



2023-2024 Pupil Progression Plan

Local Education Agency:

**Louisiana Special School District –
Louisiana School for the Deaf
Louisiana School for the Visually Impaired
Louisiana Special School Programs**

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.

All kindergarten students upon initial entrance to any of the LSSD kindergarten classes shall be given a KEA Assessment during the first 30 days of school. Parents or legal custodian of any student scoring below grade-level on the literacy assessment must be notified in writing regarding the student's performance within 15 days of identification.

Schools shall:

- Provide information on activities that may 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.

All kindergarten students with residual hearing and any intelligible spoken language will be administered DIBELS. Any accommodations listed in the students' IEP, shall be adhered to. The assessment will be given at interims during the school year to monitor growth in reading. Any kindergarten student receiving unsatisfactory at the end of the school year may be retained based on a committee decision.

Special School Programs are part of an educational service agency (ESA), and the district does not place students in grade levels. When students enter the facilities where the district serves as the educational component, every attempt will be made to acquire student records from the sending school so that the student can be enrolled in the grade level that was defined by the student's previous school.

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.

First and Second Grade Promotion Requirements

If a student in first grade receives an "F" (Unsatisfactory/Not grasping stated goals) in reading or math as indicated on the fourth grading period, the Student Building Level Committee (SBLC) shall review available data pertaining to the student's reading or math proficiency to determine promotion or retention. The reading or math proficiency of the student shall be determined by using the informal & formal assessment portfolio, which includes a collection of the following: DIBELS and MAP assessment results three times per year, writing sample, word recognition test, reading series assessments, math sample, spelling test, and any other pertinent information. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records.

Support Standard for First and Second Grade

Parents or legal custodian of any student scoring below grade-level on the literacy assessment must be notified in writing regarding the student's performance within 15 days of identification. Schools shall:

- Provide information on activities that may 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 because of progress monitoring that include 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.

Fifth Grade Promotion Requirements

In order to be promoted at the end of 5th grade, a student shall pass the following: English Language Arts, Math, and one of these subjects: Science or Social Studies.

Sixth Grade Promotion Requirements

In order to be promoted at the end of 6th grade, a student shall pass the following: English Language Arts, Math, and One of these subjects: Science or Social Studies

Seventh Grade Promotion Requirement

In order to be promoted at the end of 7th grade, a student shall pass the following: English Language Arts, Math, and One of these subjects: Science or Social Studies.

Grades 5-7 Requirements

Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves "Basic" in the same core subjects that led to the development of their individual academic improvement plan.

**If SSP students are enrolled during the time that promotional decisions are being made, the IEP team shall examine the student's academic performance from the previous school, in conjunction with the student's performance in the program enrolled, and make promotion decisions. Note that the Special School Programs operate the special education program in the Department of Public Safety and Corrections (adult corrections) facilities, and the Office of Juvenile Justice (youth corrections) facilities. Performing the duties of the SBLC will be the responsibility of the Department of Public Safety and the Office of Juvenile Justice within each of the respective facilities.

The SBLC will use the following resources to make promotion determination: attendance, pre-post test data and growth from spring to summer, reading and math levels as determined by district norms, final report card grades, and LEAP test scores. For students who participate in LAA1/Connectors, the IEP team shall make recommendations to the SBLC team regarding promotion or retention of students using the following data: progress toward IEP goals and objectives, Louisiana Educational Assessment Program (LEAP) test history, general academic performance, attendance, pre- and post-test data, and reading and math levels as determined by norm-referenced tests. **

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 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.
- 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.

Third Grade Promotion Requirements

In order to be promoted at the end of 3rd grade, a student shall pass the following: English Language Arts, Math, and one of these subjects, Science or Social Studies.

Additional promotion criteria shall be considered if the student does not score "Basic" in at least two core academic subjects including ELA, math, science and social studies. For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program

- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, and other progress monitoring measures
- By the last day of school of each school year, academically struggling students will be identified and individual academic improvement plans will be enacted per Bulletin 1566, Section 701 guidelines. The plans should be reviewed with and signed by the student's parent or legal guardian. Copies of the signed Individual Academic Improvement Plan, Parent/Legal Guardian Agreement Form, and the Individual Academic Improvement Plan Template must be placed in the student's cumulative file, reviewed annually, and continue until such time as the student meets academic expectations (a score of Basic in each of the core academic subjects that initially led to the development of the student's individual academic plan).

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.

Fourth Grade Promotion Requirements

The SBLC of the school shall make the final retention or promotion decisions based upon the following criteria listed below for students who have not met the acceptable level of performance on statewide assessments and shall initiate an individual academic improvement plan.

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, and other progress monitoring measures

By the last day of school of each school year, academically struggling students will be identified and individual academic improvement plans will be enacted. Per Bulletin 1566, Section 701 guidelines, the plans should be reviewed with and signed by the student's parent or legal guardian.

Copies of the signed Individual Academic Improvement Plan, Parent/Legal Guardian Agreement Form, and the Individual Academic Improvement Plan Template must be placed in the student's cumulative file, reviewed annually, and continue until such time as the student meets academic expectations (a score of Basic in each of the core academic subjects that initially led to the development of the student's individual academic plan).

You can access here [Bulletin 1566](#)

- *If fourth grade LEAP scores are not available by the last day of the school year, schools should utilize the roster of third grade students who have scored below the “Basic” achievement level in at least two of the core academic subjects provided by the Louisiana Department of Education to assist with making final determinations relative to students’ individual academic plans.

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.

The decision to place a student in the transitional 9th grade or to retain a student in the 8th grade shall be made by the school in which the student is enrolled in 8th grade in consultation with the student's parents.

Eighth Grade Promotion Requirements

- Students who do not meet the promotion standard after taking the 8th grade assessments may be placed on a high school campus in the transitional 9th grade.
- Any first time 8th grade student who does not meet the passing standard outlined above and any student not eligible for any waiver outlined in Bulletin 1566, after being offered summer remediation, may be placed on a high school campus in transitional 9th grade.

Transitional Ninth Grade Requirements

- School level SBLC committees should make the decisions regarding promotion, retention and placement in the transitional 9th grade. If there is a delay in 8th grade test scores and/or if statewide assessment results are not available on the last day of school, data sources including, but not limited to the following should be considered when making promotion and retention decisions:
 - Coursework from throughout the school year
 - Previous state mandated test scores
 - Participation in spring/summer remediation and evidence of student work upon completion of program
 - Student attendance during the regular school year, school year remediation and summer remediation
 - Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments.

****SSP does not have a transitional 9th grade program. If grade 8 students are enrolled during the time of promotion, and the performance standard of the state assessment has not been met, the student shall be retained in 8th grade, or an IEP team will make the determination.**

Note that the Special School Programs operate the special education program in the Department of Public Safety and Corrections (adult corrections) facilities, and the Office of Juvenile Justice (youth corrections) facilities. Performing the duties of the SBLC will be the responsibility of the Department of Public Safety and the Office of Juvenile Justice within each of the respective facilities. **

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.

High School Promotion Requirements

- Carnegie unit courses offered in Louisiana Special School District are either half credit or full credit courses. If a student is unsuccessful in a half credit or full credit course(s), he/she may be rescheduled in that course if the school's master schedule allows. In order to receive credit for any Carnegie unit course, students must meet both the grading and attendance requirements.
- In order to pass a course, students must earn a minimum of a 1.0 average. Averages of less than 1.0 may not be rounded up to attain a 1.0 average.
- For courses lasting one marking period, the letter grade the student earns for the marking period will become the student's final average for the courses. (e.g., 4x4 Block Schedule – half credit courses). In order to be promoted from one grade classification to another in any type of schedule (4x4, AB Block, six-period day, seven-period day, etc.), a student must have earned Carnegie units of credit, as follows:
 - In order to be classified as a 12th grader, a student must be able to meet all state and diploma requirements for graduation in the spring of the academic year. Proficiency is required in all course work attempted. Currently this proficiency is measured by a quality point system equating to letter grades.
 - Students participating in the LEAP Connect alternative pathway will follow the same grade progression as traditional students but will be promoted by courses successfully passed in accordance with the graduation pathway.

Graduation

- Students must complete all graduation requirements as outlined by the state of Louisiana including the completion of the required Carnegie units, passing the required assessments and/or Industry Based Certifications (IBCs), and the completion of financial aid (FAFSA) requirements to earn a standard high school diploma.
- 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
 - Complete the Louisiana Tops Form
 - Certify a waiver in writing to the LEA
 - Receive a waiver through the district hardship waiver process

Credit Recovery

- Once students have completed all requirements for a particular course, the facilitator will complete the necessary paperwork for issuing the student's grade and submit it to the school counselor, who will then add the credit recovery course to the student's transcript. The grade for the previously failed course is not replaced or deleted from the student's transcript.
Grading criteria for the program is as follows:
 - Tests/quizzes/ assignments (50%)
 - End of Semester assessment (25%)
 - Unit post-assessments (25%).
- 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.
- Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript. Previously attempted coursework is not deleted or replaced on the official transcript.
- Completed credit recovery courses must be recorded and clearly labeled on the official transcript. Final progress reports shall be filed in the student's academic records.
- Credit recovery courses must be facilitated by a certified teacher. The coursework is self-paced and competency based.
- Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

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 23: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.

Special education students shall be afforded the same on-level access to the Louisiana Student Standards as their peers, along with support of LEAP Connect Standards for our most severe students. The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations and procedures to meet April Dunn Act.

Deaf & Hard of Hearing

- Because American Sign Language is the primary language for many deaf and hard of hearing students, we will have in place the following:
 - Communication Plan which includes ASL goals;
 - Assistive technology based on need

Blind and Visually Impaired

- Students will receive specialized instruction in Core Academics and the Expanded Core Curriculum to ensure preparedness for post-secondary success
 - Students who use Braille to read and develop literacy use the Unified English Braille (UEB) code.
 - All students using Braille will have Braille specific goals in their IEP
 - Assistive technology will be provided to ensure access to instructional resources and activities

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)

LSDVI does not operate alternative school programs or settings. Students are placed in the regular school setting and efforts are made to maintain that placement. When the student's academic, social, and/or behavioral needs are not met in the regular setting any change of placement will be made by the IEP team. Examples of alternative environments may include distance or online learning.

****SSP shall offer an Adult Education Instructional Program. This program is designed as an alternative to traditional education for students who meet the criteria as defined by LDOE.

XII. Due process related to student placement and promotion

Students with disabilities

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEIA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509.

Section 504 students

Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973.

English Learners

Due process procedures for ELs whose parents may also be limited English proficient are in accord with those described in the *Louisiana Department of Education's EL Handbook*.

Certificate of Achievement:

It is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22.

The requirements

- The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
- The student has met attendance requirements according to Bulletin 741.
- Transition planning has been completed and documented.
- The student participated in LEAP CONNECT
- This student addressed the general education curriculum as reflected on the student's IEP.

XIII. Additional LEA policies related to student placement and promotion

****Within the juvenile facilities, SSP teachers provide special education minutes only. To document student progress toward meeting the goals outlined in students' IEP, the following scoring will be used:**

S = Satisfactory Progress

U = Unsatisfactory Progress

N = Needs Improvement

There shall be a minimum of nine (9) assessments for each student during each quarter. A variety of assessments may be included; i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. **

General Grading Policy

- In the event that a student earns an F and a D during the two nine weeks in a semester grading period and the D was earned in the 2nd or 4th 9 weeks, a D will be assigned as the final semester grade.
- In the event that a student is only enrolled in a school for one nine-week grading period in a semester, the school principal will have the option to determine and assign semester grades based on the 9-week grading period for which the student was enrolled and received grades.
- In order for a school to assign a semester grade, the student must be enrolled in a class for 52 school calendar days of the semester
- The school administration must check report cards immediately upon receiving them. If the promotion status has not been determined, the administration must make the determination and inform parents prior to opening of summer school.
- 6th-8th grade students operating on a 4x4 block schedule as a part of a combination school will earn a single final semester grade at each 9 weeks period/Quarter. Students will earn semester grades for fall courses at the 1st and 2nd Quarters and will earn semester grades for spring courses at the 3rd and 4th Quarters.
- For all subjects receiving letter grades in Grades 1-8 inclusive of middle school students earning high school credit, a minimum of two grades shall be recorded in the grade book for each week of instruction during that specific grading period. (i.e. There should be a minimum of eighteen recorded grades during a nine week grading period).
- LEAP 2025 High School scores are 15% of the grade. For students with disabilities identified under IDEA who meet the participation criteria for the April Dunn Act, the LEAP 2025 test score shall count for 5 percent of the students' final grade for the course.

Grading Scales- LSDVI

Kindergarten Grading Scale	
S	Satisfactory Work
N	Needs Improvement
U	Unsatisfactory Work

Grading Scale for Regular Course (1-12)		
Grade	Percentage	Quality points
A	93-100	4
B	85-92	3
C	74-84	2
D	67-73	1
F	66 and below	0

Grading Scales- LSDVI

Middle School Semester and Final Grade Calculation Courses in grades 6, 7, and 8 are assigned final grades in 9-week grading periods. Each nine weeks, grade earns quality points based on the chart below:

Grading Scale for Regular Courses	
Grade	Quality points
A	4
B	3
C	2
D	1
F	0

Quality points of each nine weeks in a semester will be averaged together to determine and assign a semester grade. The scale for using quality points to determine letter grades is defined below:

Grading Scale for Regular Courses	
Grade	Quality points
A	3.5 - 4.0
B	2.5 - 3.49
C	1.5 - 2.49
D	1.0 - 1.49
F	0 - 0.99

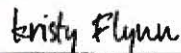
XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Louisiana Special School District 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: 10/30/2023



Superintendent

DocuSigned by:


Board President