



DESOTO
PARISH SCHOOLS

2023-2024

Pupil Progression Plan

Submitted to Louisiana Department of Education
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Background and Purpose

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

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

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

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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.

Students entering first grade without attending a full-day public or private kindergarten for a full academic year will be administered Expeditionary Learning Assessment iSTEAP and the End of Year Kindergarten Math Test.

Students who are seeking to enter first grade must meet the following criteria:

1. Follow one-and two-step oral directions
2. Predict, retell, and sequence story events from fiction and non-fiction text
3. Visually discriminate likenesses and differences in pictures, letters, and word forms
4. Recognize and name all 26 uppercase and lowercase letters of the alphabet
5. Recognize 40/48 sight words
6. Recognize and produce rhyming words
6. Express thoughts, feelings, and ideas in complete sentences
7. Produce the sounds of all of the letters

Achieve the following math skills:

1. Count to 100 by tens and ones
2. Count concrete and semi-concrete objects 1- 20

3. Recognize numerals in sequential and random order
4. Associate numerals with concrete objects
5. Describe measurable attributes of objects
6. Add and subtract within five fluently
7. Compose simple shapes to form larger shapes
8. Count to 100 starting at any number

Students from out-of-state who are entering first grade and not meeting the requirements for kindergarten attendance will be administered **Expeditionary Learning Assessment iSTEEP** and the End of Year Kindergarten Math Test.

Students who are seeking to enter first grade must meet the following criteria:

1. Follow one-and two-step oral directions
2. Predict, retell, and sequence story events from fiction and non-fiction text
3. Visually discriminate likenesses and differences in pictures, letters, and word forms
4. Recognize and name all 26 uppercase and lowercase letters of the alphabet
5. Recognize 40/48 sight words
6. Recognize and produce rhyming words
7. Express thoughts, feelings, and ideas in complete sentences
8. Produce the sounds of all of the letters

Achieve the following math skills:

1. Count to 100 by tens and ones
2. Count concrete and semi-concrete objects 1- 20
3. Recognize numerals in sequential and random order
4. Associate numerals with concrete objects
5. Describe measurable attributes of objects
6. Add and subtract within five fluently
7. Compose simple shapes to form larger shapes
8. Count to 100 starting at any number

The TS Gold is the state approved readiness screening instrument administered to every child entering kindergarten for the first time.

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.

Emphasis will be placed on regular communication with parents/guardians through formal and informal conferences. The teacher is responsible for completing and issuing

the performance report. Each teacher is responsible for any other markings such as attendance to class.

Kindergarten

Kindergarten: For a student to be promoted to first grade, students must demonstrate proficiency in kindergarten standards, as defined in state standards, by meeting the following minimum requirements below for reading, math, science & social studies:

Kindergarten ELA:

Scores at the Proficient or Exemplary level on 85% of the English Language Arts standards **OR be referred to SBLC for placement decisions**. ELA standards are inclusive of:

State standards ELA-Literacy.RF.K.2-Key Ideas and Details

State standards ELA-Literacy.RF.K.1d-Print Concepts

State standards ELA-Literacy.RF.K.2-Phonological Awareness

State standards ELA-Literacy.RF.K.3 & CCSS.ELA-Literacy.RF.K.3c-Phonics and Word Recognition

Kindergarten Math:

Scores at the Proficient or Exemplary level on 85% of Math Standards or be referred to SBLC for placement decisions. Math standards are inclusive of:

State standards Math.Content.K.CC.A.3-Know number names and count sequence

State standards Math.Content.K.CC.B.4a-Count to tell the number of objects

State standards Math.Content.K.OA.A.1-Understand addition, and understand subtraction

Kindergarten Science & Social Studies:

Demonstrate a level of proficiency on science and social studies concepts.

Grade One

Grade 1: For a student to be promoted to second grade, students must demonstrate proficiency in first grade standards, as defined in state standards, by meeting the following minimum requirements below for reading, math, science & social studies:

Grade 1 ELA: Demonstrates proficiency of 85% of state standards.

Grade 1 Math: Demonstrates proficiency of 85% of state standards.

Grade 1 Science/Social Studies: Demonstrate a level of proficiency on science and social studies concepts.

Students not demonstrating proficiency of 85% of state standards in ELA and Math will be referred to SBLC to determine placement.

Grade Two

For a student to be promoted to third grade, students must demonstrate proficiency in second grade standards, as defined in state standards, by meeting the following minimum requirements below for reading, math, science & social studies:

Grade 2 ELA: Demonstrates proficiency of 85% of state standards.

Grade 2 Math: Demonstrates proficiency of 85% of state standards.

Grade 2 Science & Social Studies: Demonstrate a level of proficiency on science and social studies concepts.

Students not demonstrating proficiency of 85% of state standards in ELA and Math will be referred to SBLC to determine placement.

Grades Five, Six, and Seven

To be promoted from grades five, six and seven, students must make at least sixty-seven (67) points on the point system listed by grades from the chart found in Appendix B, page 40.

Students who fail to accumulate sixty-seven points (67) on the point system as outlined in the promotion policy must be referred to the SBLC. See Appendix B on page 40.
~~The uniform grading scale for grades 4—12 will be as follows:~~

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

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

Students with disabilities who fail to meet state and local promotion guidelines shall have promotion determinations made by the IEP Team. (Bulletin 1530, Chapter 4)

Students with disabilities who participate in the LEAP Alternate Assessment (LEAP Connect) shall have promotion decisions determined by the IEP Team.

Numeric/Alpha grades (example: 85B) shall be used for all subjects in all grade levels with the following exceptions: ~~K-2~~ ~~K-3~~ Standards Based Reporting.

4	Advanced Exemplary
3	Mastery Proficient
2	Developing
1	Needs Improvement Emerging

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 Three

~~For a student to be promoted to fourth grade, students must demonstrate proficiency in third grade standards, as defined in state standards, by meeting the following minimum requirements below for reading, math, science & social studies:~~

~~Grade 3 ELA: Demonstrates proficiency of 85% of state standards.~~

~~Grade 3 Math: Demonstrates proficiency of 85% of state standards.~~

~~Grade 3 Science & Social Studies: Demonstrate a level of proficiency on science and social studies concepts.~~

~~Students not demonstrating proficiency of 85% of state standards in ELA and Math will be referred to SBLC to determine placement.~~

~~By the end of the 1st semester, students that are not meeting academic expectations in the 4 content areas will have an individual academic improvement plan developed. The individual academic improvement plan will be developed through a collaborative effort between the SBLC, teachers, and parents. Plan implementation will begin in the second semester and continue until the student meets the academic expectations. The School/Family Agreement Form must also be electronically filed in SIS with parent signatures. In the event that parent signatures cannot be obtained, documentation that the SBLC process for contacting parents has been followed should be electronically filed in SIS.~~

~~To be promoted from grade three, students must make at least sixty-seven (67) points on the point system listed by grades from the chart found in Appendix B, page 40.~~

~~Students who do not meet an acceptable level on literacy screeners, whether promoted or retained, will have an Individual Literacy Plan developed through a collaborative effort between the SBLC, teachers and parents. The School/Family Agreement form must also be electronically filed in JCAMPUS with parent signatures. The Individual Literacy Plan will require that a student is provided focused on grade level reading instruction and literacy interventions based on the science of reading throughout the year and in summer when a student has not yet met an acceptable level of achievement on literacy screeners. See Appendix I, page 53.~~

Students with disabilities who fail to meet state and local promotion guidelines shall have promotion determinations made by the IEP Team. (Bulletin 1530, Chapter 4)

Students with disabilities who participate in LEAP Alternate Assessment (LEAP Connect) shall have promotion decisions determined by the IEP Team.

Students who fail to accumulate sixty-seven points (67) on the point system as outlined in the promotion policy must be referred to the SBLC. See Appendix B, page 40.

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

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

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.

To be promoted from grade four students must make at least sixty-seven (67) points on the point system listed by grades from the chart found in Appendix B, page 40.

Students with disabilities who fail to meet state and local promotion guidelines shall have promotion determinations made by the IEP Team. (Bulletin 1530, Chapter 4)

Students with disabilities who participate in the LEAP Alternate Assessment (LEAP Connect) shall have promotion decisions determined by the IEP Team.

Students who fail to accumulate sixty-seven points (67) on the point system as outlined in the promotion policy must be referred to the SBLC. See Appendix B on page 40.

~~The uniform grading scale for grades 4—12 will be as follows:~~

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

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

The following types of data will be considered for identifying non-proficient first-time 4th grade students:

- Student's reading level
- Performance results on classroom proficiency assessments
- IEP goals
- Student growth data (State-wide progress monitoring system, Interactive Achievement, STAR, iSTEOP, etc.)
- Course grades
- Attendance

In the final quarter of the 4th grade year, student data will be evaluated to identify students who are in need of remediation and academic support through summer programming. All identified students will have an individual academic support plan (See Appendix C on page 41) developed through a collaborative effort between the SBLC, teachers, and parents. Plan implementation will begin during summer instruction and will continue until the student demonstrates proficiency.

If state test results (released after the conclusion of the school year) indicate that additional students who were not previously identified are in need of academic supports, the District will work through the SBLC and with students' parents to determine how to best support students' needs. An individual academic support plan will be developed and implemented prior to October 1st.

The School/Family Agreement Form must also be electronically filed in SIS with parent signatures. In the event that parent signatures cannot be obtained, documentation that the SBLC process for contacting parents has been followed should be electronically filed in SIS.

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 9th Grade

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

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

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

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

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

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

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

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

At the conclusion of the 8th grade school year the School Building Level Committee (SBLC) will meet to determine student placement for the following year. Students who fail to accumulate sixty-seven points (67) on the point system as outlined in the promotion policy can be retained in that grade for the next school session. See Appendix B on page 40 (Grades 3 -8 4—8 points system chart)

The following types of data will be used for identifying potential non-proficient first-time 8th grade students who may require summer remediation:

- Student's reading level
- Performance results on classroom assessments
- Student growth data (State-wide progress monitoring system, Edulastic, iSTEOP, etc.)
- Course grades
- Student progress in WIN (RTI support) classes
- Attendance
- IEP goals (when applicable)
- State-wide assessment data

At the conclusion of summer remediation, SBLC will examine the identified data and determine if students should be retained in the 8th grade or placed in transitional ninth grade (T9).

Sending and receiving schools will share information to guide T9 students' academic pathways on a student-by-student basis.

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.

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.

A. Transitional 9th grade (T9):

1. T9 students will have a high school schedule that provides the opportunity to earn Carnegie credits in core content and elective subjects. Remediation will occur daily through the "WIN block" (RTI support) and student-specific plans will be developed based on individual needs. Sending and receiving schools will share information to guide T9 students' academic pathways on a student-by-student basis.
2. T9 support teams will be in place at each high school. The teams may include the high school counselor, school administrators, teachers, and any other appropriate personnel. The team will analyze student data and create and/or revise support plans as necessary. In the T9 support team meetings the following data will be reviewed for student progress monitoring: classroom grades, proficiency exam scores, attendance, and discipline.

B. Carnegie Credit and Credit Flexibility:

1. Carnegie credit will be earned upon successful completion of a course in which the student is enrolled. A final grade of a D or higher will result in a full credit being earned. No partial credit will be awarded in a full credit course.
2. Students may earn Carnegie credit as follows:
 - a. A student may be enrolled in a course in a traditional classroom or distance learning setting during the school day.
 - b. For a previously failed course, a student may be enrolled in the district's credit recovery program. To earn a Carnegie credit in the subject pursued, the student must meet requirements below (during the academic year):
 - i. Take an approved credit recovery (CR) final exam. The CR exam for all LEAP 2025 courses is the State administered LEAP 2025 exam. For non-LEAP 2025 courses, district-approved CR exams will be administered via the Edulastic platform. (School administrators may request that a CR exam be scheduled once students have demonstrated mastery of subject matter through the available online learning platform.)
 - ii. Earn a final course average of at least a 67% which includes the CR exam, which holds a 20% weight. The final grade can be determined by including daily assignments, class participation, journal writing, notebook grades, assessments and the appropriate final exam.
 - iii. For high school students who are eligible for LEAP 2025 summer remediation, if a student is successful on the LEAP 2025 exam, the score is recorded as the credit recovery grade on the transcript.

- c. Carnegie credit maybe earned based on Proficiency Exam performance. Credit will be awarded upon successful completion of an available approved proficiency exam. Proficiency exams must be administered by the district Student Learning Department via the Edulastic platform. School administrators may request that a proficiency exam be scheduled once a student has demonstrated mastery of subject matter and has reached the same or a higher degree of proficiency as that of a student who has successfully completed an equivalent course at the regular high school level.
 - d. Credit based on Proficiency may also be earned upon successful demonstration of knowledge through portfolio evidence for non-LEAP 2025 courses. Prior to a student completing a portfolio for Proficiency, the school must submit to the district's Student Learning Department the requirements necessary to demonstrate mastery of rigorous course-specific standards. Once the district approves the guidelines set forth, the student completes the portfolio, and the instructor verifies requirements have been met, the student may be awarded Proficiency credit.
3. If a student earns Carnegie credit through proficiency (exam or portfolio), the grade will be entered as a (P) Pass. **All proficiency credit must be earned prior to the semester of graduation.**
 4. Promotion occurs in the summer prior to the beginning of the school year. (Approved 3 year graduates may be promoted after May 1st.) High school students are classified according to the following criteria:

Year of High School	Classification	Credit Requirement
1 st	9 th grade	
2 nd	10 th grade	Unless fewer than 6 credits*
3 rd	11 th grade	Unless fewer than 12 credits*
4 th	12 th grade	Unless fewer than 18 credits*

*0 – 5.5 credits = 9th, 6 – 11.5 credits = 10th, 12- 17.5 credits = 11th

5. Half credit will not be awarded for any full credit course. Only ½ credit courses will be assigned a ½ credit. Students transferring into district with a ½ credit in a whole credit course will maintain the ½ credit on their transcript.

C. Grading Policies:

1. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)
2. LEAs shall use the following uniform grading system for students enrolled in grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

DeSoto Parish uses the above grading scale for advanced coursework classes such as AP and Dual Enrollment. At the high school level, these courses are awarded weighted credit for cumulative GPA calculation. See pages 23-24 for additional information regarding weighted GPA calculations.

3. Grading Policy for LEAP 2025 Tests
 - a. Students enrolled in a course for which there is an LEAP 2025 test must take the LEAP 2025 test.
 1. The LEAP 2025 test score shall count as a percentage of the student's final grade for the course.
 2. The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA. LEAP 2025 exams will count as the students' final exam which holds a 20% weight.
 - b. For students with disabilities identified under IDEA who meet the **April Dunn** ACT-833 participation criteria prior to taking the first LEAP 2025 test, the LEAP 2025 test score shall count for 5% of the students' final grade for the course.

- c. Grades assigned for the LEAP 2025 test achievement levels shall be as follows:

LEAP 2025 Achievement Level	Grade
Excellent/Advanced	A
Good/Mastery	B
Fair/Basic	C
Approaching Basic	D
Needs Improvement/Unsatisfactory	D or F

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

D. Remediation/Interventions:

1. Students who did not meet the High Stakes Testing Policy set by the State are eligible for LEAP 2025 remediation. 30 hours of remediation will be offered for each content area with a 15:1 pupil/teacher ratio.
2. Teachers and paraprofessionals submit completed Summer School Teaching Applications. Teachers submit a copy of their teaching certificate along with their applications. District staff evaluates the applications to determine placement of teachers/paraprofessionals.
3. Individual instruction should be based upon state testing information and state-wide progress monitoring system data for each student. This data must be kept on file in the classroom. Progress monitoring must be conducted and kept on file in individual student portfolios.
 - a. Use LEAP 2025 Analysis Form to determine learning strands for targeted growth.
 - b. Use state-wide progress monitoring system (LEAP 2025) to create pre-assessment by learning strands to test students to determine deficiencies.
 - c. Once standards deficiencies are identified, use various resources for individual/small group instruction to target those deficiencies to meet the students' specific needs.
4. Parents must sign a "Waiver of Attendance at Summer School – LEAP 2025 Remediation Program". See Appendix H on page 52.

Individual student portfolios are created and maintained throughout Summer School. Student portfolios must contain a copy of the student's Spring Test Scores, student's Promotional Goals Sheet, Student's Progress Monitoring Sheets, student work, and any

student assessments. Student portfolios will be turned in to the district curriculum department at the end of the Summer School sessions.

E. Grade 8-12 Acceleration:

1. 8th grade students meeting certain criteria may take courses for high school credit. Carnegie credit earned in core academic courses by 8th grade students will be recorded as weighted courses on their high school transcript (earning weighted quality points).
2. Pre-Advanced Placement (PreAP) and honors courses may be available for high school students in English, math, science, and social studies.
3. To be labeled "Pre-AP," the course must be taught by an instructor that has successfully completed the appropriate College Board training. Pre-AP courses will be recorded as weighted credit on high school transcripts. Pre-AP courses available through the College Board include: Pre-AP English I, Pre-AP English II, Pre-AP Algebra I, Pre-AP Geometry with Statistics, Pre-AP Biology, Pre-AP Chemistry, Pre-AP World History and Geography, and Pre-AP Arts: Dance, Music, Theater, Visual Arts.
4. For Core courses that do not have a Pre-AP option through College Board or in situations where a teacher has not participated in College Board Pre-AP training, an "honors" designation may be used if the course is taught by an instructor that has successfully completed NMSI's Laying the Foundation OR AP training in the content area. Honors courses will be recorded as weighted credit on high school transcripts.
5. High school credit shall be granted to a student successfully completing an AP course regardless of his test score on the examination provided by the College Board. AP courses will be recorded as weighted courses on student transcripts, earning weighted quality points.
6. High school students who meet college admission requirements may take dual enrollment courses. Students in these courses will receive both high school Carnegie credit and college credit if they earn a passing grade. Dual enrollment courses will be recorded as weighted courses on student transcripts, earning weighted quality points.
7. To be labeled "PreAP", the course must be taught by an instructor who has attended PreAP training in the designated subject area. For high school students, PreAP courses will be recorded as weighted courses on their transcript, earning weighted quality points.
8. For high school students, Engineering or Biomedical Sciences Project Lead the Way (PLTW) courses will be recorded as weighted courses on their transcript, earning weighted quality points. PLTW courses can only be taught

by teachers who have attended PLTW training for the specific course they are charged with teaching.

9. An additional quality point is given for each letter grade above an "F" for grades earned in weighted, Advanced Placement, and International Baccalaureate courses. (No IB courses are offered for Carnegie credit at this time.) Core Carnegie credit earned in middle school will be considered weighted. All weighted credit will receive quality points based on the following chart:

	Quality Points				
	A	B	C	D	F
Regular Courses	4	3	2	1	0
Weighted Courses	5	4	3	2	0

F. Graduation Considerations:

1. Senior students shall pass all required components of the High Stakes Testing Policy and all graduation requirements necessary, relative to their entry year into high school prior to receiving a high school diploma. A senior student who fails to meet the above criteria shall neither graduate, participate in graduation in any manner, nor receive a high school diploma until such attainment has been achieved. The student and parent(s) must be notified in writing of this action. A copy of the written notification must be kept in the student's folder. For those seniors meeting the requirements after May graduations, a district graduation event will be offered.
2. Students are eligible for an appeal to the LEAP 2025 assessment requirement in accordance with Bulletin 741 Chapter 23 Section 2321. Appeals will not be considered until after the last day of the student's senior year.
3. A student interested in Early Graduation must complete the appropriate application. To be considered for 3 year graduation, any on track to exit high school college and career ready students should enter their final year of high school with at least 16 credits. This application must be submitted to the Director of Student Learning to grant final approval. All applications must be received by the Student Learning Department by the deadline published on the application. Students who graduate in less than four years can participate in graduation exercises.

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.

- Approved schools within the state (public/nonpublic)

A student transferring from a state-approved school (public/nonpublic) shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned shall be required.

- Approved out-of-state/foreign countries schools (public/nonpublic)

A student transferring from a state-approved school (public/nonpublic) shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned shall be required

- Home Study and Unapproved schools/in state, out-of-state and foreign countries (public/nonpublic)

Local school officials receiving a student from an unapproved school, in or out of state, will determine the placement and/or credits for the student. The principal and/or superintendent may require the student to take an entrance examination. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

Proposed entrance examinations:

Grade K: Expeditionary Learning Curriculum iSTEAP and End of Year Math Test

Grades 1 and 2: Expeditionary Learning Curriculum iSTEAP and STAR Math Assessment

Grades 3, 4, 6, 7, 8: Iowa Test of Basic Skills (ITBS)

Grades 10: Proof of required Carnegie credits or completion of State Approved Core Assessments if necessary.

Grades 5 & 9: ELA & Math LEAP Placement test provided by LDOE

*If a student scores below Basic, an Individual Academic Support Plan will be developed.

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 on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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.

Exceptional Students' Placement

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 IEPs are reviewed by the special education 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 when services will begin. Services shall begin no later than the start of the next school year.

LEAP Connect LAA1-Eligibility Criteria

1. Eligible students are those:
 - who are disabled under the mandated criteria
 - who participated in **LEAP Connect LAA1**
2. Eligible students shall meet the Eligibility Criteria listed below to award a certificate of achievement. 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.
 - a. The student has participated in general district and statewide assessments.
 - b. The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
 - c. The student has met attendance requirements according to Bulletin 741.
 - d. Transition planning has been completed and documented.
 - e. A body of evidence exists to document that the student had access to and progressed in the general curriculum, to include, at a minimum, Louisiana Content and Extended Standards in the areas of English/Language Arts, Mathematics, Science, and Social Studies and the foundation standards.
 - f. A body of evidence exists to document that the student has developed vocational competencies.
 - g. These students will be considered for all honors/recognition as any other student.

Limited English Proficient (LEP) Students

The Home Language Survey is used to identify language minority students. All students entering the DeSoto Parish School System for the first time must complete the Home Language Survey found on the student electronic registration form. The survey elicits the following information:

First language learned by student
Language other than English used at home
Language students use most often at home

A student identified as a language minority student is administered the Idea Proficiency Test (IPT) as a screening instrument to determine whether the student is "limited English proficient." The IPT measures proficiency levels in each of the four language domains: listening, speaking, reading and writing. A trained staff member will administer the IPT in order to place the English Learner (EL) in a specialized language program(s). Students identified as EL in any language domain will be coded EL in the Student Information System (SIS) by the principal or principal designee.

English Language Proficiency Assessment results may influence instructional placement. However, EL students must be placed in an age-appropriate grade. If an EL student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. EL students who transfer from another school in the United States may be placed according to the grade level from the previous school. Content area instructional programs will provide ELs with appropriate English language development services, full access to subject matter content, and other generally available resources, including all other educational programs. The program will not segregate ELs beyond the extent necessary to achieve the goals of English Learners.

In order for an EL student to exit from a language education instructional program, he/she must attain levels of English proficiency in speaking, reading, writing and comprehension. If an EL student scores full English proficiency on the English Language Development Assessment (ELDA) in listening, speaking, reading, and writing, the district is no longer required to provide a specialized language program(s) or services. However, the student will retain EL coding status in the Student Information System (SIS) until the criteria established in English Learners Handbook, have been met, namely:

To be considered English proficient, a student who is limited English proficient must score as follows:

After taking the ELPT, a student receives scores in the four tested domains as well as one for comprehension (combination of reading and listening). Each language domain score equates to an achievement level. The achievement levels create a profile which is used to determine if the student is **Emerging**, **Progressing** or **Proficient**.

To achieve "Proficient" the student should receive Level 4s and Level 5s in each of their domains.

The District Test Coordinator will provide the ELPT scores of students considered English Proficient and no longer require services to the principals, school test coordinators, and Director of Federal Programs. After a conference has been held with the administrators of the school, a list will be submitted to the SIS coordinator to code the student(s) as English proficient. School Building Level principals will be responsible for monitoring EL academic progress for two years. (See School Building Level Committee Handbook)

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.

Alternative Program

The DeSoto Parish Alternative Program will serve grades K-12, or students who are 7 years of age or older, and will address regular education curriculum and standards. The instructional program will be designed to meet the educational needs of expelled middle school and high school students (both regular education and special education). Multiple factors will be considered when placing students in instructional groups. The Alternative Program curriculum will address state standards for core subjects. Upon return to their regular school and successful completion of the necessary courses for graduation, students can earn a state-approved high school diploma. ~~All regular education graduating seniors will remain at the Alternative Program with 4 or less weeks remaining in the school year will remain at the Alternative Program site and will not be eligible to participate in the graduation ceremony and/or activities.~~ All regular education graduating seniors at the Alternative Program with 4 or less weeks remaining may be eligible to participate in the graduation ceremony and/or activities contingent upon the decision by Student Services and the administration from the school of origin. If the student does not walk, his/her diploma will be mailed to them.

The Alternative School's curriculum includes the same programs/resources used throughout the District.

The curriculum used for alternative education programs include:

K-2 Expeditionary Learning
3-12 ELA – LADOE Guidebooks
K-5 Math – Illustrative Math
6-HS Math – Illustrative Math
K-5 Social Studies – LDOE Scope & Sequence, Studies Weekly/Bayou Bridges
6-HS Social Studies – LDOE Scope & Sequence, DBQ Online/Bayou Bridges
K-8 Science – Amplify Science
HS Science – Inquiry Hub/STEM Scopes McGraw-Hill

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.

Student or Parent Complaints and Grievances

The DeSoto Parish School Board's policies on due process procedures for teachers, students, and parents, relates to school concerns and grievances, including student placement.

1. Student or Parent has both the right and the responsibility to express school related concerns and grievances to the administration.
2. For the discussion and consideration of a grievance, any student, parent, or group of students should request a meeting time and place with the school principal. One faculty member of the student's choice may be present at such meeting. Such time and place will be designated immediately upon request.

Teacher Complaints and Grievances

Any teacher of the board shall have the right to appeal the application of policies and administrative decisions affecting him/her. The teacher shall be assured freedom from restraint, interferences, coercion, discrimination or reprisal in presenting his/her appeal with respect to a personal grievance. All grievances shall be handled expeditiously and shall be handled in accordance with the following procedures:

Grievance Procedure

Step 1

1. Submit complaint in writing to immediate principal/other immediate supervisor within five (5) working days of the alleged problem. If the complaint is not submitted within the time prescribed, the employee shall be deemed not to have any further right with respect to such complaint.
2. Within five (5) working days of receipt of such complaint, the principal/other immediate supervisor and the employee shall meet to attempt to resolve the complaint. The immediate supervisor shall consider whatever information he or she feels necessary to dispose of the complaint.
3. Within five (5) working days following the meeting between the immediate supervisor and the employee, the principal/other immediate supervisor shall mail or otherwise deliver a written response to the employee

Step 2

1. Within five (5) working days of receipt of the decision from the principal/other immediate supervisor, the employee may submit an appeal to the Superintendent attaching the Step 1 decision. If the decision of the principal/other immediate supervisor is not appealed within the time prescribed, the complaint shall be deemed to have been resolved and the employee shall have no further right with respect to said complaint.

2. The Superintendent or his designee will schedule a meeting with the employee not more than fifteen (15) working days after receipt of the written appeal to attempt to resolve the complaint. Notice of the Step 2 conference shall be given to the employee, as well as to the individuals who rendered the Step 1 decision.
3. Within ten (10) working days following the meeting between the Superintendent or designee and the employee, the Superintendent or designee shall mail or otherwise deliver a written decision to the employee. A copy of the decision rendered by the Superintendent or designee shall also be provided to the individuals who rendered the Step 1 decision.

Step 3

1. Within five (5) working days of receipt of the Step 2 disposition rendered by the superintendent or designee, the employee may request in writing a full hearing before the Superintendent or designee on the grievance with copies of the Step 1 and Step 2 decisions. If the Step 2 decision of the Superintendent or designee is not appealed within the time prescribed, the complaint shall be deemed to have been resolved and the employee shall have no further right with respect to said complaint.
2. The Superintendent or designee will schedule and conduct a full hearing on the grievance with the employee not more than twenty (20) working days later and maintain a transcript of the proceedings, and, at the conclusion thereof, shall make a written recommendation to the School Board for disposition of the grievance. That recommendation, together with a copy of the transcript of the hearing and the previous decisions, shall be provided to the School Board within twenty (20) working days following the hearing.
3. On the basis of only the documents and transcript provided to it, the School Board shall dispose of the grievance within thirty (30) working days after receipt of the recommendation of the Superintendent or his designee by voting to affirm, reverse, or modify that recommendation.

Notice of the Board's decision shall be given to the employee, as well as to the individuals who rendered the Step 1 and Step 2 decisions.

Representation

The employee is entitled to representation of his/her choosing at all levels of the complaint procedure after Step 1. The employee shall provide advance notice of such in writing at least two days prior to any meeting or the hearing. Approved: December 7, 1995

Students with disabilities

"In the case of the exceptional student, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application." Decisions made related to placement are made by the IEP team and are subject to due process procedures set forth in Bulletins 1706 and 1530.

Section 504 students

Due process procedures for qualified handicapped students 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.

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Attendance;
 - Scores on the Louisiana Educational Assessment Program;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - Information (or reason) for student placement (See definition of placement.);
 - Documentation of results of student participation in remedial and alternative programs;
 - Special education documents, as specified in the approved IDEA-Part B, LEA application;
 - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
 - A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) **DeSoto Parish School Board** 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: 9/7/2023



Superintendent



Board President

Appendix A

Definition of Terms

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
- 1. Acceleration – Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to Bulletin 1508.
- 2. Alternate Assessment – The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
- 3. Alternative to Regular Placement – Placement of students in programs not required to address the State Content Standards.
- 4. State Standards- Statements of what we expect students to know and be able to do in various content areas.
- 5. Extended School Year – An option for a four-week extended year offered to K through third grade students who have not met math or reading grade level expectations/standards.
- 6. Grade level Expectations and/or standard – A statement that defines what students should know or be able to do at the end of a given grade level.
- 7. Summer School – The summer school program offered by the LEA for the specific purpose of preparing students to be proficient in English language arts, and/or mathematics.
- 9. 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 certain tests 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 exceptional and Limited English proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational 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.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
1. **Proficiency Levels** – Specific levels of attainment of standards and objectives apply to grade clusters as established in the mandated state standards.
 2. **4X4 Block Schedule** – Two terms (Fall and Spring) of four courses are taught in 95-minute blocks and are completed in an 85-day term at which time the student receives one Carnegie unit for each course taken and completed successfully. All Students receive a progress report at 21 school days and 63 school days of the term and report cards at 42 school days (mid-term) and 85 school days (final). Approval from the State Board of Elementary and Secondary Education has been received for this modified instructional program.
 3. **Professionally Excused Absence** – An absence excused by a doctor, physician, dentist, chiropractor, certified counselor, clinical therapist, law enforcement, judge, district attorney or the Child Welfare and Attendance Supervisor. This includes extenuating circumstances (as verified by Child Welfare and Attendance Supervisor) and all prior school system approved

travel for education. The absence will be “N” coded on the computer (does not count against attendance record and all work missed may be made up).

4. **School Building Level Committee** – A committee made up of the principal or designee, the promoting teacher, the receiving teacher, if applicable, and the school guidance counselor or pupil appraisal personnel (if a special program is involved). The committee has responsibility for decision making relative to promotion, retention, override and placement. [Director of Student Services must approve all recommendations involving state attendance guidelines.]

The committee membership may be modified in order that a group of knowledgeable persons may address an individual student’s work (See Bulletin 1903, page 4).

1. **Transition Student** A student who has been promoted and placed with intervention. The student will receive instruction on grade-level standards and be provided targeted intervention on non-proficient standards from the previous grade level. Intervention/Remediation should occur during WIN, small group differentiated instruction, flexible scheduling, etc.) A Transitional Class Contract signed by a parent should be on file at the school. This contract explains that the student must demonstrate proficiency in the current grade-level curriculum and in the identified deficit standards from the previous grade prior to promotion to the next grade. (e.g. A second grade student who does not meet promotion requirements of demonstrating mastery of 85% of ELA and 85% of Math standards may be promoted to third grade as a 3T student by the School Building Level Committee (SBLC). This 3T student will receive third grade core instruction in ELA, Math, Science, and Social Studies. The student will also receive targeted intervention on second grade standards in ELA and Math that have not been mastered. The student must meet promotion requirements for third grade and demonstrate proficiency of the identified 2nd grade standards prior to promotion to 4th grade.)

Appendix B

Grades ~~Three~~ ~~Four~~ through Eight Point System Chart

Point System Chart for Promotion

To be promoted from grades 3 through 8 ~~4 through 8~~ students must make at least sixty-seven (67) points in the Major Subjects on the chart below.

In the event that High Stakes Testing Policy data is unavailable the 4th and 8th grades, SBLC may use the following types of data for assisting in identifying non-proficient first time 4th and 8th grade students :

- Student's reading level
- Performance results on classroom assessments
- Student growth data (State-wide Progress Monitoring System, Edulastic, iSTEPP, etc.)
- Attendance
- Course grades
- ACT 8

ELA*	30 points
Mathematics*	30 points
Science*	15 points
Social Studies*	15 points
Health/P.E.	10 points
or	
P. E.	5 points/Electives**
Total	100 points

* Major Subject

**Dependent on Student Schedule

Appendix C

Individual Academic Improvement Plan Template – Parent/Legal Guardian Agreement Form

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

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

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

****Attach additional pages as necessary.***

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

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

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

**Attach additional pages as necessary.*

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

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

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

**Attach additional pages as necessary.*

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

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:
---------------------------------	-------

Appendix D

Promotion and Support Policy

Chapter 7. Promotion and Support Policy

§700. Support Standard for Grades Kindergarten-3

A. Beginning with the 2022-2023 school year and every school 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 screener.

B. The school shall notify the parents or legal custodian of students identified in part A of this subsection in writing regarding the student's performance within 15 days of identification. Such notification shall

1. Provide information on activities that can be done at home to support the student's literacy proficiency.
2. Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
3. Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
4. Provide information about the importance of being able to read proficiently by the end of the third grade.

C. Beginning with the 2023-2024 school year, a student in grades kindergarten through three, within thirty days of being identified as having literacy skills that are below grade level based on the results of the literacy screener, shall receive an individual reading improvement plan. The plan shall be created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian; describe the evidence-based reading intervention services the student will receive; and give suggestions for strategies parents can use at home.

1. The department may audit a random sampling of individual reading improvement plans in each local education agency.

D. The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in §700.A of this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17.7; R.S. 17:24.4; and R.S. 14:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1760 (July 2022), LR 49:245 (February 2023), repromulgated LR 49:851 (May 2023).

§701. Promotion and Support Standard for Grades 3-7

A. Beginning with the end of the 2022-2023 school year and at the end of each school year thereafter, each local education agency shall identify, based on a preponderance of evidence of student learning relative to literacy, a plan for third grade students who have scored below "basic" achievement level in English language arts and are identified as reading below grade level, that would enable them to successfully transition to the next grade level. Third 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 student literacy plan that adheres to the following requirements:

1. The school shall convene an in-person meeting with the student's parents 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 student literacy 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.

2. The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.

3. The student requiring an individual student literacy 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 and focused literacy interventions based on the science of reading during the summer.

5. 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 LEA 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.

6. The department may audit a random sampling of students in each local education agency identified pursuant to Subsection A of this Section each year.

B. Beginning with the end of the 2017-2018 school year and at the end of each school year thereafter, each local education agency shall identify a plan, based on a preponderance of evidence of student learning, 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 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. 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 of the LEA.

6. The department shall audit a random sampling of students in each local education agency identified pursuant to Subsection A of this Section each year.

C. The department shall provide to each LEA a roster of third and fourth grade students who are eligible for consideration under Subsection A and B of this chapter. Such roster shall assist the LEA in making final determinations relative to students' individual academic plans and/or individual literacy plans required pursuant to this Section.

1. 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 the local pupil progression plan. The department shall provide guidance to LEAs on retention considerations.

2. The individual literacy plan and/or academic improvement plan required in this Section 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 and/or literacy plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4; R.S. 17:24.9; and R.S. 17:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:481 (March 2018), LR 48:1760 (July 2022).

§703. Promotion and Support Standard for Grade 8

A. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:481 (March 2018), amended LR 44:1003 (June 2018).

§705. Supports for Students

A. Summer Remediation

1. LEAs may offer extended, on-grade level instruction through summer remediation to students who, based on a preponderance of evidence of student learning, are considered to be academically struggling, did not take the spring LEAP tests, and failed to meet the standard set forth in §701 and §703 of this Part. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

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

3. Summer remediation programs shall meet all of the following requirements:

- a. use curriculum determined by the department 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*);

- b. teachers shall be rated "effective: proficient" or "highly effective" pursuant to the teacher's most recent evaluation or have achieved a value-added rating of "effective:proficient" or "highly effective" on the most recent evaluation;

B. School Year Support

1. The individual academic plan for each student identified in §701 of this bulletin shall outline the responsibilities of each party for students who have failed to achieve the standard by the end of fourth grade.

2. LEAs shall design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which shall be documented in the individual academic improvement plan.

a. 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.

b. The student completes summer remediation in accordance with Subsection A of this Section.

c. Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction. This shall not result in a student being removed from English language arts, mathematics, science, or social studies courses.

d. 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.

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

C. 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. The literacy instruction shall be based on the science of reading.

1. No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.

2. 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.

3. 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.

4. 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.

5. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010), amended LR 40:2533 (December 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020), LR 49:245 (February 2023).

§707. Exceptions to Promotion and Support Policy for Eighth Grade Students

A. Mastery/Advanced Waiver. The LEA may waive the state policy for students scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other, provided that:

1. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);

2. the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and

3. parental consent is granted.

B. U/B Waiver. The LEA may waive the state policy for students scoring at the unsatisfactory level in English language arts or mathematics, if the student scores at the basic level in the other, provided that the following criteria are met:

1. the student scored *approaching basic* or above on the science and social studies components of LEAP;

2. the student had an overall 2.5 grade point average on a 4.0 scale;

3. the student had a minimum 92 percent attendance during the school year;

4. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);

5. the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and

6. parental consent is granted.

C. AB/AB Waiver. An LEA, through its superintendent, may consider a waiver for a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP. The LEA may grant the waiver in accordance with the local pupil progression plan provided the following criteria are met.

1. The student has attended a LEAP summer remediation program offered by the LEA.

D. LEP Waiver. Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.

E. Extenuating Circumstances Waiver

1. An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- a. a physical illness or injury that is acute or catastrophic in nature;
- b. a chronic physical condition that is in an acute phase;
- c. court-ordered custody issues.

2. Documentation

a. 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.

b. Custody Issues. Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

F. State-Granted Waiver

1. A local school superintendent, a parent or guardian, or the DOE may initiate a request for a state-granted waiver from the state superintendent of education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.

2. The DOE will provide a report to BESE detailing state-granted waivers.

3. Documentation

a. LEA Error. The LEA superintendent or parent must provide the state superintendent of education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.

b. Other Unique Situations. Documentation must be provided to the state superintendent of education detailing the unique situation and justifying why a waiver should be granted.

4. Testing/Promotion Decisions

a. The DOE will communicate to the LEAs the means for establishing promotional decisions for those students who have received a state-granted waiver.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2006 (September 2010), amended LR 40:2242 (November 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020).

Appendix E

Foreign Language Waiver Request



August 8, 2023

Mr. David Beste
Louisiana Department of Education
Division of Student Standards and Assessments
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064

Dear Mr. Beste,

DeSoto Parish School Board requests a waiver of full implementation of the Elementary Foreign Language mandate for the 2023-24 school year. Schools not served through this program are: North DeSoto Upper Elementary (2-5), Mansfield Elementary (PK-4), Mansfield Middle School (5-8), North DeSoto Lower Elementary (PK-1), North DeSoto Middle (6-8), Logansport High School (PK-12) and Stanley High School (PK-12) due to school scheduling issues, funding and difficulty with housing availability.

Sincerely,

A handwritten signature in blue ink, appearing to read "Clay Corley", is positioned above the printed name of the Superintendent.

Clay J. Corley, Superintendent
DeSoto Parish Schools



(318) 872-2836
(318) 872-1198



questions@desotopsb.com
www.desotopsb.com



399 Jenkins Street
Mansfield, Louisiana 71052

Appendix F

Guidelines for Non-Public and Home School Students

PUBLIC NOTICE -- To Nonpublic and Approved Home Study Program Students transferring to the DeSoto Parish Public School System or seeking to participate in Louisiana State testing:

A student who is transferring from an in-state nonpublic school or an approved home study program or a Louisiana resident who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade English Language Arts and mathematics placement assessment. Fourth grade students must score BASIC or above on either the English Language Arts placement test or the mathematics placement test and Approaching Basic or above on the other one. Eighth grade students must score Basic or above on either the English Language Arts or mathematics component of the 8th grade test and at least Approaching Basic achievement level on the other one. These assessments along with all other placement testing (grades 3 – HS) will be scheduled prior to the start of school.

Parents are to contact the District Test Coordinator, Jacqueline Impson, at 872-1198, or the district school at which the student would be attending in order to register to take the test. There is no fee for the students who have registered in the DeSoto Public School System. There will be a small fee for others.

Former students needing to test on any expired state tests will have two opportunities one during the fall or one during the spring session that will be announced in this public notice section. Please contact the District Test Coordinator, Jacqueline Impson, at 872-1198 in order to register to take the test or if you have any questions

Appendix G

Administrative Rules for Transfer Students

§6153. Transfer Students
[Formerly LAC 28:CXI.1153]

A. The following rules apply for transfer students who are Louisiana residents transferring into Louisiana public schools from out-of-state schools, nonpublic schools, or approved home study programs.

1. Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school must take and pass either the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests or the LEAP 2025 state placement test prior to enrollment in grades five or nine.

b. Grade placement determinations for students in grades 4 or 8 who transfer from out of state, nonpublic or home study and seek enrollment in grade 5 or 9, and do not pass both the ELA and mathematics test, shall be made in accordance with promotion policy as outlined in Part XXXIX.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006), LR 47:567 (May 2021).

§6829. LEAP 2025 Transfer Rules
[Formerly LAC 28:CXI.1829]

A. The following applies to a transfer student who is a Louisiana resident transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program.

1. A transfer student is not required to take the LEAP 2025 tests for courses he/she already successfully completed for Carnegie credit.

2. A transfer student shall be required to take the LEAP 2025 test for courses he/she previously took but did not pass.

3. A transfer student may choose to take a LEAP 2025 test for a course he/she already successfully completed if:

a. the student scored *Unsatisfactory* on a LEAP 2025 test in another course;

b. and the student has passed the LEAP 2025 test for one of the LEAP 2025 pairs.

B. Exception. A student who earned a high school assessment-eligible course credit in the spring of the 2019-2020 school year in a Louisiana public or scholarship school, and has never taken the corresponding LEAP 2025 test for the course, does not need to take or pass the LEAP 2025 subject test for the course in order to meet graduation requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:978 (May 2010), amended LR 37:820 (March 2011), LR 44:471 (March 2018), LR 46:1372 (October 2020), LR 47:567 (May 2021).

Appendix H

Waiver of Attendance at Summer School LEAP 2025 Remediation Program

WAIVER OF ATTENDANCE AT SUMMER SCHOOL
LEAP 2025 REMEDIATION PROGRAM

I, _____, the undersigned parent/guardian
(Print Name)

of _____, a student at _____
(Print Student's Name) (Print School's Name)

understand that said student has failed to meet the required achievement level for high stakes purposes in the Louisiana testing system.

I understand that a summer school remediation program is being offered by the school district to improve the skills of students who have failed to meet the required achievement level.

I affirm that I will take the responsibility of remediation to help said students improve his/her skills necessary for meeting the required achievement on the test.

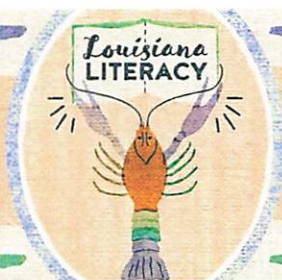
I understand that said student will not be considered for any graduation waivers if they do not attend every remediation opportunity and retest.

Signature of Parent/Guardian

Date

Appendix I

Student Individual Literacy Plan



Student Individual Literacy Plan

School Year _____

Plan Start Date _____

Student Name _____ Grade Level _____ Teacher Name _____

Data Collection

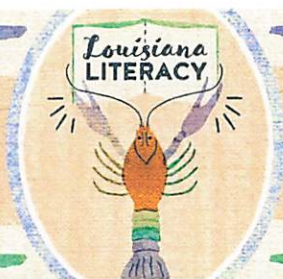
Include data from screeners or assessments by listing the measure and score. Not all spaces may be used.

Literacy Screener:		Assessment:		Class/Subject	Grade
Measure	Score	Measure	Score		
		Assessment:			
		Measure	Score		
Composite Score					

Intervention/Support Action Plan

Include any actions that are in place to address the student's area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

Provider/Service	Program/Skills	Frequency	Adjustments (based on PM)



Family Involvement

List any communication with the parent/guardian that shares information about the student's results, intervention plans, and progress monitoring. At-home reinforcement can be discussed and encouraged. Additional information can be shared by completing and sending home the [Student Literacy Screener Results](#) template.

Conference Date & Name	Notes

Progress Monitoring

Regular progress monitoring of a specific measure or skill provides trackable data on student improvement and needs.

Progress monitor on one or two measures/skills at a time. Under each date, record the score for that measure/skill.

Measure/Skill	Date:	Date:	Date:	Date:	Date:	Date:

Important Note: This plan is for school and/or classroom use. Please review the Family Involvement section above for communicating data and action plans with parents/guardians.

Updated April 2022