



## **2023-2024 Pupil Progression Plan**

## Background and Purpose

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

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

BESE established minimum standards in [\*Bulletin 1566 – Pupil Progression Policies and Procedures\*](#).

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](mailto:PPP@La.Gov)

## **PUPIL PROGRESSION PLAN COMMITTEE OF EDUCATORS**

<b>Name</b>	<b>Title</b>
Megan Phillips	Principal
Jennifer Thornton	Principal
Laron McCurry	Principal
Kim Glascock	Principal
Kimberly Jackson	Principal
Ella Philson	Principal
Trina Brown	High School Counselor
Latricia Ford-Anderson	Early Childhood & Elementary Education District Test Coordinator
Kimberly Coats	District Literacy Coach
Raegan Thompson	District Literacy Coach
Myrties Anderson	Supervisor of Child Welfare & Attendance
Dr. Jonathan Loveall	ESSER Coordinator
Latrice Smith	Director of Exceptional Student Services

## **COMMITTEE OF PARENTS**

<b>Name</b>
Wanika Tutson
Carolyn Johnson
Jordyn Manchester
Nkeemeha Harris
Ashley Young
Nakyriah Woods
Sierra Jackson

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

### Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, 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.***

After appropriate documentation is received, and a District Created Assessment is administered, the School Building Level Committee (SBLC) will convene and determine if the student will be placed in Kindergarten or First Grade. A student not meeting the kindergarten age requirement but identified as gifted by the East Feliciana Parish School Board Pupil Appraisal Department may be enrolled in kindergarten through the School Building Level Committee (SBLC) process when deemed appropriate by the SBLC committee.

- ELA: District Approved Benchmark Assessment (i.e. DIBELS Beginning of the Year assessment)
- Math: District Approved Benchmark Assessment

## II. Promotion for students in kindergarten and grades 1, 2, 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, 5, 6, and 7.*

**Kindergarten Promotion – Each kindergarten student must attain a minimum score of 4 out of a possible 7 points from the following in order to be promoted to the first grade.**

Kindergarten Promotion	Points
English Language Arts – score “satisfactory” on 70% of skills on ELA report card	3
DIBELS – End of Year DIBELS Composite Score of:	
Benchmark	2
Below Benchmark	1
Well Below Benchmark	0
Mathematics – score “satisfactory” on 70% of skills on Math report card	3
SBLC Recommendation	1

**Grade 1-2 Promotion – Each first-grade student must attain a minimum score of 8 out of 11 points from the following in order to be promoted to the second grade.**

Grade 1-2 Promotion	Points
English Language Arts -Attain a minimum grade of “D”	3
DIBELS – End of Year DIBELS Composite Score of:	
Benchmark	2
Below Benchmark	1
Well Below Benchmark	0
Mathematics -Attain a minimum grade of “D”	3
Science/Social Studies – Attain a minimum grade of “D” according to the following chart:	
Social Living (combined)	2
	<b>OR</b>
Science	1
Social Studies	1
SBLC Recommendation	1

***Grade 5-6 Promotion (ELEMENTARY) – Each fifth- or sixth-grade student must attain a minimum score of 9 out of 13 possible points from the following in order to be promoted to the sixth grade.***

<b>Grade 5-6 Promotion</b>	<b>Points</b>
English Language Arts – Attain a minimum grade of “D”	4
Mathematics – Attain a minimum grade of “D”	4
Science – Attain a minimum grade of “D”	2
Social Studies – Attain a minimum grade of “D”	2
SBLC Recommendation	1

***Grade 6 Promotion (STEAM ACADEMY) – Each sixth-grade student must attain a minimum score of 10 out of 14 possible points from the following in order to be promoted to the sixth grade.***

<b>Grade 6 Promotion</b>	<b>Points</b>
English Language Arts – Attain a minimum grade of “D”	4
Mathematics – Attain a minimum grade of “D”	4
Science – Attain a minimum grade of “D”	2
Social Studies – Attain a minimum grade of “D”	2
STEAM Elective- Attain a minimum grade of “D”	1
SBLC Recommendation	1

***Grade 7-8 Promotion – Each student must obtain a minimum of 10 out of 13 possible points from the following to be promoted.***

<b>Grade 7-8 Promotion – East Feliciana Middle School</b>	<b>Points</b>
English Language Arts – Attain a minimum grade of D	4
Mathematics – Attain a minimum grade of D	4
Science – Attain a minimum grade of D	1
Social Studies – Attain a minimum grade of D	1
Elective 1 – Attain a minimum grade of D	1
Elective 2-Attain a minimum grade of D	1
SBLC Committee Recommendation	1



***Grade 7 Promotion (STEAM ACADEMY) – Each sixth-grade student must attain a minimum score of 10 out of 14 possible points from the following in order to be promoted to the sixth grade.***

<b>Grade 7 Promotion</b>	<b>Points</b>
English Language Arts – Attain a minimum grade of “D”	4
Mathematics – Attain a minimum grade of “D”	4
Science – Attain a minimum grade of “D”	2
Social Studies – Attain a minimum grade of “D”	2
STEAM Elective- Attain a minimum grade of “D”	1
SBLC Recommendation	1

***Any student who does not attain the above minimum score requirement for their respective grade level may be considered for promotion to the next grade level by the School Building Level Committee (SBLC) if he/she successfully completes all requirements of the district summer remediation program. This option will only be available if a summer remediation program is available for students in grades K, 1, 2, 3, 5, 6, and 7.***

### **III. Promotion of students in grade 3**

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third 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 literacy 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 relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- 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 on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted



small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

- The Department may 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 grade students who have been identified for the purposes of this section. Such a 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 literacy 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 plan.

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

***Grade 3 Promotion – Each third-grade student must attain a minimum score of 8 out of 11 possible points from the following in order to be promoted to the fourth grade.***

<b>Grade 3 Promotion</b>	<b>Points</b>
English Language Arts -Attain a minimum grade of "D"	3
DIBELS – End of Year DIBELS Composite Score of:	
Benchmark	2
Below Benchmark	1
Well Below Benchmark	0
Mathematics – Attain a minimum grade of "D"	3
Science – Attain a minimum grade of "D"	1
Social Studies – Attain a minimum grade of "D"	1
SBLC Recommendation	1

#### IV. Promotion of students in grade 4

Each LEA shall identify 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 fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such a 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.***

### **EFPSB Individual Academic Improvement Plan Policy**

Elementary Level School Building Level Committees (SBLC) will identify, based on a preponderance of evidence of student learning, third and fourth grade students who have scored below "basic" achievement level in at least two core academic subjects, including English language arts, mathematics, science, and social studies, that would enable them to successfully transition to the next grade level. Fourth grade students who have not met such an acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan (IAIP) that adheres to the following requirements:

1. 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, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
2. 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.
3. The student requiring an academic improvement plan shall be identified as such in the state student information system (SIS).
4. The student shall be afforded the opportunity to receive on-grade level instruction during the summer.
5. 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. Subjects in which a student scores "Basic" or above on subsequent LEAP Exams shall be removed from that student's IAIP.

The Individual Academic Improvement Plan (IAIP) for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve acceptable academic performance by the end of fourth grade. Additional school year support will be provided to move students to grade-level proficiency by providing at least two of the following instructional strategies which will be documented in the Individual Academic Improvement Plan:

1. The student is placed in the classroom of a teacher who has been rated "Effective: Proficient" or "Highly Effective" pursuant to his/her most recent evaluation, has achieved a value-added rating of "Effective: Proficient" or "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. Information pertaining to the specific ratings of individual teachers will be kept confidential and not shared with parents or guardians.
2. The student participates in a remediation program offered by the district.
3. Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This additional time shall not result in a student being removed from English Language Arts, Mathematics, Science, or Social Studies courses.
4. 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. In the absence of a fully aligned curriculum in any given core subject, teachers shall follow the Scope and Sequence provided by the State to meet this requirement. **\* Also See Appendix J**

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

The Individual Academic Improvement Plan (IAIP) and the Individual Educational Plan (IEP) for students with disabilities shall be aligned. The development of the academic plan within the IEP components will follow the timelines set forth in the pupil progression plan for all students and address the same considerations for all students.

***Grade 4 Promotion - Each fourth-grade student must meet the requirements by the Louisiana Educational Assessment Program and attain a minimum score of 9 out of 13 possible points.***

Grade 4 Promotion	Points
English Language Arts – Attain a minimum grade of “D”	4
Mathematics – Attain a minimum grade of “D”	4
Science – Attain a minimum grade of “D”	2
Social Studies – Attain a minimum grade of “D”	2
SBLC Recommendation	1

***Any student who does not attain the minimum score of 9 out of 13 points but scores Basic or above on both ELA and Math on the LEAP test may be considered for promotion to 5th grade by the SBLC.***

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

### 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 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, 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

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 9<sup>th</sup> 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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support 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.***

School Building Level Committee will exercise the ability to determine placement for such students per transitional ninth grade regulations and will require the Superintendent's approval.

*Note: Students that successfully complete summer acceleration may be placed on the traditional high school campus in a transitional 9<sup>th</sup> grade class.*

### **High school promotion and transition considerations**

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

**Individual Graduation Planning:** By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor)

or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

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

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

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

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

#### **Credit Recovery Courses and Units**

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. 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:
  - a. receiving more than two credit recovery credits annually; and/or
  - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits 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.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.



6. 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.
7. 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.
8. 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 Update**

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.

- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

*Note:* See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

### **Credit recovery programs**

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

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

### **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.

***In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.***

***No other NCAA requirements are mandated.***

**Promotion Policy for students in Grades 9 and above and to support their attainment of a high school diploma.**

To be promoted from one grade classification to another in any type of schedule (4x4, AB Block, six-period day, seven-period day, etc.), a student must have earned Carnegie units of credit, as follows: **The high school will operate on a seven-period day with a thirty-minute intervention block.**

<b>High School Promotion</b>	
<b>From Grade</b>	<b>Total Earned Carnegie Units of Credit</b>
9 to 10	6 units
10 to 11	12 units
11 to 12	18 units

Students in grades 9-12 will be promoted when they have earned the required number of credits, as indicated above, by obtaining a semester grade of "D" or better in each ½ unit or full unit course completed as determined by the teacher of the content area. Students may earn ½ unit of credit in all eligible subjects to meet the required number of credits for students under the 23- or 24-unit plans.

There is no limit to the number of times that a student may be retained in a grade level. However, if sufficient additional credits are earned by successfully completing courses through approved summer school, correspondence, and/or approved acceleration programs, the student shall be promoted at the beginning of the following semester. If a student has completed all required credits for graduation before the spring semester, he/she will be able to obtain their high school diploma in December.

**Number of Grades Required for High School (9-12):**

Teachers are required to grade a minimum of 10 assignments (i.e. assessments, projects) per subject. Teachers may include one cumulative class participation grade, one cumulative homework grade, and one cumulative daily assessment grade as part of the 10 grades. One of the major grades will be a cumulative 9-weeks assessment.

No single assessment shall count for more than 10% of the 9-weeks grade.

**LEA's Policy for Awarding ½ Unit of Credit:**

One half (½) unit of credit shall be awarded for each successful semester completed of a full unit course.

In Grades 9 through 12, units are earned based on semester grades. An "A" through "D" will earn whatever units are possible for the course. An "F" or other grades such as "I" will not earn any units. Students receiving a certificate of achievement, yet not performing up to expectations, but are participating to the best of their ability may receive non-letter grades but not Carnegie Units.

**List of courses for which students will have the opportunity to earn credit by proficiency:**

Students who wish to enter an East Feliciana Parish School must complete several steps to obtain Carnegie unit credit for the course. Proficiency exams are available for the following subjects:

English I...IV Algebra I, II  
Advanced Math/Pre-Calculus  
Financial Math/Literacy Geometry  
Math Essentials  
Physical Science  
Chemistry  
Physics  
Environmental Science  
World History  
World Geography  
Civics  
Health Education  
Basic Career Readiness  
Introduction to Business Computer Applications  
Principles of Business  
Spanish I, II

***Note: Parents must decide prior to taking the exam if the student will receive a rating of "P" indicating he/she passed the proficiency exam(s) or if the letter grade earned on the exam will be awarded. Parents shall speak to the school guidance counselor about the implications of receiving a "P", rather than a letter grade.***

## **VI. Placement of transfer students**

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

To accurately monitor the provision of services to students, all transfer students must undergo a Special Education Reporting (SER) system check prior to placement. This check must be completed by the school where the student is registered to attend. School registration designee must contact the Exceptional Student Services Department to request a student search.

### **Grades 5 and 9**

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

### **Grades K,1,2,3,4,6 and7**

The School Building Level Committee (SBLC) will determine grade placement after administration and review of the District Benchmark or LEAP 360 diagnostic assessment.

### **High Schools (10-12)**

Students applying to enter 9th grade must pass the LDOE State Placement Test for grade placement. Students applying to enter grades 10-12 must go before an SBLC Committee to determine acceptance and grade placement. The SBLC Committee will determine Carnegie Credit and grade placement after a review which includes student/parent interviews and portfolio that includes transcripts, ACT scores, student work and/or certificates. For End of Course classes, the student will also be required to take the End of Course assessment.

## **VII. Support for students**

### **School year support**

- The LEA will develop an 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 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 support 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.

**VIII. Support Standard for Grades Kindergarten-3**

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
  - Provide information on activities that can be done at home to support the student’s literacy proficiency.



- Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

**K-3 Literacy Screener Parent Report:**

The K-3 Literacy Screener Parent Reports are available on the LDOE Literacy Screener Page located at: <https://www.louisianabelieves.com/academics/louisiana-literacy/literacy-screener>

**\*See Appendix N**

The parent report notification letter should be sent home within 15 days for all students who score below on Beginning of the Year, Middle of the Year, and End of the Year DIBELS literacy assessments. This letter includes a place for teachers to provide information on activities that can be done at home to support student literacy proficiency, along with what supports and interventions are being utilized to support the student in literacy skills at school. This document also includes information about the importance of being able to read proficiently by the end of third grade. Additional activities, supports, or interventions can also be found at:

<https://www.louisianabelieves.com/resources/library/literacy-library>

**Timelines:**

The 2023-2024 K-3 testing schedule includes Beginning of the Year, Middle of the Year, and End of the Year DIBELS testing. The table below includes the testing window dates for each test, along with when parents should be notified if their child scores below grade level. Students who score below grade level in grades K-3 are placed into intervention groups based on their individual needs. These students will participate in progress monitoring at least every two weeks (or after every 10 intervention sessions).

**Timeline for DIBELS Testing and Parent Notification**

<b>DIBELS Test</b>	<b>Testing Dates/Window</b>	<b>Parent Notification Date *(If child tests below grade level)</b>
Beginning of the Year Testing (BOY)	August 14 <sup>th</sup> -28 <sup>th</sup> , 2023	Notify by September 18 <sup>th</sup> , 2023
Middle of the Year Testing (MOY)	December 4 <sup>th</sup> -18 <sup>th</sup> , 2023	Notify by January 23 <sup>rd</sup> , 2023
End of the Year Testing (EOY)	April 1 <sup>st</sup> -19 <sup>th</sup> , 2023	Notify by May 10 <sup>th</sup> , 2023



## **IX. Literacy Support Standard for Grades 3 and 4**

Beginning with the 2022-2023 school year and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

## **X. 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.***

#### **Students with Disabilities**

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEA) shall be determined by the student's IEP team, in accordance with Act 833 (April Dunn Act), 2014 and BESE guidelines and regulations. Placement decisions for students with exceptionalities are made by the IEP team and are subject to the procedures set forth in Bulletins 1706 and 1530. All Individualized Educational Plans (IEPs) are reviewed by the Exceptional Student Services department including the placement section of the IEP Form. Any member of the IEP team, parent, teacher, principal, or superintendent can make a request for an IEP team meeting to discuss placement. The IEP decisions are subject to due process procedures set forth in Bulletins 1706 and 1530.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instructional program;
4. provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement. (Bulletin 1530 §403).

§403. AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, R.S. 17:183.2, R.S. 17: 183.3, R.S. 17: 1941 et seq., and R.S. 17:2925. HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 40:2531 (December 2014).

**Students who transfer from public agencies within Louisiana shall be enrolled according to guidelines in Bulletin 1706, Section 323, Subsection E.**

If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide FAPE to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either:

1. Adopts the student's IEP from the previous public agency; or
2. Develops, adopts, and implements a new IEP that meets the applicable requirements in §§320 through 324.

**Students who transfer from Public Agencies outside of Louisiana shall be enrolled according to guidelines in Bulletin 1706, Section 323, Subsection F IEPs for Students who Transfer from another state**

If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency:

1. Conducts an evaluation pursuant to §§305 through 307 (if determined to be necessary by the new public agency); and
2. Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §§320 through 324.

### Children with Disabilities Approaching Age 3 from Bulletin 1530 Section 105.B2

1. Children with disabilities receiving Part C services (Early Steps) who are "turning three-years-old" and are suspected of being eligible for Part B services shall be referred to the LEA when the child is 2 years, 2 months through 2 years, 9 months of age. The Part C Family Service Coordinator will notify the LEA of the date for the transition meeting to determine whether the student shall be evaluated for Part B services. The LEA will begin the evaluation process to determine eligibility. When the child meets eligibility criteria according to Bulletin 1508, Pupil Appraisal Handbook, the IEP Team must develop and implement the IEP by the child's third birthday.
2. If the child's birthday occurs during the summer months, the child's IEP team will determine the date services will begin. Services shall begin no later than the start of the next school year.

### Students with Significant Disabilities

Students who qualify for LEAP Connect/LEAP Alternate Assessment, and are eligible to pursue the Jump Start Career Diploma pathway may be found in Section 2320 of Bulletin 741 and ACT 833, 2014, including the following requirements for eligible students:

- a. Course requirements (23 Applied courses or 23 Carnegie course credits)
- b. Assessment requirements (Scores Meet or Exceed standards or portfolio)
- c. Workforce Readiness and Career Education requirements
- d. Transition requirements.

A Certificate of Achievement remains an option if student(s) is not able to meet the requirements of the Career Diploma pathway. The receipt of a certificate of achievement shall not limit a student's continued eligibility for services under these regulations unless the student has reached the age of twenty-two.

### Alternate Pathway for Students with Disabilities towards a High School Diploma:

The April Dunn Act (formerly Act 833) of the 2014 Legislative Session provides an alternate pathway for students with disabilities to promote to the next grade level or graduate with a high school diploma.

### April Dunn Act Eligibility Criteria for Graduation:

*To determine eligibility for the April Dunn Act pathway, testing data is reviewed and the following criteria are followed:*

- A student who enters high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, OR 8th grades) is eligible for an alternative pathway to graduation under the April Dunn Act.

OR

- A student who has not passed EOC/ LEAP 2025 after two attempts of the same test is eligible for an alternative pathway to graduation under the April Dunn Act.

Students who are determined eligible for the April Dunn Act pathway have shown persistent difficulty in meeting promotion and graduation requirements. This alternative pathway will assist the students with disabilities achieve **promotion and graduation**.

**For promotion**, the April Dunn Act will help eligible students in elementary and middle school students to get promoted to the next grade level. The April Dunn Act states that IEP teams can determine promotion criteria 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 state and local requirements for promotion or has not otherwise met state established benchmarks on the required state assessments.

**For graduation, the April Dunn Act will help the eligible students in high school to:**

- earn the required Carnegie credits of the courses where the April Dunn Act is applied;
- satisfy testing requirements for promotion or graduation from the courses where the April Dunn Act is applied; and
- meet JumpStart credentialing requirements from the courses where the April Dunn Act is applied.

In order to utilize the April Dunn Act for promotion or graduation, the IEP team will review student data and determine the student to be eligible. It will develop individual performance criteria within the first 30 school days into the course(s) that include, but are not limited to, rigorous and appropriate goals and objectives that address the content standards and will implement the IEP for the entire duration of the course(s) where the April Dunn Act is applied.

**Jump Start Pathway for Students on Alternate Assessment:**

The student who is assessed using LEAP Connect may be placed by the IEP team on a High School Diploma Alternate Assessment (JumpStart) pathway. The student shall meet:

- a. Course requirements;
- b. Assessment requirements;
- c. Workforce-Readiness and Career Education requirements; and
- d. Transition requirements.

Students will meet all requirements outlined in §2320 of Bulletin 741 to be eligible to receive a High School Diploma Alternate Assessment (JumpStart). The receipt of this diploma does not limit a student's continuous eligibility for services under IDEA unless the student has reached the age of 22.



## English Learners

Every student entering East Feliciana Parish school for the first time will complete a home language survey. The following are the procedures the LEA has established to determine if language minority students are Limited English Proficient:

- Screening - Any student who has completed the Home Language Survey Form indicating a home language other than All LEP students in the East Feliciana Parish School System will be identified, assessed, placed, and served in the most appropriate educational setting possible to meet individual needs, according to the Louisiana Department of Education English Language Learners Program Handbook. No LEP student will be retained solely on the basis of limited English proficiency.
- Definition - A Limited English Proficient Student is the student who first learned language other than English and scores significantly below the average District score for students of the same age on a nationally normed English/Reading or English/Language Arts achievement test.
- Identification - All students entering the East Feliciana Parish School System for the first time must take the Home Language Survey Form completed by their guardian. The completed survey will be placed in the student's cumulative parent folder. English will be screened to determine whether he/she is Limited English Proficient. Results from the English Proficiency screening and a standardized test, if available, will be used for scheduling the student.
- Placement - The following criteria will be considered when deciding on the placement of the LEP student: age and maturity level of the student, educational background, degree of literacy, English proficiency, achievement test scores, and performance in school. If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student will be placed in the approximate grade level of his/her age-mates. A student who is fifteen (15) or older will be placed in language dependent courses until they develop a degree of proficiency in the English language.

Through the SBLC process at each school, academic and behavior progress of LEP students will be reviewed and interventions provided as per SBLC procedure, as outlined in the East Feliciana Parish School System SBLC Handbook. English Language Development Assessment (ELDA) test scores will be part of the review process.

The review of placement and promotion is decided by each school's School Building Level Committee which meets at regular intervals. Each school year a copy of the Pupil Progression Plan (PPP) will be posted on the East Feliciana Parish School Board website. As changes occur, the plan will be updated and faculty members will be advised regarding the changes. It shall be the responsibility of the local school principal to ensure that promotion, retention, and placement

policies are implemented in accordance with the Pupil Progression Plan and that they are implemented in a uniform manner.

A review of general placement policies may be initiated, at any time upon request of parents /guardians, teachers, principals, the superintendent, or school board members. A review of policies as they affect an individual student may be initiated by the student's parent/guardian by submitting a written request to the student's principal. Upon receipt of this request, a conference will be initiated within 10 school days. The principal will invite the appropriate teacher(s) or supervisor, or both, to attend the conference. After reviewing the policies and their implementation as they affect the student, further questions and concerns will be resolved using the "Due Process" procedure. (Refer to Section II: Part IX: Policies on Due Process.)

## **XI. Alternative education placements**

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

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

The East Feliciana Parish Enrichment Academy (EA) is an alternative school program serving grades 6-12. Students are referred to the EA in lieu of suspension and expulsion from the traditional 6-12 school environment.

Any change in the placement of students must be recommended by the referring school and IEP/IAP team and approved by the ESS Director and Superintendent of Schools. This includes Special Education and 504 students exceeding 10 days. The Pupil Appraisal Office must be notified for SPED and 504 students who exceed 10 days.

The East Feliciana Parish School Board Enrichment Academy is an approved alternative to the regular school setting. It is provided for students with behavior and academic problems.

At the discretion of school-based staff, East Feliciana High School may offer a comprehensive 100% virtual instructional program for students who may benefit from this model based on their academic, health, and socioemotional needs. This programming is designed as a long-term model, not as a temporary substitute for in-person instruction.



## **XII. Due process related to student placement and promotion**

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

### Regular education students

*See East Feliciana Parish Board Policies File: JCAA, KN, JCE, and GAE*

### Students with disabilities

East Feliciana Parish School Board follows the Louisiana Educational Rights of Children with Disabilities Handbook, Revised January 2020. A student with a disability, as identified through pupil appraisal procedure, must undergo the due process procedures that are described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA

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

### Section 504 students

*East Feliciana Parish School Board follows the Louisiana Educational Rights of Children with Disabilities Handbook, Revised January 2020.*

A student with a disability, as identified through pupil appraisal procedure, must undergo the due process procedures that are described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.]

### **XIII. Additional LEA policies related to student placement and promotion**

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

#### **State Assessments**

*All students enrolled in East Feliciana Parish Public Schools are required to participate in mandatory state testing (i.e., LEAP 2025, EOC, LEAP Connect (if applicable), etc.)*

#### **District-Wide Grading Policy (See Appendix B, C, and D)**

##### **Interim Assessments:**

*All interim assessments will be graded using an approved district grading scale and/or rubric. Interim assessments will not count for more than 10 % of a student's quarterly grade (or will be equivalent to one weekly test grade).*

##### **Interim Assessments Grading Scale:**

<b>Proficiency Level</b>	<b>Grade Assigned</b>
<b>Advanced</b>	<b>A</b>
<b>Mastery</b>	<b>B</b>
<b>Basic</b>	<b>C</b>
<b>Approaching Basic</b>	<b>D</b>
<b>Unsatisfactory</b>	<b>F</b>

*East Feliciana High School Grading is weighted by categories. This is set up in Jcampus as follows:*

<b>Classwork</b>	<b>40%</b>
<b>Tests</b>	<b>30%</b>
<b>Quizzes</b>	<b>20%</b>
<b>Homework</b>	<b>5%</b>
<b>Participation</b>	<b>5%</b>

#### **Early Graduates**

*If a student wishes to graduate in less than four (4) years, a parent must complete a Letter of Intent to make a formal request for early graduation. Upon review by the principal, in consultation with the guidance counselor, the principal will approve the early graduation plan ensuring all of the following have been met:*

### Requirements:

- Students must complete a Letter of Intent to Apply for Early Graduation within the first 15 days of the academic year in which they want to graduate.
- Early Graduation Candidates must meet the proficiency benchmarks on Louisiana required end-of-course exams. Currently, those classes are ENGLISH I & II , ALGEBRA I , GEOMETRY, BIOLOGY, US HISTORY at mastery level.
- Early Graduation Candidates must meet Council of Post-Secondary Education (CPE) defined college readiness benchmarks on a college readiness exam. Current benchmarks for the ACT (English = 18, Mathematics = 19) and a composite score of 20.
- Early Graduation Candidates must have a composite GPA of 3.5.

\*Credit Recovery may not be used towards graduation requirements. This is used to recover from failing classes not to accelerate. A student shall not be allowed to participate in a graduation exercise if he/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan and all other local and state policies.

Once the letter is received and approved, the school counselor will meet with the student and parent to provide counseling services relative to the graduation requirements, post-secondary opportunities and develop a post-secondary plan. Permission must be obtained from the parent and school principal before the plan will be put into action and be documented on the student's individual graduation plan and school building committee level meeting verification form (Appendix F).

### Virtual Grading Policy

Students enrolled in the East Feliciana High School 100% Virtual Program shall be subject to the same grading policies and must meet the same promotional standards as students enrolled in a traditional academic program. Because of the nature of the program, students shall meet attendance and instructional minute requirements by making satisfactory academic progress on a weekly basis and logging on to course software for a minimum amount of hours daily as outlined in the 100% Virtual Program handbook. Participating families and students are required to attend a meeting outlining program expectations. Families must also receive approval from East Feliciana High School. Students who do not make satisfactory academic program or do not fulfill program expectations during the 2023-2024 school year may be removed from the 100% Virtual Program. Specific requirements and details are outlined in the 100% Virtual Program handbook.

ALSO SEE APPENDICES.

#### XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this East Feliciana Public Schools 2023-2024 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:

November 7, 2023



Keisha L. Netterville  
Superintendent



Richard Terrell  
Board President

## Appendices

*The following appendices address additional East Feliciana Parish Public Schools pupil placement and progression policy information.*

Appendix 1

Appendix 2

## APPENDIX A

### DEFINITION OF TERMS

#### Description

- A list of state terms
- A list of terms used in the local plan (They will be used as the basis for interpretation of the components of the local plan.)

#### Definition of Terms

##### A. A list of state terms

1. **Acceleration** - Advancement of pupil at a rate faster than usual in or from a given grade or course-This may include "gifted students" identified according to Bulletin 1508.
2. **Alternate Assessment** - The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.
3. **Content Standards** - Statements of what we expect students to know and be able to do in various content areas.
4. **Individual Academic Improvement Plan (IAIP)** - Plan created for students who have failed to achieve acceptable academic performance by the end of fourth grade.
5. **Individual Graduation Plan (IGP)** - A five-year plan identifying the student's career major in high school and his goals after graduation.
6. **LEAP 360** - An optional assessment system that provides educators with student learning data-It consists of formative assessments designed to assist teachers, schools, and school systems to monitor student learning and adjust instructional support.
7. **Louisiana Educational Assessment Program (LEAP)** - The state's testing program that includes the grades 3, 4, 5, 6, 7, 8 LEAP and Algebra I, Geometry, English I and II, Biology, and US History LEAP 2025 and the English III EOC.
8. **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
9. **Pupil Progression Plan** - The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE)-A Pupil Progression Plan shall require the student's proficiency on a certain test as determined by SBESE before he or she can be recommended for promotion .
10. **Regular Placement** - The assignment of students to classes, grades or programs based on a set of criteria established in the Pupil Progression Plan-Placement includes promotion, retention, remediation and acceleration.



11. **Remedial Programs** - Programs designed to assist students including identified students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
12. **Remediation** - See Remedial Programs.
13. **Retention** - Non promotion of a pupil from a lower to a higher-grade.
14. **Summer Remediation Program** - The summer program offered by the LEA for the specific purpose of preparing grade 4 and grade 8 students to be proficient in English language arts or mathematics.

**B. A list of terms used in the local plan (They will be used as the basis for interpretation of the components of the local plan.)**

1. **Accommodation** - The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability or limited English to gain access to content and/or complete assigned tasks.
2. **ACT** - American College Testing (Program) - A test required for entrance into state colleges and universities.
3. **Action Plan** - The education program for those students qualifying under Section 504 of the Rehabilitation Act of 1973.
4. **Appraisal Team** - Appraisal personnel assigned to a particular school. The team consists of at least an educational assessment teacher, a school psychologist, and a school social worker.
5. **Assessment** - The process of gathering information on student learning from a variety of sources to understand how well students are achieving identified expectations.
6. **At Grade Level or Above** - Students demonstrating at least average progress (grade C or above) as verified by teacher/sand principal.
7. **At-Risk**- Students identified as exhibiting one or more of the following factors: have been retained academically one or more years; have exhibited excessive absenteeism; have been adjudicated as delinquents; are pregnant and/or parents; have achieved less than a 2.0 grade point average on 4.0 scale; come from low socioeconomic level 33.
8. **Basal (Text)** - An elementary textbook adopted by the parish for general use in the class room.
9. **Bulletin 741** - Handbook for School Administrators--a comprehensive guidebook issued by the State Department of Education.
10. **Bulletin 1508** - Pupil Appraisal Handbook.
11. **Bulletin 1539** - IEP Handbook for Students with Exceptionalities 12.
12. **Bulletin 1566** - Guidelines for Pupil Progression
13. **Bulletin 1706** - Regulations for Implementation of the Exceptional Children's Act
14. **Career and Technical Education** - Organized educational programs specifically. designed to provide students with skills necessary for success at the postsecondary level as well as in the world of work - Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational, course clusters affords students an



opportunity to attain post-secondary articulated credit along with industry - based training and certification in specific occupational areas.

15. **Carnegie Unit of Credit** - State approved qualitative as well as quantitative Measure - In East Feliciana Public Schools, which are approved by the State of Louisiana as well as the Southern Association of Colleges and Schools, a unit of credit is awarded after successful completion of a year's work. Classes meet five days a week for thirty-six (36) weeks, fifty (50) minutes each day. Half units represent eighteen (18) weeks participation on the same basis.
16. **Co-curricular Activities** - Those activities that are relevant, supportive, and are an integral part of the program of studies and which are under the supervision and/or coordination of the school instructional staff.
17. **Criterion Reference Test** - An assessment instrument used to determine mastery of specific skills; also called unit, chapter, or periodic test.
18. **Cumulative Folder** - A permanent record of a child that contains documentation of his/her progress at school.
19. **Cursive Handwriting** - Cursive Handwriting instruction is required in all public schools by third grade and incorporated into the curriculum for grades 4-12. It is defined as writing in which the strokes of successive characters are joined and the angles are rounded.
20. **Developmental** - Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, socio-emotional development, auditory discrimination, visual discrimination and self-help skills (BESE Policy).
21. **DIBELS- Dynamic Indicators of Basic Early Literacy Skills** assessment. This assessment is designed to identify students who are on track for achieving reading proficiency and those who may need additional support and/or intervention.
22. **English Learners (ELs)** - formerly known as Limited English Proficient (LEP) -Students who have little or no social and/or academic proficiency in English language proficiency.
23. **Extended Standards** - The Louisiana Extended Standards provide links from curriculum to instruction for students with significant cognitive disabilities. They are an extension of the content standards, benchmarks and GLEs and provide three levels of complexity.
24. **Extracurricular Activities** - Those activities that are not directly related to the program of studies but are under the supervision of school instructional staff and are considered valuable for the overall development of the student - extracurricular activities shall not be scheduled during instructional time.
25. **Formative Assessment** - The process of gathering information during the learning process -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.
26. **Instructional Time** - The schedule time designated for teaching courses outlined in the program of studies 35.
27. **GED** - General Equivalency Diploma.
28. **Gifted (Academically)** - In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes.

29. **Grading** - The process of evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.
30. **Hospital or Homebound** - Any situation in which physical or mental impairment or illness, or the treatment thereof, precludes the movement of an individual from a hospital or home environment to the general educational environment.
31. **IAP** - The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular classroom.
32. **IEP** - A written, individualized education plan developed for each student eligible under IDEA which describes a free, appropriate, public education (FAPE).
33. **Inventory Tests** - Pre-assessment tests (readiness, placement, screening) given to indicate specific needs of individual students.
34. **Mainstreamed** - In the context of education, refers to the practice of educating students with special needs in regular classes during specific time periods- If the special education teacher provides services in the regular class during mainstream periods, it is referred to as inclusion .
35. **Modification** - The term "modification" may be used to describe a change in the curriculum which alters the learning expectations for students.
36. **Readiness Screening** - The process of identifying the performance levels, skills, and abilities of young children, emotional and social development.
37. **Related Services** - Transportation and such development, corrective and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and audiology services, vision services, psychological services, physical and occupational therapy, adaptive physical education, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes- The term also includes school health services, social work services in schools and parent counseling and training.
38. **Remedial Programs** - Programs designed to assist students including identified students with disabilities and Non or Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
39. **Response to Intervention (RTI)** - RTI is a multi-tier approach to the early identification and support of students with academic and/or behavior needs. The RTI process begins with universal screening and high-quality instruction for all children in the general education classroom. Data are used to determine which students need extra support and the best research-based interventions available to help students achieve grade level success. Decisions about the intensity and duration of interventions are based on individual student response to instruction. Progress is closely monitored to assess student growth.
40. **School-Building-Level Committee (SBLC)** - A mechanism which functions as an in-school resource committee and as a liaison committee to support services-The School-Building-Level Committee has three primary functions, which are as follows: a. It acts as a reference team for ensuring that all resources available within the school have been employed prior to referral to pupil appraisal. b. It is the in-school mechanism for review of decisions affecting retention or promotion. The membership of the committee will vary with the

problem presented but should always include the following positions: referring teacher, principal or his designee and counselor. The assessment teacher should be included if a referral for appraisal is being considered. It serves as a committee of three or more knowledgeable people who oversee referrals, assessment, educational planning, and program implementation for students with dyslexia and other related disorders per requirements of Section 504 of the Rehabilitation Act of 1973.

41. **School Day** - The daily period of time established by the LEA as the official operating hours of the school for administrative and instructional purposes, as well as co- curricular activities.
42. **Student with an Exceptionality/Disability** - A student who, after being evaluated, is determined to have an exceptionality that significantly affects educational performance to the extent that special education is needed-Refer to Bulletin 1508.
43. **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.

## APPENDIX B

### East Feliciana Public Schools Grading Scales

#### A, B, C, D, F Scale (Bulletin 741)

Grade	Percentage	**EOC Conversion Equivalent for Science & Social Studies
A	100-93	Excellent
B	92-85	Good
C	84-75	Fair
D	74-67	Needs Improvement
F	*66-50	

**\*\*\*New EOC conversion information will be updated by LDOE.**

#### LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

*Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (Bulletin 741, Section 2318). The LEAP 2025 High School test score shall count as a percentage of the student's final grade for the course. The percentage must be between 5 or 15 percent inclusive and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.*

*The following table shows the relationship between LEAP 2025 achievement levels and scale scores. Grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.*

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F

<b>Geometry</b>	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
<b>English II</b>	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F

## APPENDIX C

### Grading Policy

**Kindergarten** the following markings on report cards and/or progress reports

Students will receive:

S - Satisfactory

P - Progressing

N - Needs Improvement on skills listed on Kindergarten Report Card

#### **Number of Grades Required for Elementary School (K-6)**

Teachers are required to record a minimum of 8 grades, (i.e., assessments, class assignments, projects, etc.) per subject for each 9-week period. Teachers are to average a minimum of 4 grades per subject for the progress report in each grading period.

#### **Number of Grades Required for Middle School (7-8)**

Teachers are required to grade a minimum of 10 assignments (i.e. assessments, projects) per subject. Teachers may include one cumulative class participation grade, one cumulative homework grade, and one cumulative daily assessment grade as part of the 10 grades. One of the major grades will be a cumulative 9-weeks assessment.

No single assessment shall count for more than 10% of the 9-weeks grade.

#### **Grade Recording for Elementary School (1-6)**

Teachers will record the points earned on each graded assignment in their grade books. On all progress reports and quarterly report cards, the teacher will average the students' grades and enter the letter grade based on the percentage grade for each subject. The final grade will be determined by averaging the letter grades for the four nine weeks. Physical Education/Health, Music, or Art (if offered) will use S, N, and U.

***\*\*\* East Feliciana Parish Public Schools will use Tier I Curricula in all Content Areas (ELA, Math, Science, and Social Studies) in addition to any supplemental resources that are already in place. All grades will be derived from Tier I Curriculum and aligned to Louisiana State Standards.***



## APPENDIX D

### WEIGHTED GRADES {Grades 9-12}

Entering freshmen can earn weighted grades in Honors, Gifted, Advanced Placement, and Dual Enrollment Courses. For such courses, five (5) quality points will be assigned to a letter grade of "A...F". Schools shall continue to honor high performing students, and all students graduating with a 4.0 or above.

REGULAR	HONORS, GIFTED, AP, & DUAL ENROLLMENT
A = 4.0	A = 5.0
B = 3.0	B = 4.0
C = 2.0	C = 3.0
D = 1.0	D = 1.0
F = 0	F = 0

### Grade Points {Grades 1 - 8}:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

### Final Grade Averages {Grades 1 - 8}

A	3.5 - 4.0
B	2.5 - 3.49
C	1.5 - 2.49
D	0.75 - 1.49
F	0.74 - Below

## APPENDIX E

### Elementary Promotion/Retention Forms

*(Must be completed on all elementary students that are being retained and/or promoted due to unusual circumstances).*

# EAST FELICIANA PARISH SCHOOL BOARD

KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 - 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## SBLC Promotion/Retention Form for Kindergarten

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary

Reading: Score "Satisfactory" on 70% of skills on ELA Report Card 3 points

Mathematics: Score "Satisfactory on 70% of skills on Math Report Card 3 points

DIBELS: End of Year DIBELS Composite Score of:

Benchmark 2 points

Below Benchmark 1 point

Well Below Benchmark 1 point

SBLC Recommendation: 1 point

Total Points \_\_\_\_\_

*The student must attain a minimum score of 6 out of 9 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year DIBELS Composite Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_\_ grade  Retain in the \_\_\_\_\_ grade

Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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12732 SILLIMAN STREET  
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# EAST FELICIANA PARISH SCHOOL BOARD

KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 ~ 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## SBLC Promotion/Retention Form for 1<sup>st</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary

English Language Arts: Attain a minimum grade of "D" 3 points  
DIBELS: End of Year DIBELS Composite Score of:

Benchmark 2 points  
Below Benchmark 1 point  
Well Below Benchmark 1 point

Mathematics: Attain a minimum grade of "D" 3 points

Science/Social Studies: Attain a minimum grade of "D" in either  
Social Living (combined): 2 points  
**OR**  
Science 1 point  
Social Studies 1 point

SBLC Recommendation: 1 point

Total Points \_\_\_\_\_

*The student must attain a minimum score of 8 out of 11 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year DIBELS Composite Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_\_ grade  Retain in the \_\_\_\_\_ grade

Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 - 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## SBLC Promotion/Retention Form for 2<sup>nd</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary

English Language Arts: Attain a minimum grade of "D" 3 points

DIBELS: End of Year DIBELS Composite Score of:

Benchmark 2 points  
Below Benchmark 1 point  
Well Below Benchmark 1 point

Mathematics: Attain a minimum grade of "D" 3 points

Science/Social Studies: Attain a minimum grade of "D" in either

Social Living (combined): 2 points

OR

Science 1 point

Social Studies 1 point

SBLC Recommendation: 1 point

Total Points \_\_\_\_\_

*The student must attain a minimum score of 8 out of 11 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year DIBELS Composite Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_\_ grade  Retain in the \_\_\_\_\_ grade

Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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KEISHA L. NETTERVILLE  
Superintendent

RICHARD FERRELL  
President  
225-683-8277 ~ 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President  
FAX  
225-683-3320

## SBLC Promotion/Retention Form for 3<sup>rd</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary

English Language Arts: Attain a minimum grade of "D"	3 points
DIBELS: End of Year DIBELS Composite Score of:	
Benchmark	2 points
Below Benchmark	1 point
Well Below Benchmark	1 point
Mathematics: Attain a minimum grade of "D"	3 points
Science: Attain a minimum grade of "D"	3 1 point
Social Studies: Attain a minimum grade of "D"	1 point
SBLC Recommendation:	1 point

**Total Points** \_\_\_\_\_

*The student must attain a minimum score of 8 out of 11 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year DIBELS Composite Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_ grade  Retain in the \_\_\_\_ grade  
Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_



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KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 - 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## SBLC Promotion/Retention Form for 4<sup>th</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary

English Language Arts: Attain a minimum grade of "D"	4 points
Mathematics: Attain a minimum grade of "D"	4 points
Science: Attain a minimum grade of "D"	2 points
Social Studies: Attain a minimum grade of "D"	2 points
SBLC Recommendation:	1 point

**Total Points** \_\_\_\_\_

*The student must attain a minimum score of 9 out of 13 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

*Any student who does not attain the minimum score of 9 out of 13 points may be considered for promotion to 5<sup>th</sup> grade by the SBLC if he/she:*

- scores Basic or above on both ELA and Math on the LEAP test OR
- successfully completes all requirements of the district summer acceleration program.

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year ELA Test Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_ grade  Retain in the \_\_\_\_ grade  
Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 - 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## SBLC Promotion/Retention Form for 5<sup>th</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary

English Language Arts: Attain a minimum grade of "D"	4 points
Mathematics: Attain a minimum grade of "D"	4 points
Science: Attain a minimum grade of "D"	2 points
Social Studies: Attain a minimum grade of "D"	2 points
SBLC Recommendation:	1 point

**Total Points** \_\_\_\_\_

*The student must attain a minimum score of 9 out of 13 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year ELA Test Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_\_ grade  Retain in the \_\_\_\_\_ grade

Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 ~ 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## SBLC Promotion/Retention Form for 6<sup>th</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School:  Clinton Elementary  Jackson Elementary  Slaughter Elementary  STEAM Academy

English Language Arts: Attain a minimum grade of "D"	4 points
Mathematics: Attain a minimum grade of "D"	4 points
Science: Attain a minimum grade of "D"	2 points
Social Studies: Attain a minimum grade of "D"	2 points
SBLC Recommendation:	1 point

Total Points \_\_\_\_\_

*The student must attain a minimum score of 9 out of 13 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.

- End of Year ELA Test Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

Decision of SBLC Committee:  Promote to the \_\_\_\_\_ grade  Retain in the \_\_\_\_\_ grade

Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 ~ 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## STEAM Academy SBLC Promotion/Retention Form for 6<sup>th</sup> Grade

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

English Language Arts: Attain a minimum grade of "D"	4 points
Mathematics: Attain a minimum grade of "D"	4 points
Science: Attain a minimum grade of "D"	2 points
Social Studies: Attain a minimum grade of "D"	2 points
STEM Elective: Attain a minimum grade of "D"	1 point
SBLC Recommendation:	1 point

**Total Points** \_\_\_\_\_

*The student must attain a minimum score of 10 out of 14 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

**List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.**

- End of Year ELA Test Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

**Decision of SBLC Committee:**  Promote to the \_\_\_\_ grade  Retain in the \_\_\_\_ grade

Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

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KEISHA L. NETTERVILLE  
Superintendent

RICHARD TERRELL  
President

225-683-8277 ~ 225-683-5420  
225-683-5378



MITCHELL HARRELL  
Vice President

FAX  
225-683-3320

## East Feliciana Middle School SBLC Promotion/Retention Form for Grades 7-8

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

English Language Arts: Attain a minimum grade of "D"	4 points
Mathematics: Attain a minimum grade of "D"	4 points
Science: Attain a minimum grade of "D"	1 point
Social Studies: Attain a minimum grade of "D"	1 point
Elective 1: Attain a minimum grade of "D"	1 point
Elective 2: Attain a minimum grade of "D"	1 point
SBLC Recommendation:	1 point

**Total Points** \_\_\_\_\_

*The student must attain a minimum score of 10 out of 13 possible points and have no more than 10 unexcused absences to be promoted without extenuating circumstances.*

Student's Birthdate: \_\_\_\_\_ Student's Age: \_\_\_\_\_ Number of Retentions: \_\_\_\_\_

Number of Excused Absences: \_\_\_\_\_ Number of Unexcused Absences: \_\_\_\_\_

**List and/or attach relevant diagnostic and/or benchmark test results to support the SBLC decision.**

- End of Year ELA Test Score/Level: \_\_\_\_\_
- End of Year Math Test Score/Level: \_\_\_\_\_
- Other diagnostic/benchmark assessment results: \_\_\_\_\_

**Decision of SBLC Committee:**  Promote to the \_\_\_\_\_ grade  Retain in the \_\_\_\_\_ grade  
Explanation of extenuating circumstances (if promoted without meeting above requirements):

Teacher's Signature: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

SBLC Chairperson's Signature: \_\_\_\_\_

**APPENDIX F**

**SCHOOL-BUILDING-LEVEL COMMITTEE MEETING VERIFICATION**

**STUDENT INFORMATION:**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Present Grade Level: \_\_\_\_\_

Number of Previous Retentions: \_\_\_\_\_

**REASON FOR MEETING:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMITTEE DECISION:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMITTEE SIGNATURES:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DATE:** \_\_\_\_\_

- SCHOOL:**     Clinton Elementary     Jackson Elementary     Slaughter Elementary  
                   East Feliciana Middle     East Feliciana High     EFPPS Enrichment Academy  
                   EF STEAM Academy

COPY - Principal's Office

COPY – Student's Folder



## APPENDIX G

### REFUSAL OF REMEDIATION

*I hereby acknowledge the East Feliciana Public School System has offered remedial help to my son/daughter at no cost for deficiencies that were identified on the required assessment.*

**Student:** \_\_\_\_\_

**School:**  Clinton Elementary  Jackson Elementary  Slaughter Elementary  
 East Feliciana Middle  East Feliciana High  EFPPS Enrichment Academy  
 EF STEAM Academy

**Subject(s) – Check all that apply:**

- English/Language Arts
- Mathematics
- Science
- Social Studies

*My signature indicates that I am refusing remediation for my child for the Individual Academic Improvement Plan:*

**Signature Parent/ Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# APPENDIX H

## Foreign Language Waiver

### Elementary Foreign Language Program Waiver Request



**BESE POLICY WAIVER REQUEST FORM**

DATE OF REQUEST: \_\_\_\_\_ REQUEST FOR SCHOOL YEAR: \_\_\_\_\_

LOCAL EDUCATION AGENCY: \_\_\_\_\_

SUPERINTENDENT OR SYSTEM LEADER: \_\_\_\_\_

CONTACT NAME AND TITLE: \_\_\_\_\_

EMAIL: \_\_\_\_\_ TELEPHONE NUMBER: \_\_\_\_\_

**REQUEST FOR WAIVER OF POLICY**

Bulletin 741, Louisiana Handbook for School Administrators, §2313: Elementary Program of Studies, pertaining to BESE mandated elementary level foreign language programs in accordance with R.S. 17:272.

*Waivers are granted from the date of approval and for a maximum of one academic year, unless approval is granted for a longer period of time based upon extenuating circumstances.*

Bulletin number, title, and section: \_\_\_\_\_

Bulletin number, title, and section: \_\_\_\_\_

Bulletin number, title, and section: \_\_\_\_\_

Bulletin number, title, and section: \_\_\_\_\_

*In the space below, please explain why the waiver is necessary and describe steps taken within the SE policy to address the situation thus far. Be sure also what would be the impact of denial of waiver request.*

\_\_\_\_\_

Signature of superintendent or system leader

Submit form, with all requests and supporting documentation to the Louisiana Department of Education at [EducationPolicy@doe.la.gov](mailto:EducationPolicy@doe.la.gov).

## **APPENDIX I**

### **Attendance Policy**

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other policies must be met.

(Bulletin 741, §1103. G.1.)

### **Truancy Policy**

School personnel shall be expected to make every reasonable effort to assist a child who is habitually absent or tardy. A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truant officer, or other law enforcement personnel have failed to correct the condition after the fifth (5th) unexcused absence or fifth (5th) unexcused occurrence of being tardy within any school semester. Any student who is a juvenile and who is considered habitually absent from school or habitually tardy shall be reported by visiting teachers and Supervisors of Child Welfare and Attendance to the family or juvenile court of the parish or city as a truant child.

## APPENDIX J

### Individual Academic Improvement Plan



**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:	
Check the boxes below for each selected intervention and populate requested information:	
<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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Updated October 19, 2022

## Appendix K

### Parent/Legal Guardian Agreement Form



\_\_\_\_\_ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas. In accordance with the requirements of Bulletin 1566 §701 and §703, \_\_\_\_\_ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of \_\_\_\_\_ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the <a href="#">Family Support Toolbox Library</a> and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan: *East Feliciana Public Schools*

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- High-quality curriculum
- Highly-effective teacher
- Additional in-school support
- Summer program

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:
-----------------------------------

Parent/Legal Guardian Signature:	Date:
----------------------------------	-------

School Administrator Signature:	Date:
---------------------------------	-------



## Appendix L

### Promotion in Jeopardy Parental Notification

Date: \_\_\_\_\_

Dear Parent / Guardian:

You are receiving this letter as notification that your child, \_\_\_\_\_, has received a letter grade of "F" in one or more core subject areas during one or more of the 20\_\_-20\_\_ nine weeks grading periods, and/or because of excessive absences. Consequently, he or she is in danger of being retained in his or her current grade level during the 20\_\_-20\_\_ school year. Some factors attributing to your child's grades are:

- Poor Attendance (more than 10 unexcused days) /Excessive Tardiness
- Not Completing Class Assignments
- Missing and/or Below Level Grades on Assignments, Quizzes, Projects, Test, Etc.

**In addition, your child exhibits the following behaviors regularly in class:**

- Does Not Pay Attention
- Excessive Talking / Disrupting class
- Disrespectful to teacher / peers
- Refuses to Complete Class Assignments and/or Tests
- Other: \_\_\_\_\_

If your child continues to do poorly, he/she may be retained in \_\_\_\_\_ grade. Please discuss this matter with your child. Should you have any questions, please contact your child's teacher at (225) \_\_\_\_\_.

Thanks!

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return signed copy to your child's teacher. Thanks!*

## Appendix M

### Letter of Intent to Apply for Early Graduation

Intended Graduation Year:	
Student's Name:	
Student Identification Number:	
Date of Birth:	
Parent/Guardian's Name:	
Permanent Mailing Address:	
City, State, Zip code:	
Parent's Phone Number:	
Parent E-mail Address:	

High School's Name: East Feliciana High	District: East Feliciana Parish Public Schools
Principal's Name:	Mailing Address:

Date student entered high school (MM/DD/YEAR): \_\_\_\_\_

Date student intends to graduate (MM/DD/YEAR): \_\_\_\_\_

**Disclosures: (parent/guardian and student initial each statement):**

\_\_\_\_\_ I have read and understood the attached information regarding Early Graduation.  
 \_\_\_\_\_ I understand that this Intent to pursue Early Graduation is an accelerated pathway and I intend to meet the academic criteria and timeline of the intent, graduating within three years of entry into high school.

**Signatures: (print name and sign)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix N**  
**Parent Reporting Forms K-3**  
**Kindergarten:**



Date: \_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_, was recently screened using the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** assessment. This assessment is designed to identify students in grades K-3 who are on track for achieving reading proficiency and those who may need additional support and/or intervention. According to Act 438, within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student's parent or legal guardian in writing.

The Importance of Achieving Reading Proficiency by Third Grade

Third grade is considered a critical milestone for reading development because it marks a shift from "learning to read" to "reading to learn." Students who achieve reading proficiency by the end of third grade are more likely to succeed academically and in subsequent grades, as they rely on their reading abilities to access and understand content across different subjects. By identifying those students in grades K-3 who are not on track for reading proficiency, we are ensuring that all students receive the support they need before significant literacy gaps emerge.

Information for Dual Language Immersion Students

Studies have shown that students enrolled in dual language immersion (DLI) programs may experience an early lag in English proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language. This lag can be attributed to the division of literacy instruction between two languages. This temporary delay may be seen in the areas of spelling, punctuation, word knowledge, and word discrimination. However, these studies and others have shown that potential delays are generally resolved through continued English study in grades K-5.

***Note: Students in grade K, who are enrolled in two-way immersion programs, may receive little to no instruction in English literacy, depending on the model that the school system has implemented, i.e., 50/50 or 90/10. It is normal for students in this program to score lower, at first, than their English-only peers. However, increased exposure over time will close this gap.***

Because they are learning two languages at the same time, DLI students will initially show dominance in one of their studied languages - usually the immersion language. Over time, this dominance will equalize. As a parent, you can do the following to improve your child's English language literacy progress:

- Continue to allow your child to participate in the dual language immersion program.
- Read to your child in their home language daily.
- Have your child read to you in their home language daily.
- Look for opportunities to incorporate literacy skills practice in your daily activities.

Interpreting Your Child’s Scores

Below you will find your child’s scores on the DIBELS assessment. Any child that scores “below” or “well below” benchmark will need additional literacy support in order to achieve grade-level literacy outcomes. This report will provide information on the specific interventions and supports that the school will provide to improve your child’s literacy proficiency as well as activities and resources that can be used at home.

Kindergarten

**Student Name:** \_\_\_\_\_

	Score	Risk Category	Targets
<b>Letter Naming Fluency</b> Measures a child’s ability to rapidly name upper- and lower-case letters.		--	Beginning-Year Target: 25 Mid-Year Target: 37 End-Year Target: 42
<b>Phonemic Segmentation Fluency</b> Measures a child’s ability to identify sounds in spoken words.		--	Beginning-Year Target: 5 Mid-Year Target: 29 End-Year Target: 44
<b>Nonsense Word Fluency (Correct Letter Sounds)</b> Measures a child’s ability to apply learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 9 Mid-Year Target: 25 End-Year Target: 31
<b>Nonsense Word Fluency (Words Recoded Correctly)</b> Measures a child’s automaticity in applying learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 1 Mid-Year Target: 3 End-Year Target: 7
<b>Word Reading Fluency</b> Measures a child’s ability to read grade-appropriate words with sufficient automaticity.		--	Beginning-Year Target: 1 Mid-Year Target: 4 End-Year Target: 10
<b>COMPOSITE</b>		--	

**\*Note:** Each of the above indicators are measured within one-minute.

**Interventions and/or Additional Supports Provided by the School:**

**Activities that can be completed at-home to support literacy:**

If you have any questions, please do not hesitate to contact your child's teacher and/or school for additional support.

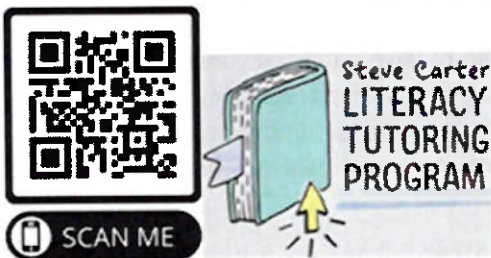
Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Information**

If your child scores below grade-level, they may be eligible for up to \$1,000 in vouchers for literacy tutoring. Please scan the QR code for more information and to check to see if your child is eligible.





## First Grade:

Date: \_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_, was recently screened using the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** assessment. This assessment is designed to identify students in grades K-3 who are on track for achieving reading proficiency and those who may need additional support and/or intervention. According to Act 438, within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student's parent or legal guardian in writing.

### The Importance of Achieving Reading Proficiency by Third Grade

Third grade is considered a critical milestone for reading development because it marks a shift from "learning to read" to "reading to learn." Students who achieve reading proficiency by the end of third grade are more likely to succeed academically and in subsequent grades, as they rely on their reading abilities to access and understand content across different subjects. By identifying those students in grades K-3 who are not on track for reading proficiency, we are ensuring that all students receive the support they need before significant literacy gaps emerge.

### Information for Dual Language Immersion Students

Studies have shown that students enrolled in dual language immersion (DLI) programs may experience an early lag in English proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language. This lag can be attributed to the division of literacy instruction between two languages. This temporary delay may be seen in the areas of spelling, punctuation, word knowledge, and word discrimination. However, these studies and others have shown that potential delays are generally resolved through continued English study in grades K-5.

Because they are learning two languages at the same time, DLI students will initially show dominance in one of their studied languages - usually the immersion language. Over time, this dominance will equalize. As a parent, you can do the following to improve your child's English language literacy progress:

- Continue to allow your child to participate in the dual language immersion program.
- Read to your child in their home language daily.
- Have your child read to you in their home language daily.
- Look for opportunities to incorporate literacy skills practice in your daily activities.

### Interpreting Your Child's Scores



Below you will find your child's scores on the DIBELS assessment. Any child that scores "below" or "well below" benchmark will need additional literacy support in order to achieve grade-level literacy outcomes. This report will provide information on the specific interventions and supports that the school will provide to improve your child's literacy proficiency as well as activities and resources that can be used at home.

First Grade

**Student Name:** \_\_\_\_\_

	Score	Risk Category	Targets
<b>Letter Naming Fluency</b> Measures a child's ability to rapidly name upper- and lower-case letters.		--	Beginning-Year Target: 42 Mid-Year Target: 57 End-Year Target: 59
<b>Phonemic Segmentation Fluency</b> Measures a child's ability to identify sounds in spoken words.		--	Beginning-Year Target: 31 Mid-Year Target: 43 End-Year Target: 45
<b>Nonsense Word Fluency (Correct Letter Sounds)</b> Measures a child's ability to apply learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 30 Mid-Year Target: 52 End-Year Target: 55
<b>Nonsense Word Fluency (Words Recoded Correctly)</b> Measures a child's automaticity in applying learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 5 Mid-Year Target: 14 End-Year Target: 15
<b>Word Reading Fluency</b> Measures a child's ability to read grade-appropriate words with sufficient automaticity.		--	Beginning-Year Target: 12 Mid-Year Target: 17 End-Year Target: 25
<b>Oral Reading Fluency (Accuracy)</b> Measures the accuracy of a child's reading.		--	Beginning-Year Target: 67 Mid-Year Target: 87 End-Year Target: 91
<b>Oral Reading Fluency (Words Correct)</b> Measures a child's ability to read with sufficient fluency to support reading comprehension.		--	Beginning-Year Target: 10 Mid-Year Target: 21 End-Year Target: 39
<b>COMPOSITE</b>		--	

**\*Note:** Each of the above indicators are measured within one-minute.

**Interventions and/or Additional Supports Provided by the School:**

**Activities that can be completed at-home to support literacy:**

If you have any questions, please do not hesitate to contact your child's teacher and/or school for additional support.

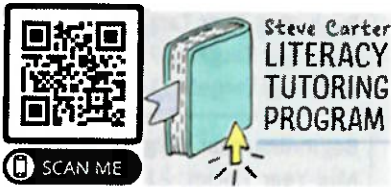
Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Information**

If your child scores below grade-level, they may be eligible for up to \$1,000 in vouchers for literacy tutoring. Please scan the QR code for more information and to check to see if your child is eligible.





## Second Grade:

Date: \_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_, was recently screened using the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** assessment. This assessment is designed to identify students in grades K-3 who are on track for achieving reading proficiency and those who may need additional support and/or intervention. According to Act 438, within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student's parent or legal guardian in writing.

### The Importance of Achieving Reading Proficiency by Third Grade

Third grade is considered a critical milestone for reading development because it marks a shift from "learning to read" to "reading to learn." Students who achieve reading proficiency by the end of third grade are more likely to succeed academically and in subsequent grades, as they rely on their reading abilities to access and understand content across different subjects. By identifying those students in grades K-3 who are not on track for reading proficiency, we are ensuring that all students receive the support they need before significant literacy gaps emerge.

### Information for Dual Language Immersion Students

Studies have shown that students enrolled in dual language immersion (DLI) programs may experience an early lag in English proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language. This lag can be attributed to the division of literacy instruction between two languages. This temporary delay may be seen in the areas of spelling, punctuation, word knowledge, and word discrimination. However, these studies and others have shown that potential delays are generally resolved through continued English study in grades K-5.

Because they are learning two languages at the same time, DLI students will initially show dominance in one of their studied languages - usually the immersion language. Over time, this dominance will equalize. As a parent, you can do the following to improve your child's English language literacy progress:

- Continue to allow your child to participate in the dual language immersion program.
- Read to your child in their home language daily.
- Have your child read to you in their home language daily.
- Look for opportunities to incorporate literacy skills practice in your daily activities.

### Interpreting Your Child's Scores

Below you will find your child's scores on the DIBELS assessment. Any child that scores "below" or "well below" benchmark will need additional literacy support in order to achieve grade-level literacy outcomes. This report will

provide information on the specific interventions and supports that the school will provide to improve your child's literacy proficiency as well as activities and resources that can be used at home.

**Second Grade**

**Student Name:**

	Score	Risk Category	Targets
<b>Nonsense Word Fluency (Correct Letter Sounds)</b> Measures a child's ability to apply learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 50 Mid-Year Target: 68 End-Year Target: 76
<b>Nonsense Word Fluency (Words Recoded Correctly)</b> Measures a child's automaticity in applying learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 15 Mid-Year Target: 20 End-Year Target: 22
<b>Word Reading Fluency</b> Measures a child's ability to read grade-appropriate words with sufficient automaticity.		--	Beginning-Year Target: 26 Mid-Year Target: 36 End-Year Target: 43
<b>Oral Reading Fluency (Accuracy)</b> Measures the accuracy of a child's reading.		--	Beginning-Year Target: 92 Mid-Year Target: 96 End-Year Target: 96
<b>Oral Reading Fluency (Words Correct)</b> Measures a child's ability to read with sufficient fluency to support reading comprehension.		--	Beginning-Year Target: 49 Mid-Year Target: 78 End-Year Target: 94
<b>MAZE</b> Measures a child's ability to comprehend what they read.		--	Beginning-Year Target: 5 Mid-Year Target: 9 End-Year Target: 9.5
<b>COMPOSITE</b>		--	

**\*Note:** Each of the above indicators are measured within one-minute except for MAZE which is measured over three minutes.

**Interventions and/or Additional Supports Provided by the School:**

**Activities that can be completed at-home to support literacy:**

If you have any questions, please do not hesitate to contact your child’s teacher and/or school for additional support.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Information**

If your child scores below benchmark, they may be eligible for up to \$1,000 in vouchers for literacy tutoring. Please scan the QR code for more information and to check to see if your child is eligible.





## Third Grade:

Date: \_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_, was recently screened using the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** assessment. This assessment is designed to identify students in grades K-3 who are on track for achieving reading proficiency and those who may need additional support and/or intervention. According to Act 438, within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student's parent or legal guardian in writing.

### The Importance of Achieving Reading Proficiency by Third Grade

Third grade is considered a critical milestone for reading development because it marks a shift from "learning to read" to "reading to learn." Students who achieve reading proficiency by the end of third grade are more likely to succeed academically and in subsequent grades, as they rely on their reading abilities to access and understand content across different subjects. By identifying those students in grades K-3 who are not on track for reading proficiency, we are ensuring that all students receive the support they need before significant literacy gaps emerge.

### Information for Dual Language Immersion Students

Studies have shown that students enrolled in dual language immersion (DLI) programs may experience an early lag in English proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language. This lag can be attributed to the division of literacy instruction between two languages. This temporary delay may be seen in the areas of spelling, punctuation, word knowledge, and word discrimination. However, these studies and others have shown that potential delays are generally resolved through continued English study in grades K-5.

Because they are learning two languages at the same time, DLI students will initially show dominance in one of their studied languages - usually the immersion language. Over time, this dominance will equalize. As a parent, you can do the following to improve your child's English language literacy progress:

- Continue to allow your child to participate in the dual language immersion program.
- Read to your child in their home language daily.
- Have your child read to you in their home language daily.
- Look for opportunities to incorporate literacy skills practice in your daily activities.

### Interpreting Your Child's Scores

Below you will find your child's scores on the DIBELS assessment. Any child that scores "below" or "well below" benchmark will need additional literacy support in order to achieve grade-level literacy outcomes. This report will



provide information on the specific interventions and supports that the school will provide to improve your child's literacy proficiency as well as activities and resources that can be used at home.

**Third Grade**

**Student Name:** \_\_\_\_\_

	Score	Risk Category	Targets
<b>Nonsense Word Fluency (Correct Letter Sounds)</b> Measures a child's ability to apply learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 76 Mid-Year Target: 94 End-Year Target: 105
<b>Nonsense Word Fluency (Words Recoded Correctly)</b> Measures a child's automaticity in applying learned letter-sound correspondences and spelling patterns.		--	Beginning-Year Target: 24 Mid-Year Target: 30 End-Year Target: 31
<b>Word Reading Fluency</b> Measures a child's ability to read grade-appropriate words with sufficient automaticity.		--	Beginning-Year Target: 40 Mid-Year Target: 50 End-Year Target: 55
<b>Oral Reading Fluency (Accuracy)</b> Measures the accuracy of a child's reading.		--	Beginning-Year Target: 96 Mid-Year Target: 96 End-Year Target: 96
<b>Oral Reading Fluency (Words Correct)</b> Measures a child's ability to read with sufficient fluency to support reading comprehension.		--	Beginning-Year Target: 73 Mid-Year Target: 105 End-Year Target: 114
<b>MAZE</b> Measures a child's ability to comprehend what they read.		--	Beginning-Year Target: 8 Mid-Year Target: 12 End-Year Target: 15.5
<b>COMPOSITE</b>		--	

**\*Note:** Each of the above indicators are measured within one-minute except for MAZE which is measured over three minutes..

**Interventions and/or Additional Supports Provided by the School:**

**Activities that can be completed at-home to support literacy:**

If you have any questions, please do not hesitate to contact your child’s teacher and/or school for additional support.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Information**

If your child scores below benchmark, they may be eligible for up to \$1,000 in vouchers for literacy tutoring. Please scan the QR code for more information and to check to see if your child is eligible.



**IMPORTANT NOTICE:** According to BESE policy, all 3rd grade students who score below proficiency on the end of year screener will be required to attend 30 hours of summer literacy learning or they may be retained.

