

2020-2021 Pupil Progression Plan

**Local Education Agency:
Iberia Parish School District**

Includes 2021-2022 Addendum

Background and Purpose

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

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

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

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

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

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Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

Students who do not meet the kindergarten attendance criteria must achieve at least 80% accuracy in the areas of ELA and Math on district-created Academic Readiness Screener in order to be enrolled in first grade.

Students who meet the kindergarten attendance criteria must achieve the promotion requirements to enter first grade as outlined in Section III of the Pupil Progression Plan.

Students transferring into first grade from out of state must achieve at least 80% accuracy in the areas of ELA and Math on district-created Academic Readiness Screener in order to be enrolled in first grade.

SBLC decisions will be used in placement of students having extenuating circumstances.

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.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

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

1) Approved schools within the state (public/nonpublic)

- i) Students who transfer from one school to another within the parish will be placed at their functional level as their records indicate. Placement will be determined according to grades received from the school previously attended.
- ii) Students who transfer from outside the parish (public or nonpublic) will be placed in a grade appropriate to their age in consultation with a parent or guardian. The student will remain there until his records have been received from the school he previously attended. When records are received, students will be placed at their functional level as the records indicate. Testing and grade level readjustment, if necessary, will occur when records cannot be obtained.
- iii) Secondary students will be placed according to a properly certified transcript for high school students and according to the school's schedule. Students will be placed in a plan of continuity for their appropriate graduation pathway based on available course offerings. If transfer students come into the system during the

year and cannot schedule the same subject previously carried, they will be placed in a related area with credit being continued.

2) Approved out-of-state schools (public/nonpublic)

- i) Students who transfer from an out-of-state school (public/nonpublic) to another within the parish will be placed at their functional level as their records indicate. Placement will be determined according to grades received from the school previously attended.
 - ii) Students who transfer from outside the state (public or nonpublic) will be placed in a grade appropriate to their age or according to recommendation of one parent or guardian. The student will remain there until his records have been received from the school he previously attended. Testing and grade level readjustment, if necessary, will occur when records cannot be obtained.
 - iii) Secondary students will be placed according to a properly certified transcript for high school students and according to the school's schedule. Students will be placed in a plan of continuity for their appropriate graduation pathway based on available course offerings. If transfer students come into the system during the year and cannot schedule the same subject previously carried, they will be placed in a related area with credit being continued.
- (a) Students entering 5th or 9th grade (All students without a LEAP score whether public, nonpublic, or home study)

(Applicable as per Bulletin 1566 Chapter 7 – Promotion and Support Policy)

A student who is transferring from an in-state nonpublic school or an approved home study program or a Louisiana resident* who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade mandated state placement assessments in English Language Arts **and** Mathematics. Fourth and eighth grade students must meet the promotion and support guidelines in Section IV and V of the Pupil Progression Plan to be considered for placement in 5th or 9th grade.

*A Louisiana resident transferring from any out-of-state school is defined as a student who lives in Louisiana but attends school in an adjacent state.

The following guidelines shall apply.

- 1) Students must take the mandated Spring state assessments or the state-approved Placement Assessments prior to enrollment. It is the responsibility of the parent to contact the District Test Coordinator to register for the test.
- 2) The nonpublic school and parent (or home schooling parent) is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standard testing accommodations.
- 3) Students with disabilities who have a current 1508 evaluation will participate in mandated state testing. Promotion decisions for these students will adhere to those policies as outlined in the High Stakes Testing Policy and ACT 833 as applicable.
- 4) School systems may charge a fee for the testing of nonpublic and approved home study program students. This testing fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
- 5) The Promotion and Support Policy (Bulletin 1566 Chapter 7) and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

3) Home Study and Unapproved schools (public/nonpublic)

- i) Unapproved schools (Public/nonpublic)
 - (a) At the elementary level (grades 1-8), the local educational agency (LEA) receiving a student from an unapproved school shall have the option to test the student for appropriate grade level placement.
 - (b) At the secondary level (grades 9-12), the principal shall use his/her discretion concerning the placement of a student from an unapproved, in-or out-of-state school. Additionally, the principal and/or superintendent may require the student to take an examination in the absence of sufficient data to justify the awarding of Carnegie unit credit.
- ii) Home Study
 - (a) Home study students seeking admission or readmission to the public school system in Grades 1-8 must present evidence of state-approved grade levels. Students will then be screened with grade-specific standards-aligned tests to determine mastery of the grade level.

iii) High School Transfers

- (a) The local educational agency (LEA) receiving a student from an unapproved school, in-or out-of-state, shall carefully investigate the composition of the unapproved school and its instructional program. The principal and/or superintendent may require the student to take an entrance examination in the absence of sufficient data to justify the awarding of Carnegie unit credit. The school issuing the high school diploma shall account for all credits required to graduate and its records shall show when and where this credit was earned.

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: Grades K-8

1) Grades K-8 – Promotion

Requirements from Bulletin 741, Handbook for School Administrators, with additional state-approved requirements of the Iberia Parish School Board are as follows:

- i) In order to receive grades, students are expected to attend school a minimum of one hundred sixty-seven (167) days per year with the exception of excused absences as defined in Bulletin 741 § 1103 and unexcused absences in Bulletin 741§1105.
- ii) Required Courses of Study - Iberia Parish Schools offer all required courses of study appropriate to the grade level and adhere as specified in Bulletin 741 - Louisiana Handbook for School Administrators.

iii) A nine-week grading period is implemented for Grades K-8. Progress reports will be issued at a designated point within the grading period.

(a) Grades 1-8 – To pass a subject, a pupil must achieve a minimum average of one (1) quality point for the year, with this further requirement: a one quality point minimum average must be achieved for the last semester of the term.

(b) Quality points / Grades for Nine Week Format (Grades 1-8)

14-16 A 10-13 = B 6-9 = C 4-5 = D 0-3 = F

(c) Uniform Grading System when letter grades are used:

State Uniform Scale	Honors / Gifted
100 – 93 = A	100 – 90 = A
92 – 85 = B	89 – 83 = B
84 – 75 = C	82 – 75 = C
74 – 67 = D	74 – 70 = D
66 – 0 = F	69 - 0 = F

Note: Numerical averages, including grading period averages, which have a decimal of .5 or higher must be rounded off to the next higher whole number(e.g., 92.5 = 93 / A).

(d) Students with disabilities who participate in state mandated alternate assessments, Level 1 (LAA1) shall have promotion decisions determined by the School Building Level Committee.

(e) If the administrator has a question about placement or if a student is considered for retention in the same grade for two or more years, a Review of Placement meeting must be held. Documentation of the meeting will be made on the Review of Placement Form.

2) Kindergarten – Promotion

i) Students must have successfully completed at least a year of public or private kindergarten.

A student will be promoted if he/she obtains a minimum of 4 out of 6 points on the following matrix:

Kindergarten Grade Level Expectations for Promotion:	
*Language Arts (80% mastery)	2
*Mathematics (80% mastery)	2
Teacher/Principal Recommendation	<u>2</u>
Total	6

NOTE: A copy of the state standards for Promotion (back and front) should be placed in each child's cumulative folder.

*Students must demonstrate mastery of 80% of the objectives on each area of the Kindergarten State Standards for Promotion to receive the required points:

Language Arts – 80% mastery - 2 points
Mathematics – 80% mastery - 2 points

When testing students with disabilities, significant accommodations will be made as specified in the student's Individualized Education Program (IEP).

- ii) Written progress reports/report cards/ will be submitted to parents to report student progress at the end of each nine weeks period. They will also be submitted to parents at the parent/teacher conferences at the end of the second reporting periods.
- iii) For students with a disability included in kindergarten as a non-graded student, a written Progress Report and a modified kindergarten checklist will be submitted to parents to report student progress at the end of each nine weeks period.
- iv) If the IEP committee considers promotion, the student with a disability included in kindergarten as a non-graded student will be evaluated in accordance with the same criteria as students entering first grade from kindergarten and the local Pupil Progression Plan.
- v) Students shall not be retained between grades K- 6 for more than two (2) school years.

3) Grades 1-3 -- Promotion

Note: Grades 1-8 – To pass a subject, a pupil must achieve a minimum average of one (1) quality point for the year, with this further requirement: a one quality point minimum average must be achieved for the last semester of the term.

- i) Students entering first grade must have reached the age of six (6) on or before September 30 of the calendar year in which the school year begins.

- ii) Students must demonstrate mastery of the state standards for English Language Arts (ELA) and mathematics as evidenced by recorded course scores. Letter grades will be given for those courses listed.
- iii) A student in **grades one and two** may be promoted after consultation between the teacher(s) and principal. The student will be promoted if he/she obtains a minimum of 4 out of 6 points on the following matrix:

<u>English Language Arts</u>	
*Course Grade in English Language Arts	2
<u>Mathematics</u>	
Course Grade in Math	2
<u>Teacher/Principal Recommendation</u>	
Total	<u>6</u>

*The ELA grade will reflect student proficiency in reading, writing, and language standards.

A student should receive at least a “D” average for the year-long course work based on the parish grading scale.

- iv) A student in **grade three** may be promoted after consultation between the teacher(s) and the principal. The student will be promoted if he/she obtains a minimum of 5 out of 8 points on the following matrix:

<u>English Language Arts</u>	
*Course Grade in English Language Arts	2
<u>Mathematics</u>	
Course Grade in Math	2
<u>Other Major Subjects</u>	
Course Grade in Science	1
Course Grade in Social Studies	1
<u>Teacher/Principal Recommendation</u>	
Total	<u>8</u>

*The ELA grade will reflect student proficiency in reading, writing, and language standards.

A student should receive at least a "D" average for the year-long course work based on the parish grading scale.

- v) Students in grades 2 and 3 may attend a district-approved summer school program for the purpose of:
 - a) Remediation
 - b) Strengthening existing skills
 - c) Promotion

- vi) Students shall not be retained between grades K – 6 for more than two (2) school years.

Note: Promotional policy cannot supersede attendance requirements (167 days minimum) stated in Bulletin 741, Handbook for School Administrators (Chapter 11, §1103, E.) or policies stated in the Iberia Parish Pupil Progression Plan.

4) **Grades 4, 5, and 6 -- Promotion**

Note: Grades 1-8 – To pass a subject, a pupil must achieve a minimum average of one (1) quality point for the year, with this further requirement: a one quality point minimum average must be achieved for the last semester of the term.

- i) To be promoted, a student must obtain 5 of 8 points on the following matrix:

<u>English Language Arts</u>	
*Course Grade in English Language Arts	2
<u>Mathematics</u>	
Course Grade in Math	2
<u>Other Major Subjects</u>	
Course Grade in Science	1
Course Grade in Social Studies	1
<u>Teacher/Principal Recommendation</u>	<u>2</u>
Total	8

*The ELA grade will reflect student proficiency in reading, writing, and language standards.

Grade 4 – Additionally, students are expected to meet the acceptable level of performance on the state assessment as outlined in Section IV of the Pupil Progression Plan. Further, according to Bulletin 1566 §701 (Revised June 2018), students who do not meet the acceptable performance criteria may be retained or promoted, but in either case must comply with an Individual Academic Improvement Plan.

To receive credit for promotion in any subject area, a student shall master the specific standards of the course to a degree determined by the teachers(s) concerned in conjunction with the principal or his designee, using the

following data:

- State-mandated curriculum evaluation
 - Progress tests and criterion-referenced tests (based only on course standards)
 - Student performance on course-related special assignments
 - Teacher evaluation of the student's progress, with input from supportive or supervisory personnel as needed
- ii) Students who have been retained at the 4th, 5th, and 6th grade levels due to poor classroom performance could meet promotional requirements by attending and successfully completing a district-approved summer school program. Prior permission must be granted in writing by the principal of the school. Their assignment for the following semester may then be adjusted based on student performance and recommendations of the summer school principal and teacher.
- iii) Students may attend the district-approved summer school program for the purpose of:
- a) Remediation
 - b) Strengthening existing skills
 - c) Promotion
- iv) Promotional decisions made by a school's building level committee which involve the transferring of a student to another school must provide an opportunity for representation and input from the proposed receiving school.
- v) Students shall not be retained between grades K – 6 for more than two (2) school years.

Notes:

- Promotional policy cannot supersede attendance requirements (167 days minimum) stated in Bulletin 741, Handbook for School Administrators (Chapter 11, §1103, E. p. 23) or policies stated in the Iberia Parish Pupil Progression Plan.

5) Grades 7 and 8 - Promotion

Note: Grades 1-8 – To pass a subject, a pupil must achieve a minimum average of one (1) quality point for the year, with this further requirement: a one quality point minimum average must be achieved for the last semester of the term.

- i) A student must accumulate a minimum of eight (8) course points of the ten (10) possible course points on the matrix listed below. Points are awarded for passing the subject listed. The points earned in each course are as follows:

English Language Arts	2
Mathematics	2
Science	2
Social Studies	2
Non-Core course	1
Physical Education	1
Total	10

If a student does not meet the eight (8) point requirement, he or she will repeat all of the course work for that grade.

Grade 8 – Additionally, students are required to achieve the promotional standard for English Language Arts and Math (as outlined in Section V of this plan) in order to be promoted to the ninth grade. According to Bulletin 1566 §703 (revised June 2018), students who do not meet the promotional standard after taking the eighth grade assessments may be placed on a high school campus in transitional ninth grade providing they meet all other promotional requirements.

- ii) To receive credit for promotion in any subject area, a student shall master the specific standards of the course to a degree determined by the teacher(s) concerned in consultation with the principal or his designee, using the following data:
- State-mandated curriculum evaluation
 - Progress tests and criterion-referenced tests (based only on course standards)
 - Student performance on course-related special assignments
 - Teacher evaluation of the student's progress, with input from supportive or supervisory personnel as needed.
- iii) Elective offerings shall be scheduled by those students performing on or above grade level in courses cited as required courses. During the time period reserved for electives, students performing otherwise should schedule additional sessions offering intervention in those areas in which they are not performing on grade level.
- iv) Students who have been retained at the 7th and 8th grade levels due to poor classroom performance could meet promotional requirements by attending and successfully completing prescribed course(s) at the accredited district summer

school (when available). Prior permission must be granted in writing by the principal of the school. The student's grade level assignment for the following semester may then be adjusted based on the judgment of the summer school principal and the teacher.

- v) Students who so desire may attend the summer program for the purpose of:
 - a) Remediation
 - b) Strengthening existing skills
 - c) Promotion

- vi) Promotion decisions made by a school's building level committee which involve the transferring of a student to another school must provide an opportunity for representation and input from the proposed receiving school.

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.

1. The Iberia Parish School District adheres to the Bulletin 1566 §701 which defines the acceptable level of performance as scoring Basic in at least two of the core academic subjects, including English language arts, mathematics, science, and social studies.
 - i) Iberia Parish School System shall provide Individual Academic Improvement Plans for students who have scored below the basic achievement level in at least two core academic subjects on the fourth grade state-administered assessments. The plans shall meet the guidelines specified in Bulletin 1566 §701.
- 2) Additional considerations for the promotion of students at the end of 4th grade include:
 - i) Fourth grade students must fulfill the coursework requirements outlined in Section III of the Pupil Progression Plan – Promotion of Students in Grades K-8. Students failing to meet the coursework requirements must attend and successfully complete the district summer school program (offered upon availability) in order to be considered for promotion.
 - ii) Additionally, fourth Grade students are expected to meet the acceptable level of performance in at least two subjects on the on the state-administered LEAP 2025 assessment as outlined in Bulletin 1566 § 701 Students failing to meet the acceptable level of performance may be promoted or retained, but must be provided an Individual Academic Improvement Plan (IAIP) as outlined in Section IV of the Pupil Progression Plan. As per ACT 394, Summer Remediation is no longer required and can no longer be used as an intervention on the IAIP. The IAIP will address individual student needs and develop a plan for intervention and remediation.
- 3) After the implementation of an Individual Academic Improvement Plan, retention in fourth grade may be deemed appropriate based on the following factors, including but not limited to:

- a. Failure to meet coursework requirements or attend the Summer School program if necessary
- b. Parent recommendation / agreement
- c. Student maturity
- d. Below-basic performance on two or more state assessments
- e. Student work results throughout the school year
- f. Teacher recommendation

A parent meeting will be held to ensure parents understand rights relative to retention and sign the LDE permission to retain document (Individual Academic Assistance Plan Meeting).

Promotion and support of students in Grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

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

- 1) Eighth grade students must fulfill the coursework requirements outlined in Section III of the Pupil Progression Plan – Promotion of Students in Grades K-8. Those students not meeting the coursework requirements in this section must attend the accredited, district summer school (offered upon availability) in order to be considered for promotion.
- 2) Additionally, eighth grade students must meet the LEAP 2025 promotional standard in ELA and Math as outlined in Bulletin 1566 §703 (Revised June 2018) in order to be promoted to ninth grade. Students who do not meet the promotional standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. As per Act 394, Summer Remediation is no longer required

and can no longer be used as an intervention. Intervention and remediation will be addressed on the high school campus if the student is promoted as a transition 9th grade student and on the middle school campus if the student is retained.

High School Considerations

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

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

Early Graduation

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

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

Credit Recovery

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

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

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

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

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

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

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

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

NCAA Policy

Nontraditional Courses

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

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

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

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.

- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

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

Credit recovery programs

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

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

Distance and E-Learning Environments

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

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

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

1) The secondary program of the Iberia Parish Public School System is operating on a 7-Period Schedule, which enables a student to earn a total of 7 Carnegie units per year.

i) Grade progression (classification designation) is as follows:

Tenth grade	6 credits
Eleventh grade	12 credits
Twelfth grade	18 credits
Graduation	23 credits *
	24 credits **

* Students entering freshman year in 2014-2015 and beyond enrolled in JumpStart TOPS Tech Diploma pathway. In addition to the 23 credits, Bulletin 741 § 2319 also outlines the following requirements for earning a JumpStart TOPS Tech Diploma: "The 23 units required for the career diploma shall include academic credits and a sequence of seven credits in career and technical education for incoming freshmen prior to 2014-2015 or participation in approved training programs that lead to an approved industry-based credential for incoming freshmen in 2014-15 and beyond."

** Students entering freshman year in 2014-2015 and beyond enrolled in the TOPS University Diploma pathway

ii) In order to receive grades, students are expected to attend school a minimum of 83.5 days per semester or 167 days per year with the exception of excused absences as defined in Bulletin 741 § 1103 and unexcused absences in Bulletin 741§1105.

2) A student's grades may be averaged for individual subjects only.

Grades 9-12

The letter grade A is represented by a numerical average between 3.5 and 4.0 inclusive.
The letter grade B is represented by a numerical average between 2.5 and 3.4 inclusive.
The letter grade C is represented by a numerical average between 1.5 and 2.4 inclusive.
The letter grade D is represented by a numerical average between 1.0 and 1.4 inclusive.
The letter grade E is assigned when the numerical average falls below 1.0.

3) High School Grading Scales

State Uniform Scale	Honors / Gifted / Dual Enrollment	AP	Credit Recovery
100 – 93 = A	100 – 90 = A	100 – 90 = A	100 – 93 = A
92 – 85 = B	89 – 83 = B	89 – 80 = B	92 – 85 = B
84 – 75 = C	82 – 75 = C	79 – 70 = C	84 – 75 = C
74 – 67 = D	74 – 70 = D	69 – 60 = D	74 – 67 = D
66 – 0 = F	69 - 0 = F	59 – 0 = F	66 – 0 = F

Note: Numerical averages, including grading period averages, which have a decimal of .5 or higher must be rounded off to the next higher whole number (e.g., 92.5 = 93 / A).

4) Grades 9-12 – To pass a subject, a pupil must achieve a 1.0 GPA or higher for that course.

- i) Requirements for 1 Carnegie unit courses.
 - (a) Non-LEAP 2025 Courses
 - (i) Students must acquire a minimum of four (4) quality points in the four grading periods to earn credit.
 - (ii) Additionally, students must acquire a minimum of two (2) quality points during the last two grading periods of a course including earning a minimum of one (1) quality point during the fourth grading period.
 - (iii) Students earning four quality points or more, but failing to earn a quality point in the fourth grading period must achieve their prescribed individual growth target on the designated standards-based post assessment (per course) to receive the Carnegie unit for the course if an SLT exists for that student. If an SLT was not written for that student in that course, then the student must earn a minimum of a 67% on the designated standards-based post assessment (per course) to receive the Carnegie unit for the course.
 - (iv) The designated standards-based post assessment (per course) will account for 20% of the fourth grading period's final grade.
 - (v) Half ($\frac{1}{2}$) Carnegie unit course-assigning credit.
Students must acquire two (2) or more quality points to earn credit.

- (vi) Mid-term and Final Examinations
The administration and reporting of mid-term and final examinations separately on a student's report card is not practiced.

(b) LEAP 2025 Courses

- (i) Students must acquire a minimum of five (5) quality points in the four grading periods to earn credit.
- ~~Students who are eligible and who have had ACT 833 applied to the LEAP course only need four (4) quality points in the four grading periods to earn credit.~~
- (ii) Additionally, students must acquire a minimum of two (2) quality points during the last two grading periods of a course including earning a minimum of at least one (1) quality point during the fourth grading period.
- (iii) Students earning four quality points or more, but failing to earn a quality point in the fourth grading period must earn Approaching Basic or above on the respective assessment to receive the Carnegie unit for the course.
- (iv) The assessment (LDOE translated letter grade) shall count 20% of the student's final average for the course.
- For students who are eligible and who have had ACT 833 applied to the LEAP course, the assessment shall count for 5% of the student's final average for the course.
- (v) A final GPA of 1.0 must be earned inclusive of the grades from each of the four grading periods and the assessment.
- (vi) If a student passes the assessment and fails the course, the LDOE does not require the student to retake the assessment when repeating the course.
- (vii) If a student passes the LEAP course with 4 quality points but fails the LEAP assessment and does not earn the fifth quality point needed to earn credit in the course, the student must enroll in Credit Recovery prior to retaking the LEAP exam in order to earn the fifth quality point. If the exam is required as part of the student's graduation requirement, they will also participate in the LEAP re-test.

- ii) 1 Carnegie unit course-assigning credit. If a 1 Carnegie unit required course is not passed with the 1.0 GPA for the entire unit, the full 1 Carnegie unit may be repeated or the failed grading period work may be recovered virtually (See Credit Recovery below).

If a 1 Carnegie unit elective course is not passed with the minimum quality points required for the entire unit, but the student did successfully complete a ½ unit of that course, it will be left to the School Building Level Committee (SBLC) to decide if that student should be given that ½ Carnegie unit of credit if it is critical to a senior for graduation. Any deviation from this policy would require the approval of the Assistant Superintendent of Instruction upon the request of the principal. This policy regarding the awarding of one-half (½) Carnegie unit of credit for all vocational course offerings is in compliance with guidelines established in Bulletin 741.

A student may exit or enter a 1 Carnegie unit course during the school year only for the following reasons:

- (1) A student with an IEP change.
- (2) A student whose physical disability mandates a change in schedule.
- (3) A transfer student from another system who had previously acquired ½ unit of a 1 Carnegie unit course.
- (4) A student whose extenuating circumstances warrant such a change. The validity of such extenuating circumstances shall be determined by the school principal after a consultation with the student, the student's parents, and guidance personnel has occurred.

iii) Credit Recovery

Credit Recovery is an instructional program for high school students who have failed courses taken previously.

- Courses offered in credit recovery are aligned with state's content standards and grade-level expectations.
- Students will work on academic deficiencies using a state-approved computer software program with offline activities under the supervision of a certified teacher.

When the student completes the computer-based course work with a 67% proficiency rate, he/she may request a "credit examination" for that specific course. If the student passes the "credit examination," he/she will be awarded a Carnegie unit in that course with the grade aligned with the state uniformed grading scale.

4) All students enrolled as incoming freshmen (students entering ninth grade in 2014-2015 and beyond) are required to adhere to all graduation requirements as outlined in Bulletin 741-§2317, §2318, and §2319 and detailed in the Louisiana Department of Education – [Louisiana High School Student Planning Guidebook](#).

5) Additional considerations for students identified as having a disability under the Individuals with Disabilities Education Act (IDEA)

i) **Act 833 – Standard High School Diploma**

a. Act 833 provides an alternative pathway for eligible students with disabilities to be promoted and to graduate with a standard diploma. Students eligible under Act 833 are required to meet all graduation requirements necessary to receive a standard diploma according to the following:

- i. Earn all Carnegie units for the diploma pathway the student is pursuing.
- ii. Demonstrate proficiency in each of the three areas traditionally assessed with LEAP.

Note: If the student is unable to meet the assessment requirements through traditional means (i.e. a minimum of an Approaching Basic score on the LEAP), the student is able to meet this requirement through an alternate means as determined by the IEP Committee.

ii) **LEAP Connect – Standard High School Diploma**

a. The Alternate Pathway for a high school diploma is designed for students eligible for the LEAP Connect and not receiving a Certificate of Achievement. One of the following requirements must be met:

- i. The student participates in integrated employment and/or inclusive work environments. The student's abilities, local employment opportunities, and sufficient self-help skills will enable the student to maintain employment without direct and continuous educational support from the school district.
- ii. The student has demonstrated mastery of specific employability and self-help skills that indicate that he/she does not require direct and continuous educational support from the school district.
- iii. The student has access to services that are not within the responsibility of public education or employment or education options for which the student has been prepared by the academic program.

- iv. The student must complete 23 credits to earn a LEAP Connect Standard High School Diploma.

iii) LEAP Connect - Certificate of Achievement

- a. An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below:
 - i. The student has participated in LEAP Connect.
 - ii. The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
 - iii. The student has met attendance requirements.
 - iv. The student has addressed the *Louisiana Connectors for Students with Significant Disabilities* as reflected on the student's IEP.

Note: The receipt of a certificate of achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22 prior to the beginning of the school year.

Support for students

School year support

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

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

- The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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

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

Promotion and placement of certain student populations

Students with disabilities

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

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

English learners

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

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

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

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

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

- 1) The Iberia Parish School System enacts the Response to Intervention (RTI) process that provides students with high-quality research based instruction and intervention that are matched to the student's specific needs. Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to achieve grade-level success. Daily instruction is delivered to maximize instruction and intervention benefits.**

Specifically, the process enables early student identification and intervention through the development of a district RTI plan which incorporates:

- High quality research-based instruction in General Education
- Universal screening
- Benchmarks, outcome assessments, and progress monitoring
- Multi-tiered interventions
- Shared responsibility for all students

RTI administered by the Iberia Parish School System is in accordance to BESE policy § 2308.

- 2) If a student is at risk of not meeting grade level expectations (K-12), ongoing intervention efforts shall be implemented to address specific deficiencies. If a student is being considered for retention, a School Building Level Committee meeting must be held and documented on the Review of Placement Form (RPF). The intervention plan designed by the SBLC shall be indicated on the RPF. If there is any other question regarding the placement of students, refer to the Policies on Due Process (page 34-35).**

3) Placement of students identified as having a disability under the Individuals with Disabilities Education Act (IDEA)

The IEP Committee must ensure that the placement of students with disabilities as identified under the Individuals with Disabilities Education Act (IDEA) is in the least restrictive environment. Annually, IEP Committees must review the students' placement.

4) Placement of English Learners

i) Procedures for identifying Language Minority Students:

- A student will be identified as a language minority student if the Home Language Survey identifies that the student first learned a language other than English, comes from a home where the language usually spoken is not English, or usually speaks a language other than English.

ii) Procedures the LEA has established to determine if language minority students are Limited English Proficient:

- Any student who has completed a Home Language Survey and who indicates use of a home language other than English or who first learned a language other than English or who speaks another language most of the time, will be interviewed and possibly screened for English Language Proficiency. If a student needs to be screened, the English Language Proficiency Screener (ELPS) will be given. The ELPS results will determine if a child is non-English speaking, limited English speaking, or fluent English speaking. If a student scores Proficient on the ELPS, the student does not enter the district's Limited English Proficient (LEP) Program.

iii) Procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the needs of the English Learner (EL):

- An EL entering the school system with no records shall be placed in the grade appropriate to his chronological age as indicated by the 1-94 or the birth certificate or other available documents. All other students with records will follow our regular placement procedures. Review of placement of ELs will be considered when appropriate. Our district will provide services by a certified teacher to ELs who are at risk of meeting district or state standards. The EL teacher will assist students in mastery of the Louisiana Student Standards, assist them with acquiring mastery of the English language, and provide support for parents in helping their children at home. The resources available through the LDOE shall be followed in program planning and implementation.

- In grades 9-12, the level of English Proficiency determined by ELPT or the current ELPS must be considered when making decisions concerning the appropriate graduation pathway and the scheduling of courses for ELs.
- EL services can be declined by a parent in writing using their native language. The parent letter declining services should be placed in the student's cumulative folder. The refusal of services does not relinquish the student from LEP status, nor does it exempt the student from taking the ELPT.
- The rights of Limited English Proficient (LEP) students and parental rights shall be respected and accommodated as mandated by Federal laws: Fourteenth Amendment, Lau v Nichols, Title VI of the Civil Rights Act, Equal Education Act of 1974.

iv) Grading and Promotion Practices

- No English Learner shall be retained based solely on lack of English proficiency.
- Content, instruction and assessments should be developed according to the level of English Proficiency determined by ELPT or ELPS screener.
- When assigning grades to English Learners, the district Uniform Grading Policy for students enrolled in all grades K-12 will be used. This applies to modified and/or alternate assessments developed based on English proficiency.

v) Exit Criteria for English Learners

- To be considered English proficient and exit limited English proficient (LEP) status, an English Learner must receive a determination of "Proficient" on the ELPT.
- Students with Disabilities who are unable to meet the exit criteria after 4 years or more in LEP status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from LEP status (but will still be required to take statewide assessments). The SBLC will notify the teacher with IEP authority of the change.
- Parents and school administrators will receive notification when students are exited from the LEP program.

vi) Procedures for monitoring former English Learners for two years

District staff will monitor former ELs for two years by reviewing report cards and conferencing with school staff. The SBLC (School Building Level Committee) will review the academic progress of the student to determine if English proficiency is the cause for the failing grades. An SBLC form will be completed and submitted to the district to reclassify student to LEP status. Parental notification will be provided if student is reclassified as LEP.

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.

Alternatives to Regular Placement

- 1) Students suspended for more than ten (10) days or expelled from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process in an alternative educational placement.
 - i) The Alternative Center for Education (ACE) serves students who have demonstrated the inability to meet the behavioral expectations at their home-based school.
 - ii) The goal of the program is to retrain students in the area of social behavior to a point at which they may be returned to their home-based school. Additionally, they will follow a basic educational regiment in an effort to keep them current with their prescribed curriculum. However, some secondary students with a specific course of study may not be able to meet these requirements due to the limits of the offerings at the Alternative Center for Education campus. Students placed at the Alternative Center for Education campus who are not able to meet the attendance and behavioral expectations of the campus are subject to expulsion from the Iberia Parish School System without benefit of another disciplinary hearing.

- iii) The curriculum and standards are the same as those in the regular school setting. When high school certified teachers are not available for a face-to-face Carnegie unit option, instruction is provided virtually using a nationally recognized software vendor.
- 2) Students are evaluated for entry into the HISET Program based upon age, TABE scores, number of Carnegie units, discipline records, and attendance data.
- 3) The Iberia Virtual Program (IVP) will provide middle and high school students access to standards-based courses through an online format. Courses are able to be completed through a varied paced curriculum that is aligned to the ability and motivation of an individual student. Student engagement in the course curriculum is intended to be an on or off-campus opportunity with only designated assessments to be administered on a designated school campus. The program is facilitated and monitored by highly-qualified / certified instructors.
- i) Students desiring to participate in the IVP must complete the application process with the local middle and high school for which they are zoned to attend. Students will need continued access to computer / online resources.
 - ii) Enrollment options include:
 - (a) Complete Virtual-Grades 7-8
 - (i) Students may have the opportunity to complete all middle school courses online.
 - (ii) Students are required to carry a full course load as outlined by their educational pathway.
 - (iii) Students are required to report to their zoned school for all State testing.
 - (b) Virtual – Grades 9-12
 - (i) Full IVP students will have the opportunity to complete Carnegie unit coursework through a combination of traditional curriculum when a virtual option is not available. For the Jump Start TOPS Tech Diploma, some courses will still have to be taken by traditional method in order to complete a CTE pathway and to earn an industry-based certification required for graduation.
 - (ii) No virtual courses may be offered to on-track students for initial credit if the course is offered face-to-face and can be scheduled as part of the regular school day. Virtual courses for initial credit should be reserved for students who are behind their graduation or age cohort and who are attempting to earn the required credits to graduate on-time. Acceleration for students attempting to graduate with their age cohort should be reserved for students who enter high school two or more years behind their age cohort.

- (c) Students and parents must abide by policies established by Bulletin 741 and the Iberia Parish School Board as applicable to the Iberia Virtual program.
- (d) Placement in the Iberia Virtual Program (IVP) for students identified as having a disability under the Individuals with Disabilities Education Act (IDEA) shall be determined by the IEP committee.

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.

Parish policies on due process procedures for teachers, students, and parents as related to student placement are as follows:

1) Regular education students

- i) A student or parent must file his initial complaint with the teacher.
- ii) If the complaint cannot be resolved with a teacher/parent conference, the individual must file his complaint with the principal of the school.
- iii) If the complaint cannot be resolved with the principal/parent conference, the individual must file his complaint with the Superintendent/designee.*
- iv) If the complaint cannot be resolved with the Superintendent/ parent conference, the individual must then request a due process hearing (at no cost).** The Superintendent will advise the President of the School Board of the complaint for the purpose of requesting a hearing before a designated committee from the Board.
- v) If the individual is not pleased with the decision of the committee, he must request further action before the entire Iberia Parish School Board.
- vi) If the decision reached by the entire Board is not considered satisfactory by the person(s) filing the grievance, further action may be pursued through the judicial system.

NOTE: The complainant may choose to terminate his complaint at any state of the procedure.

* Teachers are afforded the same due process and may follow steps 3 through 6 of the above.

** The parent/teacher/student may have legal representation at any step in the Due Process Procedure. However, all costs must be borne by the plaintiff.

2) Students identified as having a disability under the Individuals with Disabilities Education Act (IDEA)

The due process procedures must be consistent with those described in the Individuals with Disabilities Education Act (IDEA).

3) Section 504 students

Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Additional LEA policies related to student placement, promotion, etc.

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

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

1) Acceleration

Accelerated promotion is designed for students with exceptionally high achievement potential who may benefit to the next higher grade level. The recommendation and approval for the grade acceleration of a student must follow the criteria set by the school district in accordance with Bulletin 741.

i) Grades K-8

(a) Accelerated promotion for a student below the ninth grade level shall be recommended by the teacher(s) concerned to the principal and to the academic supervisor for that grade level.

(b) Approval for acceleration shall be based on the following criteria:

1. Evidence of superior work at the present grade level (grades, writing assignments, projects, etc.).
2. Evidence of high achievement on state assessments
3. Evidence of superior intelligence, emotional and social adjustment on an evaluation by a team of qualified examiners.
4. Approval from the School Building Level Committee and academic supervisor for that grade level.

ii) Grades 9-12

- (a) Students may complete courses by entering an early college admissions program, and/or by accelerated promotion.
- (b) Criteria for high school credit for college courses
 - 1. Prior to graduation from high school, a student may be admitted to a post-secondary institution on a full-time or part-time basis provided that the student meets all of the admission requirements of the attending institution.
 - 2. A student may participate in post-secondary courses (dual enrollment) during the regular or summer sessions.
 - 3. If a student signs up for dual enrollment in a course, the final course grade will be placed on both the high school and post-secondary transcript.
 - 4. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.

iii) Additional Opportunities for Acceleration

According to Bulletin 741, middle school students may earn Carnegie credit in all courses except physical education provided they receive the minimum number of required minutes by a teacher certified to award Carnegie credit. Approval of any middle school courses for Carnegie credit must be obtained from the Iberia Parish Curriculum Department. Course availability will vary by individual schools.

(a) 8th Grade Students in Algebra I

- 1. To qualify for Algebra I, an eighth grader must satisfy the following requirements:*

 - a. Must have completed seventh grade math with a GPA of 3.25 or higher.
 - b. Must obtain seventh grade math teacher's recommendation.
 - c. Parent must consent to student's enrollment.
 - d. Must score a minimum of 65% or higher on the Grade 8 Mathematics Proficiency Test.
 - e. NOTE: Qualified students may earn one (1) Carnegie unit. Eighth grade students earning a Carnegie unit in Algebra I will be strongly

advised to complete a minimum of five (5) Carnegie units in Mathematics prior to graduation.

(b) French Immersion

1. The Iberia Parish Public School System coordinates a French Immersion program from kindergarten to eighth grade at designated school sites. Middle school students who have participated in the French Immersion Program are allowed to test to earn Carnegie units in French I and II using the nationally recognized CLEP or the state-approved credit examination administered.
2. Additionally, a model French program, contingent upon state funding, has been instituted at targeted Iberia Parish schools. It is an articulated program held for 30 minutes daily in one or more targeted grade levels for academically able students and is optional for all other students at that grade level. The number of students and grade levels is dependent upon funding provided by the state. Instructional time is taken from the Fine Art block.
3. *Note: The parish has requested a waiver of the requirement that the teaching of an articulated foreign language be fully implemented in Grades 4, 5, 6, 7 and 8.*

2) Gifted Students

- i) Students, identified as gifted according to the Pupil Appraisal Handbook (Bulletin 1508) criteria, are serviced in grades K-12. Procedures for placement in the program shall meet state guidelines. Parental approval is required prior to placement of the student in the program.
- ii) The program is designed to extend and/or enrich the curriculum for identified gifted students.

3) Early Graduation

- i) Any student meeting the state requirements for graduation is allowed to receive his/her diploma at the conclusion of the respective grading period in which such credentials are earned.
- ii) The Iberia Parish School Board provides opportunities for qualified students to participate in early college admission programs, dual enrollment courses with universities, community colleges, and technical schools where articulation has been granted.

4) Summer School

- i) All summer schools must be approved by the Board, with the Superintendent's signature on the application form submitted to the State Department of Education.
- ii) Summer schools for elementary students may be offered to enable students to remove deficiencies in courses they have failed. Elementary students may also enroll in classes for reinforcement of skills and concepts. Students must be in good standing at the close of school year. Courses will only be offered dependent upon adequate student enrollment requests.
 - (a) Deficiencies for elementary students will be removed and allow for promotion only after a determination has been made by the summer school principal and the classroom teacher that the student progressed sufficiently during summer school to warrant promotion.
- iii) High School Summer School may be offered to enable students to recover failed Carnegie units. The program consists of a blended model including both face to face and online instruction. Courses will only be offered dependent upon adequate student enrollment requests and virtual course offerings.

5) Bridge Process (formerly Connections)

Bridge is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are at least 14 years of age by September 30th and 2 or more grade levels behind are eligible to enter the process.

- i) Student eligibility (verified by SBLC) - Students must be 14 years old by September 30th of the year that they enter Bridge and two (2) years behind academically.
- ii) Orientation / Parent Conferences - Each middle school will host a parent meeting after administration of state mandated testing. Students and parents who do not attend will be asked to sign a Letter of Decline. Students whose parents do not attend an orientation prior to September 1st will not be allowed to enter the Bridge Program. Attempts to contact parents will be documented. Only with extreme extenuating circumstances will a student be allowed to enter the Bridge Program after the school year begins.
- iii) Academic and Behavioral Monitoring - Teachers, counselors, and some administrators will be assigned as mentors to the Bridge students enrolled on the middle school campuses. Once Bridge students reach the high school level, graduation coaches and JAG specialists will work with the students.

- iv) Parental Involvement - Throughout the year, the teacher, mentor, graduation coach, or JAG specialist will make a minimum of two written and/or verbal parental contacts concerning the child's academic and behavioral progress per year. For students experiencing emotional or behavioral problems, parents will be invited to work with the mentor to develop an intervention plan.
- v) Progress Monitoring - Progress reports will be sent home every 4 ½ weeks. Additional assessments will be conducted using the diagnostic tests associated with the reading and math intervention programs.
- vi) Career Readiness - All Bridge students will be enrolled in the Journey to Careers or JAG course. Students will be awarded a Carnegie unit for successfully completing the course. The course will provide an extensive overview of the different career areas and will emphasize the programs provided at the secondary and post-secondary levels. Bridge students will complete an interest inventory and research careers of interest. The students will also be allowed to visit the Iberia Parish Career Center and the South Louisiana Community College to preview programs available to them upon entering high school.
- vii) Mentoring - Each Bridge student will be assigned a mentor at a ratio of not more than 1:15. The mentor will meet with the student twice per grading period for middle school and once per grading period in high school to assess his/her academic, social, and behavioral progress. Logs to document the nature of the student/parent contacts must be kept by the mentors. Adjustments will be made as needed to the student's academic or behavior plan based on the outcomes of the meeting.
- viii) Middle School Assessment and Interventions
 - (a) Data points such as reading and math diagnostic tests or state test history will be used to determine students' reading and math performance levels and to place them in the appropriate intervention programs.
 - (b) Curriculum-based tests will also be administered to determine mastery of CCSS in ELA and math.
 - (c) All Bridge students will be required to take the 8th grade state mandated assessment during the school year and again during the summer session if they do not meet the passing standard.

LEA assurances and submission information

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

Date approved by local school board or governing authority: August 5, 2020

Superintendent

Board President

APPENDIX A

Testing & Grading Guidelines

I. Vision and Purpose for Assessments

Purpose

Assessment and grading are an integral part of teaching and learning with its primary purpose being to measure and to improve student learning. The primary function of assessment is twofold: first to determine student progress towards mastery of the standards and to communicate this progress to all stakeholders, and second to plan for intervention and instruction as students continue to work towards mastery of the standards. Assessment and grading provide students, teachers, and parents/guardians with information that can be used to encourage student growth and progress. Information provided by assessments enables administrators and teachers to evaluate the effectiveness of curricular, instructional, and assessment practices and programs.

Guiding Principles

Foundation:

- Classroom assessment practices should align with the appropriate standards, learning expectations, and instruction intended for each student.
- Students should be meaningfully engaged in the assessment process and in the use of the assessment evidence to enhance their learning.
- Adequate teacher and student preparation in terms of resources, time, and learning opportunities should be part of classroom assessment practices.
- The purposes and uses of classroom assessment should be communicated to students, and when appropriate, parents/guardians.

Use:

- Classroom assessment practices should provide timely and targeted feedback to improve student learning.
- Analysis of student performance should inform instructional planning and provide next steps to support ongoing student learning.
- Student assessment reports should be based on a sufficient body of evidence.

Quality:

- Classroom assessment practices should be responsive to and respectful of the cultural and linguistic diversity of students and their communities.
- Classroom assessment practices should be appropriately differentiated to meet the specific educational needs of all students.
- Classroom assessment practices should be monitored and revised to improve their overall quality.

Source: "Guiding Principles for Classroom Assessment." Assessment and Accountability: Illinois State Board of Education. July 2015. Web. 19 April 2016.

Definitions:

Assessment is the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified expectations.

Grading is the process of evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

Formative Assessment is the process of gathering information during the learning cycle. It involves constructive and specific feedback to students aimed to improve learning and is used by teachers to plan for and drive instruction. Formative assessment is assessment **FOR** learning.

Summative Assessment occurs throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement. Summative assessment is assessment **OF** learning.

II. The Assessment Process

a. Informing Students of the Assessment Plan

- i. At the beginning of each grading period the teacher will inform students of how the standards will be assessed. The teacher will explain the kinds of activities that will be graded, the approximate worth of each assessment, and the manner in which each assessment's value will be averaged to determine the final grade. The teacher may make adjustments to the assessment plan based on students' progress toward mastery of the standards. Any adjustments to the assessment plan shall also be communicated to the students.

b. Nature of Assessments

- i. All grades shall be derived from quality assessments aligned with the Louisiana Student Standards. Students shall have multiple opportunities to demonstrate mastery of identified skills.
 1. **Summative Grades** are assessments of learning and should take place after the learning has taken place. Examples of summative grades include major quizzes, module/unit tests, other tests, essays, labs, research papers, presentations, and projects.
 2. **Formative Grades** should measure learning as it is taking place. Since the primary purpose of formative assessment is to plan and drive instruction, teachers are encouraged to use frequent formative assessments. Therefore, it is not necessary for all formative assessments to be recorded as a grade. Examples of formative assessments that may be graded include, but are not limited to, a variety of the following: quizzes, warmups, exit

tickets/surveys, cooperative learning opportunities, etc. Examples of formative assessments that may not be graded include, but are not limited to, a variety of the following: warmups, pre-tests, exit tickets/surveys, cooperative learning opportunities, observation, anecdotal notes, etc. Unannounced quizzes are discouraged and cannot be used punitively.

- ii. **Structure of Summative Assessments-** Teachers shall make use of the varied resources that are available to guide the development and design of assessments. When available, the teacher will use the State Assessment Guidance to provide direction in terms of standards assessed, item types, test construction, etc. Additionally, all teachers should reference the district common assessments/item banks, state-released test items, and state-released practice tests as models for assessment construction in their discipline.
- iii. **Time Allocated for Testing –** Summative assessments should be constructed so that the majority of students can complete the assessment in one class period unless special accommodations are warranted.
- iv. **Minimum Requirements for Grading –** Teachers will strive for a balanced use of formative and summative assessments. A mixture of both types of assessments should be applied in a consistent and fair manner for each marking period.

Note: District-adopted curricula and assessments may require teachers to make some adjustments to the following guidelines. If these adjustments are warranted, they will be communicated to teachers by the district curriculum supervisors.

- 1. **Grades 1-8:** Teachers will use summative assessments AFTER the adequate use of formative assessments.
 - a. There shall be a minimum of 9 graded items for each subject area per grading period composed of both formative and summative assessments.
 - b. Summative assessments represent the majority of the grade; therefore, in each nine week grading period there shall be a minimum of 4 summative assessments.
 - c. Summative assessments shall range in value from 40 to 100 points. Formative assessments shall range in value from 1 to 25 points.
 - d. For every summative assessment, the cumulative value of formative assessments shall not exceed 25 points.
- 2. **Grades 9-12:** Teachers will use summative assessments AFTER the adequate use of formative assessments.

- a. There shall be a minimum of 9 graded items for each subject area per grading period composed of both formative and summative assessments.
- b. Summative assessments represent the majority of the grade; therefore, in each 9 week grading period there shall be a minimum of 4 summative assessments.
- c. Summative assessments shall range in value from 60 to 125 points. Formative assessments shall not exceed 40 points per summative

3. Interim Assessments – Grades 6-12

The LEAP 360 Interim assessments shall be recorded as a grade in the teacher's gradebook and shall adhere to the following guidelines:

- a. The teacher will review the alignment of each of the interim questions to the standards and shall only assign points to the questions covering standards that have been explicitly taught.
- b. A percentage score will be calculated and converted to a scaled percent using the district's Interim Conversion Chart.
- c. The grade will be recorded as a 50-point summative assessment.

4. Homework – Homework should help a student to achieve mastery of the standards being taught. While homework is acknowledged as an integral part of learning, the value of homework shall not carry a weight that results in a failing grade for the marking period. If a school chooses to award points for homework, then it cannot exceed the maximum value of 25 points (Grades 1 – 8) and 80 points (Grades 9 – 12) per a grading period.

- a. At the beginning of each course, teachers should explain to their students why and how homework is given and how it will be scored.
- b. Homework should not be graded for accuracy, only for completion.
- c. Homework for each class should be assigned equitably to ensure the maximum time for homework is not exceeded as per the following guidelines:
 - i. The standard homework time endorsed by the National Education Association and the National Parent Teacher Association is ten minutes per grade-level (all subjects) per night.
 - For example:
 - 1st Grade – 10 minutes
 - 12th Grade – 120 minutes

5. **Participation** - Participation grades shall only be used in the performance-based classes (Band, PE, CTE, etc.). **Participation grades shall not be used in academic classes.** Non-participation in academic classes should be addressed through the school's disciplinary processes.
6. **Bonus** - Bonus points shall only be awarded for academic purposes, and attached to summative assessments. Bonus points should not allow a student to exceed the maximum point value of the summative assessment.

III. Computation of Grades

a. Kindergarten

- i. In the areas of Language Arts and math, a student will receive the following:
 1. **E** – Exceeding Mastery (exceeds mastery standard at specified grading period)
 2. **M** – Mastery (achieves mastery of standard at specified grading period)
 3. **D** – Developing Mastery (has not yet achieved mastery of standard at a specified grading period)
- ii. In Kindergarten, a student must receive “S” or “N” in Social Skills as determined by teacher observation, anecdotal notes, and checklists.
- iii. A Kindergarten student may receive an “S”, “N” or “U” in Conduct as determined by school and classroom behavior plans.
- iv. Students must demonstrate mastery of 80% of the objectives on each area of the Kindergarten State Standards for Promotion to the receive the required points:
Language Arts - 80% mastery - 2 points
Mathematics - 80% mastery - 2 points

When testing students with disabilities, significant accommodations will be made as specified in the student's Individualized Education Program (IEP).

b. Grades 1-12

- i. Numerical grades are averaged for each grading period to arrive at a percentage grade. The percentage grade for the grading period shall be computed to tenths and rounded to the nearest whole number (0.5-0.9 rounds up). The numerical grade shall be converted to a letter grade for report card purposes using one of the following:

Regular Grading Scale

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

Honors & Gifted Grading Scale

100% - 90%	=	A
89% - 83%	=	B
82% - 75%	=	C
74% - 70%	=	D
69% - 0%	=	F

AP Grading Scale

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

- ii. Grades 1-2 Non-Numerical (S, N, U)
 - 1. Non-numerical grades are assigned for the following courses:
 - a. Physical Education
 - b. Music (where applicable)
- iii. Grades 3-6 Non-Numerical (S, N, U)
 - 1. Non-numerical grades are assigned for the following courses:
 - a. Physical Education
 - b. Music (where applicable)
 - c. Articulated French (where applicable)
- iv. Students Participating in the LEAP Connect (Previously LAA1 Assessment)
 - Grades 1-12 Non-Numerical (S, N, U)
 - 1. Non-numerical grades are assigned for the following courses:
 - a. Core Academic Applied Subjects
 - i. Applied ELA
 - ii. Applied Math
 - iii. Applied Science
 - iv. Applied Social Studies

- c. **Determining Final Grades (Grades 1-12)** – The final grade will be determined by calculating the values of each of the student’s four letter grades earned for each grading period. The following range shall be used:

4.00 – 3.50	=	A	=	4 Quality Points
3.49 – 2.50	=	B	=	3 Quality Points
2.49 – 1.50	=	C	=	2 Quality Points
1.49 – 1.00	=	D	=	1 Quality Point
Below 1.00	=	F	=	0 Quality Point

The total quality points received shall determine the final letter grade, as follows:

<u>4 Grading Periods</u>		<u>2 Grading Periods</u>		
14 - 16	=	A	=	A
10 - 13	=	B	=	B
6 - 9	=	C	=	C
4 - 5	=	D	=	D
0 - 3	=	F	=	F

- i. Grades 1-8: To pass a subject, a student must achieve a minimum of four (4) quality points for the year, **and** at least one (1) quality point must be earned during the last semester.
- ii. Grades 9-12: Students must earn a minimum of four (4) quality points in the four grading periods to earn a Carnegie unit. Additionally, students must acquire a minimum of two (2) quality points during the last two grading periods of a course **including** earning a minimum of one (1) quality point during the fourth grading period.

IV. Documentation of Grades

- a. **Electronic Gradebook / Student Progress Center** - Timely feedback is essential to student learning. In accordance with best practice, teachers are expected to provide meaningful feedback within 4 school days of the assessment. Feedback on formative assessments should be given prior to administering summative assessments. The electronic gradebook allows parents “real-time” access to student assessment records. It is imperative that grades on all formative and summative assignments are entered into the gradebook within 72 hours of grading the assessment.
- b. **Legal Record** -The teacher’s electronic grade book is the OFFICIAL LEGAL document and must be maintained correctly. The electronic grade book is preserved each year. Hard copies are NOT required EXCEPT FOR SPECIAL EDUCATION CLASSES. If you need a hard copy for auditors or legal reasons you can simply print the course grade book for a selected year and marking period. However, all grades from previous years and/or grading periods are read-only. Changes can only be made through the school administration according to the established school grade change/correction procedures.
- c. **Student Folders** - All graded assessments should be kept in folders or other files that are maintained until the start of the next school year.
- d. **Gradebook Labels** - Assignments and assessments in the Gradebook must be clearly labeled as to give an adequate descriptor of the entry. Gradebook entries shall include the date, type, and topic for each assignment/assessment. All recorded grades must also be identified as formative or summative.

- i. Examples include

<u>Date</u>	<u>Type</u>	<u>Topic</u>
4/20/16	Test (S)	Causes of World War II
9/22/16	Quiz (F)	Slope Intercept
3/12/16	Graphic Organizer (F)	The Giver Themes

- e. **Progress Reports** - Students in grades K-8 will receive a hard-copy Detailed Progress Report at the midpoint of each grading period which includes all assignments and assessments through the issue date. The report will also give an “in-progress” average for each course. Progress Reports are used to inform students/parents about both satisfactory and unsatisfactory progress in a subject, in conduct, or both. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades.

V. Additional Guidelines

- a. **Bulletin 1566 §501: State Requirements** – No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher.
- b. **ELA Block Grading (Grades 3-8)**
 - i. Students should be assessed by integrating reading and responding to text and writing in response to text proportionally with the state guidelines.
 - ii. Conventions of writing should be assessed in context of writing tasks using the state writing rubrics.
- c. **Punitive Assignments** – Academic grades may never be altered for disciplinary purposes. For example, unannounced quizzes and homework cannot be used punitively or issued for classroom behavioral purposes. In addition, academic work may not be assigned to students whose behavior is unacceptable in order to correct that behavior.
- d. **Progress Monitoring Assessments** – District Common Assessments or State Interim Assessments shall be used to progress monitor individualized student learning using the following guidelines:
 - i. The content of the assessment is reflective of the amount of instruction and standards-based content taught during the assessment period.
 - ii. Progress monitoring assessments may only be graded and recorded in the electronic gradebook in grades 6-12.
 - iii. The final recorded grade on the progress monitoring assessment (entered into the electronic gradebook) is reflective of re-teaching and re-testing when necessary. The recorded scores on these assessments shall be assigned based on the District Conversion Scale.

e. **Grading Regarding Absences** - A student shall be given an opportunity to make up work missed for which a grade has been given, including tests.

i. Time Frame: A student shall be allowed an equivalent number of days to make up work missed in relation to the number of days missed (e.g., absent for three days, allowed three days to make up work missed). Work missed shall be made up no later than a week following the absence, unless otherwise determined by the teacher and principal due to the extent of time involved with the absence or the nature of the absence (e.g., injury, severe illness).

ii. Documenting Missed Assignments:

1. Teachers are not to use an "I" (Incomplete) in the place of a grade in the electronic gradebook unless directed by a principal or counselor. The "I" will only be used by schools in extenuating circumstances. The school administration will grant permission to record an "I" only with a plan to replace the missing grades.

2. In all other cases, the teacher will record the missed assignment/assessment as a zero followed by the letter "X" (0X). This allows the electronic gradebook to calculate the grade as a zero, and the "X" signifies to the teacher that the zero is due to absence. Teachers should not utilize an "E" or a blank space in the electronic gradebook as these values allow for the calculation of a final grade that excludes the missed assignment from the total points.

f. **Recovery Program Offerings**

i. **Assessment Recovery (Grades 1-12)** is a component of classroom intervention that allows students to recover a failing grade on a summative assessment. Each school's policy shall reflect the following:

1. The opportunity is offered to all students scoring below 75% on any assessment.

2. Students who refuse to take a test, cheat on a test, leave a test more than 75% blank, or do not put forth effort as sufficiently documented by the classroom teacher are not eligible for test recovery.

3. Students who score below 35% on an assessment will need teacher permission to participate in recovery opportunities.

4. Remediation is required before students may attempt assessment recovery.
 5. The highest re-score that can be attained through assessment recovery is a 75% C.
 6. Students are only allowed one (1) recovery opportunity for each summative assessment.
 - a. Students not enrolled in an honors course may recover all summative assessments in a grading period
 - b. Students enrolled in an honors course may recover a maximum of two (2) summative assessments per grading period.
 - c. Assessment recovery is not offered for post-test and/or final exams.
 7. IBC assessments follow their own industry-based requirements and regulations for recovery.
 8. Dual enrollment courses are governed by the crediting university. These courses follow university guidelines and are not eligible for assessment recovery.
- ii. **Grading Period Recovery (Grades 7-12)** is a component of classroom intervention that allows for students to recover an “F” that was earned for a marking period. General guidelines for grading period recovery shall include:
1. Students will engage in virtual instruction that is prescribed by the classroom teacher reflective of the standards in which the student is deficient.
 2. Students who during the grading period, repeatedly refuse to take a test, cheat on tests, do not complete assignments, leave a test more than 75% blank, or do not put forth effort as sufficiently documented by the classroom teacher are not eligible for grading period recovery.
 3. In order to recover a marking period grade, the recovery work must be completed by the end of the next grading period.
 - a. If recovery is needed for the 4th grading period of the spring semester, the student must enroll in the district summer school program.
 - b. A “C” is the highest grade that will be awarded for grading period recovery.

APPENDIX B

SBLC Forms

KINDERGARTEN REVIEW OF PLACEMENT FORM

Student _____ Teacher _____
 Date of Birth _____ Academic Year _____ School _____

Special Ed Yes No **504** Yes No **LEP** Yes No

Interventions Provided During the Current School Year:

- SuccessMaker Waterford 95 Percent Project Read Language! Rewards iReady
 Read 180 Small Group Instruction Other (please explain on lines provided)

Frequency of Intervention: _____

Variables Used to Determine Promotion (4 out of 6)

	Score	Points Earned
Grade Level Expectations for Promotion		
Language Arts 80% mastery	(2) _____	_____
Mathematics 80% mastery	(2) _____	_____
Teacher/Principal Recommendation	(2) _____	_____
Unexcused Absences _____	Total Points Earned	_____

Previously Retained: Yes No

Previous Grade(s) Retained: K

Placement Recommendation (at Close of School Year) PROMOTED RETAINED

If Retained, provide a SBLC prescribed intervention plan on the reverse side of this document.

APPROVED: _____
Principal

NOTE: If a student is being considered for retention, a Review of Placement meeting must be held and documented on the Review of Placement form. If there is any other question regarding the placement of students, refer to the Policies on Due Process.

**REVIEW OF PLACEMENT MEETING
DOCUMENTATION FORM**

Date of Meeting _____

Why is this student's placement being questioned? _____

- Recommendation** **F: Retained – not promoted** **Z: Retained pending Summer School**
 X: Retained SBLC decision **B: Retained to parental request** **V: Retained due to attendance violation**
 P: Placed by SBLC decision **Q: Promoted to due limited retention**

Intervention Plan for Next Placement

- SuccessMaker** **Waterford** **95 Percent** **Project Read** **Language!** **Rewards** **iReady**
 Read 180 **Small Group Instruction** **Other (please explain on line provided)**

Frequency of Intervention: _____

Signatures:

_____ Classroom Teacher(s)
_____ Principal
_____ Parent (when applicable)
_____ Title
_____ Title
_____ Title

Reviewed by the Superintendent of Schools/Designee:

_____ Date: _____

GRADE 1 REVIEW OF PLACEMENT FORM

Student _____ Teacher _____

Date of Birth _____ Academic Year _____ School _____

Special Ed Yes No **504** Yes No LEP Yes No

Interventions Provided During the Current School Year:

- SuccessMaker
 Waterford
 95 Percent
 Project Read
 Language!
 Rewards
 iReady
 Read 180
 Small Group Instruction
 Other (please explain on lines provided)

Frequency of Intervention:

Variables Used to Determine Promotion (4 out of 6)

	Grade	Points Earned
Course Grade in English Language Arts	(2) _____	_____
Course Grade in Math	(2) _____	_____
Teacher/Principal Recommendation	(2)	_____
Unexcused Absences _____	Total Points Earned	_____

Previously Retained: Yes No

Previous Grade(s) Retained: K 1st

Placement Recommendation (at Close of School Year) **PROMOTED** **RETAINED**

If Retained, provide a SBLC prescribed intervention plan on the reverse side of this document.

APPROVED: _____

Principal

NOTE: If a student is being considered for retention, a Review of Placement meeting must be held and documented on the Review of Placement form. If there is any other question regarding the placement of students, refer to the Policies on Due Process.

**REVIEW OF PLACEMENT MEETING
DOCUMENTATION FORM**

Why is this student's placement being questioned? _____

- Recommendation** **F: Retained – not promoted** **Z: Retained pending Summer School**
 X: Retained SBLC decision **B: Retained to parental request** **V: Retained due to attendance violation**
 P: Placed by SBLC decision **Q: Promoted due to limited retention**

Intervention Plan for Next Placement

- SuccessMaker** **Waterford** **95 Percent** **Project Read** **Language!** **Rewards** **iReady**
 Read 180 **Small Group Instruction** **Other (please explain on line provided)**

Frequency of Intervention: _____

Signatures:

_____ Classroom Teacher(s)

_____ Principal

_____ Parent (when applicable)

_____ Title

_____ Title

_____ Title

Reviewed by the Superintendent of Schools/Designee: _____

_____ Date: _____

GRADE 2 REVIEW OF PLACEMENT FORM

Student _____ Teacher _____

Date of Birth _____ Academic Year _____ School _____

Special Ed Yes No **504** Yes No LEP Yes No

Interventions Provided During the Current School Year:

- SuccessMaker
 Waterford
 95 Percent
 Project Read
 Language!
 Rewards
 iReady
 Read 180
 Small Group Instruction
 Other (please explain on lines provided)

Frequency of Intervention: _____

Variables Used to Determine Promotion (4 out of 6)

	Grade	Points Earned
Course Grade in English Language Arts	(2) _____	_____
Course Grade in Math	(2) _____	_____
Teacher/Principal Recommendation	(2) _____	_____
Unexcused Absences _____	Total Points Earned _____	_____

Previously Retained: Yes No

Previous Grade(s) Retained: K 1st 2nd

Placement Recommendation (at Close of School Year) PROMOTED RETAINED

If Retained, provide a SBLC prescribed intervention plan on the reverse side of this document.

APPROVED: _____
Principal Date

APPROVED: _____
Superintendent of Schools or Designee Date

NOTE: If a student is being considered for retention, a Review of Placement meeting must be held and documented on the Review of Placement form. If there is any other question regarding the placement of students, refer to the Policies on Due Process.

Regular SUMMER SCHOOL: Required Recommended

IF YES, which subject(s): English Language Arts Math

REVIEW following SUMMER INSTRUCTION

Summer School Results: Course/Grade _____ Course/Grade _____

Placement Recommendation (at Close of Summer) PROMOTED RETAINED

**REVIEW OF PLACEMENT MEETING
DOCUMENTATION FORM**

Why is this student's placement being questioned? _____

- Recommendation** **F: Retained – not promoted** **Z: Retained pending Summer School**
 X: Retained SBLC decision **B: Retained to parental request** **V: Retained due to attendance violation**
 P: Placed by SBLC decision **Q: Promoted due to limited retention**

Intervention Plan for Next Placement

- SuccessMaker** **Waterford** **95 Percent** **Project Read** **Language!** **Rewards** **iReady**
 Read 180 **Small Group Instruction** **Other (please explain on line provided)**

Frequency of Intervention: _____

Signatures:

_____ Classroom Teacher(s)

_____ Principal

_____ Parent (when applicable)

_____ Title

_____ Title

_____ Title

Reviewed by the Superintendent of Schools/Designee:

_____ Date: _____

**REVIEW OF PLACEMENT MEETING
DOCUMENTATION FORM**

Why is this student's placement being questioned? _____

- Recommendation** **F: Retained – not promoted** **Z: Retained pending Summer School**
- X: Retained SBLC decision** **B: Retained to parental request** **V: Retained due to attendance violation**
- P: Placed by SBLC decision** **Q: Promoted due to limited retention**

Intervention Plan for Next Placement

- SuccessMaker** **Waterford** **95 Percent** **Project Read** **Language!** **Rewards** **iReady**
- Read 180** **Small Group Instruction** **Other (please explain on line provided)**

Frequency of Intervention: _____

Signatures:

_____ Classroom Teacher(s)

_____ Principal

_____ Parent (when applicable)

_____ Title

_____ Title

_____ Title

Reviewed by the Superintendent of Schools/Designee:

_____ Date: _____

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
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REVIEW OF PLACEMENT FORM FOR GRADE 7 - 8

School: _____ Grade: **7** **8**

Student _____ SID # _____

Race _____ Gender _____ Date of Birth _____ Age _____

Grade(s) Previously Failed _____ Special Ed Yes No **504** Yes No **LEP** Yes No

TEACHER	SUBJECT	SCHEDULE					POSSIBLE POINTS	POINTS EARNED
		NINE WEEKS						
		1	2	3	4	AV		
	ELA						2	
	MATHEMATICS						2	
	SCIENCE						2	
	SOCIAL STUDIES						2	
	ELECTIVE						1	
	P.E.						1	
	TOTAL POINTS EARNED						10	

Met **ATTENDANCE REQUIREMENTS** YES NO # of Suspensions _____ # of Unexcused Absences _____

Met **COURSE REQUIREMENTS** YES NO
 INFORMATION CONFIRMED BY _____ Date: _____

PLACEMENT RECOMMENDATION AT CLOSE OF SCHOOL:
PROMOTION RETENTION Eligible for BRIDGE Program* PLACEMENT in Transitional 9th Grade**

**BRIDGE PROCESS: A student must be at least 14 years of age by September 30th of next school year and has failed at least two years.
 **TRANSITIONAL 9TH GRADE: A student is placed in Transitional 9th grade if he/she met the course requirements, BUT did not meet the promotional standard on the LEAP assessment.*

CONDITION(S) _____

REGULAR SUMMER SCHOOL: REQUIRED RECOMMENDED
 If YES, what subject(s): ELA MATH SCIENCE SOCIAL STUDIES
 Date of Review _____ Principal _____
 _____ Teacher _____ Teacher
 _____ Teacher _____ Teacher
 _____ Parent (as applicable)

Approved by _____ Date _____
Superintendent of Schools or Designee

REVIEW following SUMMER INSTRUCTION

Summer School Results: Course/Grade _____ Course/Grade _____
Placement Recommendation (at Close of Summer) PROMOTED RETAINED *Eligible for BRIDGE Program

Date of Review: _____ Principal _____

Approved by _____ Date _____
Superintendent of Schools or Designee

Note: If a student is being considered for retention, a School Building Level Committee meeting must be held with the prescribed intervention documented on the Review of Placement form. If there are any further questions regarding placement, refer to the policies stated in the Iberia Parish Pupil Progression Plan.

**SCHOOL BUILDING LEVEL COMMITTEE MEETING
DOCUMENTATION FORM**

Why is this student's placement being questioned? _____

- Recommendation** **F: Retained – not promoted** **Z: Retained pending Summer School**
 X: Retained SBLC decision **B: Retained to parental request** **V: Retained due to attendance violation**
 P: Placed by SBLC decision **Q: Promoted due to limited retention**

Intervention Plan for Next Placement

- SuccessMaker** **Language!** **iReady** **Read 180** **Small Group Instruction**
 Remedial Math **Remedial English** **Other (please explain on line provided)**

Frequency of Intervention: _____

Signatures:

_____ Classroom Teacher(s)

_____ Principal

_____ Parent (when applicable)

_____ Title

_____ Title

_____ Title

Reviewed by the Superintendent of Schools/Designee:

_____ Date: _____