to the promotion guidelines for 9th – 12th.

A student may not be promoted to the 9th grade until he/she has scored at or above the district minimum performance level on the English Language Arts or Mathematics district assessments. For promotional purposes, however, a student must also pass the required subjects.

(In cases where the criteria for promotion are not met, student placement will be determined by the SBLC. The SBLC will consider student performance data and other factors including:

- △ Age
- △ Previous retentions
- △ School performance on the State's Standards
- △ Summer remediation program participation reports
- △ Attendance during the regular school year
- △ Special circumstances
- △ Increased performance on the retest from first to second testing

*Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

IV. Promotion of students in grade 4

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

- △ The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

*To ensure 4th grade students show adequate growth, students identified as non-proficient in 2 or more core academic subjects shall be placed on an individual academic improvement plan for the subject (s) where he/she was identified as non-proficient. Several strategies a school could utilize to ensure the appropriate supports are in place include, but are not limited to, the following:

- △ Provide additional instructional minutes in the subject where the student was identified as non-proficient.
- △ Schedule routine meetings with stakeholders to monitor the progress of individual students through the analysis of quantitative and qualitative data.
- △ Provide tier 2 and tier 3 (RTI) interventions using materials designed to "bridge" instructional gaps as identified through standardized test reports and/or diagnostic test results.
- △ Utilize individualized computer-based programs or other progress monitoring
- △ measure on a regular basis

***Overage Students:** Students, who will be 12 years old on or before September 30th and were retained in the 4th grade because they did not pass the required subject or have not scored above the achievement level required by the district, must be reviewed by SBLC to decide placement for the next school year. Factors to be considered are: Age, previous retentions, school performance on the state standards, summer remediation performance, attendance during regular school year and summer special circumstances and increased performance on district assessments from the previous testing administration.

***Promotion for 4th Grade:**

- △ Present 167 days
- △ Shows proficiency as indicated on state literacy assessments and/or writing assessment
- △ Attain a “D” as a final grade in ELA, Math, Science and Social Studies

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 the spring, 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.

*In addition to the notes above and in accordance with Bulletin 1566, IPSB will use the following criteria for determining transitional 9th grade placement.

- △ Whether or not the student meets the passing standard on the district spring benchmark assessment or meets the expectations set for successfully completing summer remediation
- △ Growth from beginning of summer remediation to end of summer remediation on district-assigned pre-and posttests.
- △ Grade assigned by teacher of record in the school year and summer remediation

- △ Number of subjects in which the student was identified as non-proficient
 - △ Qualitative data from parents, teachers, counselors and administrators including:
 - △ attendance
 - △ effort
 - △ extenuating circumstances
 - △ Age and/or number of previous retentions
 - △ Previous Testing History
 - △ Areas of weaknesses identified through a 1508 evaluation and/or IEP

*The criteria or types of data school SAT members should consider when making the determining if placement in transitional 9th grade is appropriate could include, but are not limited to, the following:

- △ Student performance on state interim assessments/district benchmarks
- △ Meets the expectations set for successfully completing summer remediation
- △ Growth from beginning of summer remediation to end of summer remediation on district-assigned pre-and posttests.
- △ Grade assigned by teacher of record in the school year and summer remediation
- △ Number of subjects in which the student was identified as non-proficient
- △ Qualitative data from parents, teachers, counselors and administrators including:
 - △ attendance
 - △ effort
 - △ extenuating circumstances
- △ Age and/or number of previous retentions
- △ Standardized Testing History
- △ Areas of weaknesses identified through a 1508 evaluation and/or IEP

*Participation contracts signed by student and parent are reviewed to track student progress and will be attached to each student IGP.

The Graduation Coach mentors students regarding grades, attendance, behavior,at least once each quarter.

Seminars are held monthly for 30 minutes through Career Readiness Class.

*Student progress is tracked through a review of progress report grades, report card grades, benchmark test results, and/or summer school data.

Annually, students track their progress with an IGP and update as needed. Parental participation is encouraged, and parental consent is requested for IGP updates.

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.

*A student in the secondary grades (9 – 12) is placed on a grade level based on the number of Carnegie units earned. To meet graduation requirements, a student repeats only required subjects failed. To earn credit in a subject, a student must be enrolled and be in attendance in a course for at least 83.5 days during the semester.

In order to receive (1) full Carnegie Credit, the student must earn (4) quality points with (2) quality points being in the second semester.

Semester and final grade averages will be rounded for averages of a 0.6 or higher.
Example 1: Student earns a D and an F for an average of 0.5. The semester average would be an F because 0.5 is less than 0.6.

Example 2: Student earns a C and a D for an average of 1.5. The semester average would be a C because 1.5 is higher than 0.6.

6 units including English I / Math = Grade 10

12 units including English I, II / a Math = Grade 11

16/17 units (providing the 7 remaining units being taken would permit graduation as defined by SDOE. = Grade 12

Classification is based on the total number of units earned.

A senior (12th grade) student who has accumulated 20 or more units shall be required to take at least four (4) subjects/units per semester, none of which shall be subjects/units the student has previously taken and passed. The four (4) required subjects/units may include college courses that have been approved by the State Department of Education and/or the Louisiana Board of Regents. Under the 4 x 4 block system, a senior must be enrolled in a minimum of two subjects/units per semester to be eligible to compete. A senior attempting four units in the first semester must pass all four units to be eligible in the second semester. Likewise, a senior attempting five units in the first semester must pass all five units, and a senior taking six or more units in the first semester must pass six units for second semester eligibility.

Fifth year seniors (or more) will follow the schedule that will complete their requirements for graduation.

*Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester. (i.e. attained both academic success at 60% or higher and a minimum rate of 94% attendance during the semester).

For ½ credit earned, the final grade shall reflect a letter grade averaged of 2 marking periods AND a final exam

*Students may earn credit for courses taken through the district's virtual program, and /or the state approved Keyboard Proficiency Exam provided that the student scores 70% or above on the proficiency assessment and/or the final exam of the course, where applicable.

Grade 9 – 12

1. The local school board shall follow the policies and procedures established in Bulletin 741, Handbook for School Administrators, and other local requirements for student acceleration:
2. Movement into and out of advanced courses is limited to the first semester and midterm only.
3. Honors courses require:
 - (a) Proficient on the state mandated assessments (in the appropriate subject area)
 - (b) each recommendation
 - (c) GPA of 3.0 or better in the course content from the previous year.
4. Advanced Placement courses require:
 - (a) GPA of 3.0 or better in the course content from the previous year
 - (b) each recommendation
5. Dual Enrollment courses require:
 - (a) GPA of 3.0 or better in the course content from the previous year
 - (b) each recommendation
 - (c) ACT score equivalent to Board of Regents enrollment criteria
6. CLEP courses require:
 - (a) GPA of 3.0 or better in the course content from previous year
 - (b) each recommendation
 - (c) 60% or above on the district CLEP practice exam to qualify for testing

*A state high school diploma will be awarded in less than 4 years to a student who meets the state minimum high school graduation requirements.

VI. Support for students

School year support

- △ The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- △ The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- △ Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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

- △ Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin

142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

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

VII. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- △ The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- △ Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

*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 Bulletin 1508 for such evaluation. They must also be screened and have mastered pre-k skills with the Early Growth Indicators.

*Schools will initially identify language minority students by reviewing registration information, school records, and input from the parents. Every family entering the Iberville Parish School district must complete a Home Language Survey. All LEP students in Iberville Parish will be identified, assessed, placed, and served in the most appropriate educational setting possible to meet individual needs, according to Bulletin 1851, [Louisiana School Administrators Handbook: Language Minority Student with Limited English Proficiency.](#)

*All language minority students who are suspected of being limited English proficient will be screened using an appropriate assessment instrument. If results indicate that the student is limited in English proficiency, then he/she will be tracked as LEP students and administered the ELPT test.

*Grades and performance of students who were initially labeled as LEP students will be monitored to determine if assistance is needed. Students will be monitored by the School Building Level Committee

***Gifted students:** In order to participate in Gifted Program classes, a student must first be classified as gifted. Students are referred by teachers or parents to the Student Assistance Teams at their schools for screening; the SAT then refers students who have passed screening to the Pupil Appraisal Services for evaluation. Additionally, gifted students are given the opportunity to relate cognitively and effectively with their intellectual peers.

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.

*The Iberville Parish School Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a pupil in this parish and one that cannot be imposed without due process, since expulsion deprives a pupil of the right to an education.

Pupils suspended or expelled/excluded from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process at an alternative school site. An alternative setting may be located on or off the school site. The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma. Any expelled pupils attending the alternative education program and exhibiting disorderly conduct shall be dismissed from that program and shall not be permitted to return to any school program until the period of expulsion has ended.

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

*Students must be 18 years of age or older to enroll in an Adult Education program. However, the parent, tutor, or other person responsible for the school attendance of a child who is under the age of eighteen (18) and who is enrolled in school beyond his/her sixteenth (16th) birthday may request a waiver from the Superintendent for the child to exit school to enroll and attend an adult education program approved by the Louisiana Community and Technical College System (LCTCS).

In the case of a child with no parent, tutor, or other person responsible for his/her school attendance, the Superintendent may act on behalf of the student in making such a request if one or more of the following hardships exist and if the following appropriate documentation is on file at the Iberville Parish School Board office:

1. pregnant or actively parenting;
2. incarcerated or adjudicated;

3. institutionalized or living in a residential facility;
4. chronic physical or mental illness;
5. family and/or economic hardship.

Family and/or economic hardship is defined as a student who acts as a caregiver or who must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.

The Superintendent or his/her designee may approve the request without requesting action from BESE. If the request to exit school to enroll in a LCTCS-approved Adult Education program is denied by the Superintendent, a student may request the waiver from the Louisiana Department of Education for approval by BESE with documentation of reason for denial at the local level.

*Courses taken in the alternate education programs will use the state approved virtual curriculum.

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

The procedures to be followed in resolving a complaint by parents or guardians, teachers, principals and students, regarding the placement of a student shall be accomplished in accordance with the following:

The person or persons making the complaint or request for change, and if such is refused, shall first discuss the matter with the principal, who is obligated to resolve the dispute informally, if at all possible.

If, as a result of the informal discussion, the matter is not resolved, the complainant may initiate the complaint in writing to the Chief Academic Officer. The complaint will be reviewed by the principal, SAT and CAO.

A decision will be made by this review committee based on what is best for the individual child and made known to the complainant within ten (10) days.

All review requests should be accompanied by some documented evidence to show why review is needed.

- Students with disabilities
In addition to the above, due process for student with disabilities, will be in accordance with IDEA Part B, Lea Application. They must be consistent with those described in IDEA.
- Section 504 students
Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the rehabilitation of Act of 1973.

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.

*No student may be retained in K-8th for more than 2 years.

*A student in grades K-4 may be retained only one time based on academic performance.

A student in grades 5-8 may be retained only one time based on academic performance.

Students who fail to meet the promotion criteria shall be retained. A student may be retained not more than twice for failure to meet academic requirements in Grades K-8. If the student does not meet promotional standards the student may be placed in an individualized remediation program. The SAT members should also consider the emotional and social implications of retention, and determine the necessary support and instruction that will enable the child to improve.

*Students having difficulties are referred to the Student Assistance Team (SAT). The SAT determines appropriate interventions to target the areas of weaknesses. The interventions and strategies may include, but are not limited to increased reading interventions, small group instruction, tutoring, after-school programs, extended lab time, or other research-based strategies. Teachers are expected to provide Tier 1 and Tier 2 level intervention during instructional time. Schools are expected to allocate time for Tier 3 interventions during the school day.

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

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

For grades 1-12, there shall be a minimum of nine grades for averaging. At least six of the grades shall be from tests.

**K-6* grade students will earn an S or U in Health/Physical Education, Art, Music, Handwriting and Foreign Language, if applicable. Pre-K and K students will receive proficiency levels based on mastery of standards on their progress reports.*

**Where applicable 6th grade students will earn letter grades in the Arts, Physical Education and Foreign Language.*

Students in first (1st) grade will earn an S or U in Science and Social Studies.

**The grading scale and quality points awarded for high level course work: Gifted, Honors, Dual Enrollment, Advance Placement (AP) and International Baccalaureate (IB) courses will be as follows:*

Higher Level Courses (Honors, Advanced Placement, Dual Enrollment, International Baccalaureate)		Honors	AP, Dual Enrollment, IB
Letter Grade	Percentage Range	Quality Points	Quality Points
A	90 - 100	4	5
B	80 - 89	3	4
C	70 - 79	2	3
D	60 - 69	1	1
F	0 - 59	0	0

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

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the students final grade for the course.
 - b. The percentage shall be between 20% inclusive, and shall be determined by the LEA.
 - c. The grades assigned for the EOC test achievement levels shall be as follows

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

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)
 - e.
 1. Beginning with the 2014 senior class, students' final ranking will be based on the Latin titles indicating high academic achievement, in place of the traditional Valedictorian and Salutatorian awards.
2. The following Latin Honor ranking will be used to recognize top academic honors:

Latin Honor	Grade Point Average
Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699
Honors	3.000- 3.499

*The final grade for one-half (1/2) credit courses shall reflect a letter grade average of two marking periods AND a final exam.

The final grade for full credit courses shall reflect a letter grade average of four marking periods and a final exam or EOC grade.

For courses with a mandated End of Course test, the final grade shall reflect 20% of a student's letter grade in each grading period and 20% for the EOC letter grade.

For students qualifying for ACT 833 the weight of the EOC on the final average is determined by the IEP committee.

In order to receive (1) full Carnegie Credit, the student must earn (4) quality points with (2) quality points being in the second semester.

Semester and final grade averages will be rounded for averages of a 0.6 or higher.

Example 1: Student earns a D and an F for an average of 0.5. The semester average would be an F because 0.5 is less than 0.6.

Example 2: Student earns a C and a D for an average of 1.5. The semester average would be a C because 1.5 is higher than 0.6.

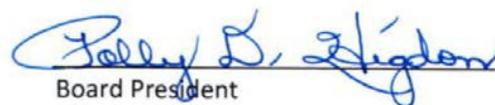
XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Iberville Parish School Board 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: December 11, 2017



Superintendent



Board President