

The background of the entire page is a light blue gradient. Scattered across the top and sides are several black graduation caps (mortarboards) with gold tassels, appearing to be tossed into the air. Interspersed among the caps are soft, white, cartoon-style clouds. The text is centered and has a slight drop shadow.

2023-2024 Pupil Progression Plan

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Livingston Parish Public Schools

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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.

To be placed in Kindergarten, the child must be age five by September 30 of the calendar year in which the school year begins.

II. Promotion for Students in Kindergarten and Grades 1, 2, 5, 6, and 7:

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.

KINDERGARTEN:

- Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
- Must pass **MORE than 2** units of study: Basic subjects and unit value for each subject for kindergarten:
 - ELA Block (2 units)
 - Mathematics (1 unit)
 - Physical Education (1/2 unit)
 - Art/Music or Foreign Language (1/2 unit)
- Students failing to earn units of study in ELA will have the district created benchmark assessment administered. Students must score a 67% or higher on the benchmark assessment AND show proficiency on DIBELS 8 in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level. Students failing to earn units of study in Math AND who fail to earn more than 2 units of study, must meet the minimum proficient level requirements on the Spring iReady math diagnostic in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level.
- A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).

FIRST GRADE:

- Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
- Must pass **4 or more** units of study: Basic subjects and unit value for each subject for grade one:
 - ELA Block (2 units)
 - Mathematics (1 unit)
 - Social Studies (1/2 unit)
 - Science (1/2 unit)
 - Physical Education (1/2 unit)
 - Art/Music or Foreign Language (1/2 unit)

II. Promotion for Students in Kindergarten and Grades 1, 2, 5, 6, and 7 (Continued):

FIRST GRADE (Continued)

- Students failing to earn units of study in ELA will have the district created benchmark assessment administered. Students must score a 67% or higher on the benchmark assessment AND show proficiency on DIBELS 8 in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level. Students failing to earn units of study in Math AND who fail to earn 4 or more units of study, must be no more than one grade level below the current grade level on the Spring iReady math diagnostic in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level.
- A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).

SECOND GRADE:

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Must pass **4 or more** units of study: Basic subjects and unit value for each subject for grade two:
 - ELA Block (2 units)
 - Mathematics (1 unit)
 - Social Studies (1/2 unit)
 - Science (1/2 unit)
 - Physical Education (1/2 unit)
 - Art/Music or Foreign Language (1/2 unit)Students failing to earn units of study in ELA will have the district created benchmark assessment administered. Students must score a 67% or higher on the benchmark assessment AND show proficiency on DIBELS 8 in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level. Students failing to earn units of study in Math AND who fail to earn 4 or more units of study, must be no more than one grade level below the current grade level on the Spring iReady math diagnostic in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level.
3. A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).

FIFTH GRADE:

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Must pass **MORE** than 4 units of study:
Basic subjects and unit value for each subject for grade 5:

II. Promotion for Students in Kindergarten and Grades 1, 2, 5, 6, and 7 (Continued):

- ELA Block (2 units)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Physical Education (1/2 unit)
- Art/Music or Foreign Language (1/2 unit)

3. Students failing to earn units of study in ELA will have the district created benchmark assessment administered. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. Students failing to earn units of study in Math AND who fail to earn MORE THAN 4 units of study, must be no more than one grade level below the current grade level on the Spring i-Ready math diagnostic in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level.

SPECIAL CONSIDERATIONS:

5th grade students enrolled in a Middle School or Junior High Setting must meet the following academic criteria for promotion:

- A. In a six (6) period schedule, students must pass MORE than four (4) units of course work.
- B. In a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the Pupil Progression Committee will determine eligibility for promotion.
- C. In an eight (8) period schedule, students must pass MORE than six (6) units of course work.

Students failing to earn units of study in ELA, and/or Mathematics may be considered for promotion if their cumulative score on the district created Unit Tests in the subject area in which the student failed to master the standards is 67% or higher. The combined score will be used to override classroom grades for pupil progression purposes.

- A student who has been retained for academic purposes in Grades K-3 will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.

II. Promotion for Students in kindergarten and grades 1, 2, 5, 6, and 7 (Continued):

SIXTH GRADE:

- Attendance: MUST be present a minimum of 167 days to be eligible to receive credit for the courses taken.
- Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
- In a seven (7) period schedule, students must pass **MORE** than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.
 - ELA Block (2 units)
 - Mathematics (1 unit)
 - Social Studies (1 unit)
 - Science (1 unit)
 - Music/Art (½ unit)
 - Foreign Language (½ unit)
 - Health/Physical Education (½ unit)
- In an eight (8) period schedule, students must pass **MORE** than six (6) units of course work.

SPECIAL CONSIDERATIONS:

- Students failing to earn units of study in ELA, Mathematics, Science, and/or Social Studies will use the combined total points of the Unit Tests given at the end of each unit to calculate an average score (calculated using points earned/points possible) in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. The combined score will be used to override classroom grades for pupil progression purposes.
- Students who move to the school and do not have all Unit Tests and are in danger of not earning required units of study in a content area will be administered the Unit Tests that were not previously assessed.
- A student who has been retained for academic purposes in Grades K-3 will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- Students with disabilities who participate in LEAP Connect shall have promotion decisions determined by the IEP team.
- A student may be promoted even if the recommendation for promotion is in conflict with the criteria for promotion.

II. Promotion for Students in kindergarten and grades 1, 2, 5, 6, and 7 (Continued):

SIXTH GRADE (Continued):

This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee, which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

STATE APPROVED (NON LPPS) SUMMER SCHOOL PROVIDERS FOR CONTENT AREAS

Review promotion decision based on the stated criteria:

- IV. The review is the responsibility of the Pupil Progression Committee. The principal will coordinate the decision-making process of the committee and the parents in the best interest of the student involved.
- V. **The student must meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction for students who did not pass grade level course work.**
 - o Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

SEVENTH GRADE:

- Attendance: MUST be present a minimum of 167 days to be eligible to receive credit for the courses taken.
- Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
- In a seven (7) period schedule, students must pass **MORE** than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.
 - o ELA Block (2 units)
 - o Mathematics (1 unit)
 - o Social Studies (1 unit)
 - o Science (1 unit)
 - o Music/Art (½ unit)
 - o Foreign Language (½ unit)
 - o Health/Physical Education (½ unit)
- In an eight (8) period schedule, students must pass **MORE** than six (6) units of course work.

II. Promotion for Students in Kindergarten and Grades 1, 2, 5, 6, and 7 (Continued):

SEVENTH GRADE (Continued):

SPECIAL CONSIDERATIONS:

- Students failing to earn units of study in ELA, Mathematics, Science, and/or Social Studies will use the combined total points of the Unit Tests given at the end of each unit to calculate an average score (calculated using points earned/points possible) in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. The combined score will be used to override classroom grades for pupil progression purposes.
- Students who move to the school and do not have all Unit Tests and are in danger of not earning required units of study in a content area will be administered the Unit Tests that were not previously assessed.
- A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3). A student will not be in the same grade more than two years due to academic retention.
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- Students with disabilities who participate in LEAP Connect shall have promotion decisions determined by the IEP team.

STATE APPROVED (NON LPPS) SUMMER SCHOOL PROVIDERS FOR CONTENT AREAS

Review promotion decision based on the stated criteria:

- The review is the responsibility of the Pupil Progression Committee. The principal will coordinate the decision-making process of the committee and the parents in the best interest of the student involved.
- **The student must meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction for students who did not pass grade level course work.**
- Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

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.

III. Promotion of Students in Grade 3 (Continued):

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.

THIRD GRADE:

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

2. Must pass **MORE THAN 4** units of study: Basic subjects and unit value for each subject for grade three:

- ELA Block (2 units)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Physical Education (1/2 unit)
- Art/Music or Foreign Language (1/2 unit)

Students failing to earn units of study in ELA will have the district created benchmark assessment administered. Students must score a 67% or higher on the benchmark assessment AND show proficiency on DIBELS 8 in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level. Students failing to earn units of study in Math AND who fail to earn more than 4 more units of study, must be no more than one grade level below the current grade level on the Spring i-Ready math diagnostic in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade level.

3. A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3). A student will not be in the same grade more than two years due to academic retention.

4. Students will be administered a literacy screener at the beginning, middle, and end of the year. Students who are below grade level will receive targeted intervention based on student deficits. Parents will be notified in writing that the student has been identified as being below grade level. The school will provide the student's parent/guardian with the following: (a) information regarding the importance of being able to read proficiently by the end of third grade, (b) activities that may be used at home to improve literacy proficiency, and (c) information regarding specific interventions and supports that the school will provide to improve the literacy proficiency of the student.

5. Students who score below grade level on the end-of-year literacy assessment will be provided 30 hours of summer literacy interventions consisting of explicit, targeted literacy intervention based on the science of reading.

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.

IV. Promotion of Students in Grade 4 (Continued):

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.

PROMOTION CRITERIA FOR FOURTH GRADE STUDENTS:

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Must pass **More than** 4 Units.
Basic subjects and unit value for each subject for grade 4:
 - ELA Block (2 units)
 - Mathematics (1 unit)
 - Social Studies (1 unit)
 - Science (1 unit)
 - Physical Education (1/2 unit)
 - Art/Music or Foreign Language (1/2 unit)
3. Students who do not pass ELA based on academic criteria must be administered the 4th grade End of Year ELA benchmark assessment to determine if summer remediation is required.
 - Students must score a 67% or above to be considered for placement in grade 5 by the school Pupil Progression Committee.
 - Students scoring below 67% must attend summer remediation; regardless of LEAP 2025 scores.
4. Students failing to earn units of study in math AND successfully earning more than 4 units of study, are not required to attend summer remediation but shall be offered the opportunity if the student scores two or more grade levels below the current grade level on the Spring i-Ready math diagnostic.
5. Students failing to earn units of study in math AND who fail to earn more than 4 units of study, must be no more than one grade level below the current grade level on the Spring iReady math diagnostic in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade.
6. Summer retesting of the District ELA benchmark assessment and/or completion of the iReady Math Standards Mastery exam is required and the Pupil Progression Committee at the school level will use a variety of data sources to determine if the student is ready to promote to grade 5.
7. A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
8. A student will not be in the same grade more than two years due to academic retention.

SPECIAL CONSIDERATIONS:

- Students who meet academic requirements in fourth grade and progress to fifth grade in the 2023 – 2024 school year but fail to meet assessment standards of basic or above on LEAP 2025 in two of the four core areas after scores are released in summer 2023 must attend 10 hours of remediation prior to October 1, 2023 in order to remain in fifth grade.
- Student who score below grade level on the end-of-year literacy assessment will be provided 30 hours of summer literacy interventions consisting of explicit, targeted literacy intervention based on the science of reading.

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.

PROMOTION OF FIRST TIME 8TH GRADE STUDENTS:

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. In a seven (7) period schedule, students must pass **MORE** than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.
 - ELA Block (2 units)
 - Mathematics (1 unit)
 - Social Studies (1 unit)
 - Science (1 unit)
 - Music/Art (½ unit)
 - Foreign Language (½ unit)
 - Health/Physical Education (½ unit)
 - If the student meets the attendance requirement and earns more than four (4) units of course work in a six (6) period schedule or five (5) units in a seven (7) period schedule, he/she is eligible for promotion.

In an eight (8) period schedule, students must pass **MORE** than six (6) units of course work.
3. Students must pass ELA and Math. Students failing to do so will be required to attend summer remediation in the applicable course(s).

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

PROMOTION OF FIRST TIME 8TH GRADE STUDENTS (continued):

4. Students failing to earn units of study in ELA, Mathematics, Science, and/or Social Studies will use the combined total points of the Unit Tests given at the end of each unit to calculate an average score (calculated using points earned/points possible) in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. The combined score will be used to override classroom grades for pupil progression purposes.
5. Students who move to the school and do not have all Unit Tests and are in danger of not earning required units of study in a content area will be administered the Unit Tests that were not previously assessed. Students must score a combined average of 67 % or higher on the given assessments in order to be considered for promotion.
6. A student may be retained for academic purposes in Grades K-3 once and will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
7. A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
8. After completion of summer remediation and retest, students who do not meet the established promotional criteria will become a Transitional 9th grade student on a high school campus or be retained in Grade 8 as determined by the SBLC meeting which shall include representation from the high school.
9. After completion of summer remediation and retest, students who meet the established promotional criteria will be eligible to be promoted to 9th grade.

STATE APPROVED (NON LPPS) SUMMER SCHOOL PROVIDERS FOR CONTENT AREAS OTHER THAN ELA AND MATHEMATICS:

10. Review promotion decision based on the stated criteria:
 - The review is the responsibility of the Pupil Progression Committee. The principal will coordinate the decision-making process of the committee and the parents in the best interest of the student involved.
 - **The student must meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction for students who did not pass grade level course work.**
 - Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

PROMOTION OF FIRST TIME 8TH GRADE STUDENTS (Continued):

SUMMER REMEDIATION AND PROMOTION ELIGIBILITY GUIDELINES:

- Students who pass ELA and/or mathematics courses or score at or above 67% on the district created **Unit Tests** are eligible for promotion.
- Students who do not pass ELA and/or mathematics courses(s) and score below 67% on the Unit Tests are required to attend summer remediation and retest.
- Parents will be notified of summer remediation attendance requirements by the home-based school in May and the appropriate documentation of notification will be provided to parents.

PROMOTION GUIDELINES FOLLOWING SUMMER REMEDIATION:

- Students who score 67% or higher in ELA and/or mathematics on the district created benchmark exam following Summer Remediation will be promoted to Grade 9.
- Students scoring between 60% and 66% in ELA and/or mathematics on the district created benchmark exam will be classified as a transitional 9th grade student. No Pupil Progression Committee meeting is required.
- Students who score below 60% in ELA and/or mathematics on the district created benchmark exam will have promotion/classification determination made by Pupil Progression Committee as either retained in Grade 8 or promoted to High School with T9 Status.
- Pupil Progression committee shall include members from both the 8th grade school and the receiving high school. Parents must be part of the Pupil Progression Committee and sign the appropriate documentation accepting the transitional 9th grade placement.

Clarification – Transitional 9th Grade or 9th Grade (After district created benchmark test following Summer Remediation)

<i>Summer Retest</i>	<i>Pupil Progression Committee</i>	<i>T9 or Grade 9</i>
Scored 67% or above	Not Required	Grade 9
Scored between 60% and 66%	Not Required	T9
Scored below 60%	SBLC/Pupil Progression Committee	T9 or Retained

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

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:

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

- 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.

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

- 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.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

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

Below are detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for Grades 9-12.

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

9th Grade	0	- 4.99	Units
10th Grade	5	- 10.99	Units
11th Grade	11	- 16.99	Units
12th Grade	17+		Units
REQUIRED UNITS BY AGE			
5 Units by 17 years			
10 Units by 18 years			
15 Units by 19 years			

There is no limit to the number of times that a student can be retained in a grade level in High School. However, if sufficient additional credits are earned by successfully completing courses through Livingston Parish Public Schools approved credit recovery, approved virtual school, approved correspondence, private piano instruction, and/or approved acceleration programs, the student shall be promoted at the beginning of each school year unless the student qualifies as a graduating senior. Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.

Students may graduate when they have successfully completed the required number of units as specified in Bulletin 741 and other BESE policies.

Eligibility for student participation in courses as specified in Bulletin 741 shall be a local administrative decision based upon middle school academic records and teacher recommendation providing all federal, state, and parish guidelines are not violated. In addition to completing a minimum of 23 or 24 Carnegie Units of credit as stated in Bulletin 741 and other BESE policies, students shall also be required to meet the Louisiana Assessment criteria to receive a high school diploma. Students must also complete all requirements of selected diploma pathway.

V. Promotion and Support of Students in Grade 8 and High School Considerations (Continued):

The function as follows: individuals and/or committees in the decision-making process are:

The individual teacher of each content area will make decisions for the course grade based on teacher-made and/or company-prepared tests, assignments, pupil participation, or any other proper evaluative criteria. However, before a teacher determines a semester grade in a course, attendance requirements must be met by the student.

Exception can be made only in the event of extended personal illness, verified by a physician or other extenuating circumstances approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

- Senior students are not to be dismissed from classes no more than 10 instructional days prior to the end of the school year.
- For distance learning courses, time requirements do not apply and must be preapproved and through a district approved provider (# 2326 Bulletin 741). Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.
- For credit recovery courses, follow the policy #2324 of Bulletin 741. Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.

Credit Flexibility

Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit by passing a course in which the student is enrolled and meeting instructional time requirements, once the school year has begun. Once students have attempted a credit through seat time they cannot be awarded a credit based on a proficiency exam. For additional details, see Bulletin 741 #2314.

Proficiency credit can be earned when a school official believes that a student has mastered eligible subject matter, **prior to attempting seat time**, and 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 or college level.

Once these conditions are met, the school official may give such student a district approved proficiency examination for high school credit.

- Carnegie credit awarded will be added to the student's transcript using a "P" indicating the student passed the proficiency exam scoring 75% or higher. The assigned grade will not be included in the student GPA. The student should speak to the local administration or school counselor about the implications of receiving a "P", rather than a letter grade.
 - Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.
 - High school administration determines when and if a proficiency test can be administered.

V. Promotion and Support of Students in Grade 8 And High School Considerations (Continued):

Acceleration Grades 9-12

- Students in grades 9-12 may be accelerated.
- Any student with prior approval who has earned high school credit through acceleration while enrolled at the middle school level will be granted the unit of credit. The unit of credit earned will be granted in accordance with procedures as outlined in Bulletin 741.
- Any student with prior approval of his high school principal and the district high school Supervisor of Curriculum will be granted units of credit upon successfully completing courses through the Livingston Parish Public Schools approved correspondence providers, summer school, and/or virtual schools. **Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.**

High School Credit for College Courses (Applies to Students Attending College Part-Time)

The following policies apply to students attending colleges or other postsecondary institutions on a part-time basis whether on the college campus or through dual credit programs on the high school campus.

- The principal of the high school shall approve in advance the course to be pursued by the student in college.
- The student shall meet entrance requirements as established by the college.
- The principal of the high school shall verify that the content of the college course meets the standards and grade-level expectations of the high school course for which the student is receiving credit.
- If attending on the college campus, the student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
- The high school administrator shall establish a procedure with the college to receive reports of the student's performance.
- College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary state organizations.
- Students may participate in college courses and special programs during regular or summer session if approved by the high school administration.

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.

Requirements for transfer students seeking to enroll in grade 5 or grade 9 who have never been in membership (Student membership is determined when an enrolled student is identified by the following minimum identification elements: state identification number, full legal name, date of birth, gender, race, district and school code entry date, and grade placement) in a Louisiana public school(s), students who were in membership in a Louisiana public school(s) and still reside in Louisiana but attend an out-of-state school, or students who transferred from Louisiana nonpublic schools or from an approved home schooling program are as follows:

- Students must take and pass either the spring administration of the LEAP 2025 ELA and Math assessments or the LEAP 2025 State Placement test (ELA and Math) prior to enrollment in grades five or nine. Students who transfer from out of state, nonpublic, or home study and seek enrollment in grades 5 or 9, and do not score at least BASIC achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students.
- Attendance requirements and/or expulsion may also be considered criteria for retention.

Grades 9 - 12 Unapproved Schools:

Livingston Parish Public Schools will not accept credit from any unapproved non-public school in or out of state. Credit will only be awarded to students who score at 75% or higher on locally developed proficiency exams, based on current curriculum guides and Louisiana State Standards in the Core Curriculum areas. Approved Home Study Programs - A student entering a Livingston Parish public school at the secondary level (grades 9-12) from an approved Home Study program will not be granted units of credit unless the student requests and is administered a locally developed proficiency exam for each course to be evaluated. Credit will only be awarded to students who score at 75% or higher on locally developed proficiency exams in the Core Curriculum areas, based on current curriculum guides and Louisiana State Standards.

Livingston Parish Schools may require all or some of the following from students applying for admission from home schooling in order to determine proper grade placement:

- Copies of the student’s work
- Copies of standardized tests
- Attendance verification
- List of books and materials used
- Complete outlines of each subject taught during the home-schooling period
- Statements by third parties who have observed the student’s progress.

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.

In the space below, is additional LPPS’ local policies or additional considerations used for the above section VIII.

Each school will follow the district literacy plan. Schools will identify students who are performing below level BOY, MOY, and EOY. Within the first 15 days of identification, parents will be notified from the schools regarding literacy deficiencies, the interventions being used to provide support in the deficit areas, and how parents can support their child at home.

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.

X. Promotion and Placement of Certain Student Populations (Continued):

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.

Alternate Assessment (LEAP Connect) Curriculum
(Incoming Freshmen in 2015-16 and beyond)

Applied English - 4 Units
Applied English I, II, III, IV

Applied Math - 4 Units
Applied Math I, II, III, IV

Applied Science – 2 Units
Applied Science I, II

Applied Social Studies - 4 Units
Applied Social Studies I, II

Electives – 2-4 Units
At least 2 of these credits must be earned in electives

Career Credits – 7-9 Units
At least 7 credits must be earned in workforce-readiness or career courses

Total - 23 Units

NOTE: Regarding Academic Content Credit Areas: IEP Teams should determine the least restrictive environment and most appropriate course content for the students. Students may be enrolled and/or placed in either Carnegie credit courses or applied courses. For example, a student may (1) receive instruction in a regular English course but be enrolled in Applied ELA, (2) be enrolled and receive instruction in a Carnegie credit course, or (3) be enrolled and receive instruction in an Applied course.

X. Promotion and Placement of Certain Student Populations (Continued):

NOTE: Regarding Career Credit Areas:

A. The career program and course sequence must include: (1) interest assessment, (2) career-focused courses including, but not limited to, foundational workplace skills (including transitional courses), and (3) hands-on workplace experiences appropriate to their interest (community-based, where practicable).

B. The student will be required to achieve an IEP-determined rating on a workforce readiness survey or specific career task analysis.

C. The student must meet at least one of the three work- or career-related IEP goals:

1. Employment in integrated, inclusive work environments, based on the students' abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the local school district.
2. Demonstrates mastery of specific employability skills and self-help skills that indicate that the student does not require direct and continuous educational support from the school district.
3. Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

NOTE: The IEP Team must complete an Individual Graduation Plan (IGP), in the eighth-grade year, prior to the student entering high school.

NOTE: The IEP Team must complete the Summary of Performance at the time of the IEP during the student's exiting year.

NOTE: The Certificate of Achievement will continue to be an exit document for students who do not complete the requirements given above.

GRADING PROCEDURES FOR STUDENTS ASSESSED ON LEAP CONNECT:

Students who are eligible for assessment with the Alternate Assessment (LEAP Connect) may have mild to significant disabilities but qualify for the Alternate Assessment on evaluation-documented cognitive and/or adaptive behavior deficits of 2.0 or more standard deviations below the mean. Although qualifying at 3.0 or more SDs is automatic eligibility, qualifying at 2.0 to 2.9 SDs below the mean is determined by Alternate Assessment criteria. The IEPs of students assessed on Alternate Assessment will indicate the Least Restrictive Environment for instruction. Students assessed on Alternate Assessment may access the Louisiana Connectors (previously Louisiana Extended Standards) and/or the regular education curriculum.

The following guidelines are appropriate to those students who are following the Louisiana Connectors (previously Louisiana Extended Standards):

1. Students should not receive letter grades that fall below the average or "C" level. When students are consistently scoring in the "D" or "F" range, the IEP needs to be reconvened or amended to address additional deficit/need areas and/or to adjust the goals/objectives, accommodations/modifications, and/or situation and supports for instruction.
2. Grades should be given in all academic content areas (i.e., Math, Reading, English/Language Arts, Social Studies, Science) that are appropriate to the students' grade level of performance and/or placement.

X. Promotion and Placement of Certain Student Populations (Continued):

3. Letter grades of “A,” “B,” or “C” are appropriate to reflect the progress of students with significant disabilities/autism, who are addressing the Louisiana Connectors (previously Louisiana Extended Standards), with accommodations and modifications in regular education and/or special education settings.
4. Letter grade “A” applies to the progress and/or performance of students who exceed most standards.
5. Letter grade “B” applies to the progress and/or performance of students who meet most standards.
6. Letter grade “C” applies to the progress and/or performance of students who are working towards most standards.
7. Students who have minimal levels of success in progress and/or performance should not receive grades of “D” or “F” as the students:
 - a. should be given points for attendance and participation in activities directed by the teacher, even when there is limited success
 - b. can have extensive modifications and/or accommodations to ensure that the curriculum is presented in progressive steps toward grade-level access to the general education curriculum
 - c. employ different strategies for learning
8. Report cards should be marked to reflect:
 - a. Code 3 / performance is below grade level
 - b. Code 15 / student is working below grade level of their non-disabled peers

GRADING CATEGORIES FOR STUDENTS ASSESSED WITH ALTERNATE ASSESSMENT (LEAP CONNECT)

Extended Standards Mastery	35% of grade
Skills	35% of grade
Participation/Completion	30% of grade

GRADING CATEGORIES FOR STUDENTS ASSESSED WITH ALTERNATE ASSESSMENT (LEAP CONNECT):

1. **Extended Standards Mastery** includes but is not limited to:
 - a. PCI Program assessments (Reading and/or Math)
 - b. Unique Learning Systems assessment
 - c. News2You Program assessment
 - d. The STAR Program assessment
 - e. IEP Objective(s) that are student specific
 - f. Basic Picture Math Program assessment
 - g. LCCE and other Transition and Community-Based Program assessment
2. **“Skills”** includes but is not limited to:
 - a. PCI Program activities (Reading and/or Math)
 - b. Unique Learning Systems activities
 - c. News2You Program activities
 - d. The STAR Program activities

X. Promotion and Placement of Certain Student Populations (Continued):

GRADING CATEGORIES FOR STUDENTS ASSESSED WITH ALTERNATE ASSESSMENT (LEAP CONNECT):

2. **“Skills”** includes but is not limited to (con’t):
 - e. IEP Objective(s) activities that are student specific
 - f. Basic Picture Math Program activities
 - g. LCCE and Transition/Community-based Program assessments

3. **“Participation/Completion”** includes but is not limited to:
 - a. Homework
 - b. Bell work
 - c. Crafts
 - d. Behavior Logs
 - e. Attendance
 - f. Attention

4. **Assessments** may include, but are not limited to:
 - a. Rubrics
 - b. Checklists
 - c. Teacher-made tests
 - d. Progress monitoring
 - e. Ready-made worksheets from programs
 - f. Portfolios
 - g. Jobsite checklists
 - h. Activity log

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.

Pathways Success Center

The Pathways Program gives students another avenue for attaining employable work skills and earning recognized educational credentials to transition to the workforce or receive additional learning. Student eligibility depends on grade level, academic testing, age, attendance, and behavior. Students have the opportunity to work toward the HiSET and skill certificates.

Pine Ridge

Pine Ridge is an alternate program for students in grades K– 12 who have been recommended for expulsion from school. Students who attend must remain in the program for a minimum of 45 successful days. Students in the program are provided instruction by certified teachers and drill instructors in core subject areas and limited electives. After successful completion of the program, students return to their school campus.

Homebound

Homebound educational services are provided to students as required by the IEP team or homebound coordinator. Eligibility depends on medical information and other supporting documentation. Homebound instruction will be provided in the core academic subjects through a certified teacher in the home and/or a virtual platform. Homebased curriculum material will be determined by the homebound teacher and classroom teacher.

Adult Education

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

Coursework in the alternate education programs is delivered through certified teachers and virtual instructional content based on state standards.

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.

For students who are not successful in regular education, consideration should be given to determine if the student is eligible for Special Education Programs. Students who have a physical or mental impairment which substantially limits one or more major life activities, such as walking, seeing, speaking, breathing, or learning may qualify for reasonable accommodations within the classroom setting.

- A referral to the School Building Level Committee can be made by a parent or teacher.
- The SBLC committee should consist of the classroom teacher, referring teacher, administrator/designee, and parent/guardian.
- SBLC begins collecting information about the student from school records, teachers, administration, and parent.
- SBLC committee meets and reviews the concern(s) and all data.
- Action(s) based on data will be implemented i.e. academic/behavior interventions, referral for a 504 assessment, referral to FINS, placement change in schedule/class.

The IEP/IAP will clearly state the following:

- Exceptional students participating in the LEAP 2025 must be provided with accommodations as noted on the students' IEP, or if 504, on the IAP (Individualized Accommodation Plan).
- Required instructional accommodations will be provided on an individual basis.
- Quantitative and qualitative evaluative criteria will be used to measure progress
- A student with disabilities will be reevaluated by a Pupil Appraisal team at least once every 3 years.

Out of System Review (OOSR) procedures for private evaluations/out of state evaluations for students with disabilities, talented, or gifted:

- If a student has a private/out of state evaluation, an OOSR will be conducted by the Pupil Appraisal Coordinator to determine if the evaluation meets criteria in [Louisiana Bulletin 1508](#).
- If the evaluation meets the criteria for a disability an initial offer of a Free Appropriate Public Education (FAPE) is made via an IEP.
- If the evaluation meets the criteria for gifted or talented an initial IEP is conducted.
- If the evaluation does not meet the criteria and the student has a current IEP, then interim services may be approved by the Director of Special Education.
- If the evaluation does not meet the criteria for a disability, gifted or talented, the OOSR will be provided to the School Building Level Committee (SBLC).

The continuum for services for a student with an IEP shall include:

- Inside the regular class 80% or more of the day
- Inside the regular class 40% - 79% of the day
- Inside the regular class less than 40% of the day
- Separate school
- Residential facility
- Hospital/Homebound
- Correctional Facilities

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.

Retention: A student who has been retained for academic purposes in Grades K-3 will not be retained more than one (1) additional time in Grades 4-6 and once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).

GRADING POLICY:

LPPS shall use the following uniform grading system for students enrolled in all grades K- 12 for which letter grades are used. LPPS 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 K-12	
Grade	Percentage
A	93 - 100
B	85 - 92
C	75 - 84
D	67 - 74
F	0 - 66

Grading policies for grades/courses for which letter grades are not used:

- Nine weeks grades will be given in all classes. Interim reports will be issued after four and one-half (4½) weeks each nine weeks period.
- Grades will be determined as follows:
- Pre-Kindergarten---A portfolio assessment will be kept for each child

XIII. Additional LEA Policies Related to Student Placement and Promotion:

GRADING PROCEDURES FOR GRADES K - 5:

- Nine weeks grades will be given in all classes. Interim reports will be issued after four and one-half (4½) weeks each nine weeks period.
- Grades will be determined as follows:
- Grades K--5
 - All student work to be graded will be assigned a point value which could be weighted by category. The number of points assigned will be determined by the classroom teacher.
 - The nine weeks grade will be calculated by dividing the total points earned by the total points possible in non-blocked courses.
 - Courses that are blocked, in grades K – 5, (i.e. English Language Arts) will have their 9 weeks grade calculated using a weighted formula in which reading is 60% of the total grade and language is 40% of the total ELA grade.
 - For ELA, an average of two grades per week is required. It is **recommended** that a minimum of one grade be recorded from the reading standards and one grade from the language standards each week. All graded work must be evenly distributed throughout the semester and assigned an appropriate point value in the appropriate weighted category.
 - "**Special Consideration:** When a 5th grade is located on a junior high campus, they shall use the same weighted grade system that is used in grades 6-8."

PROCEDURES FOR CALCULATION OF FINAL GRADES K – 5:

- To determine the final grade for the year's work, use scale for total points for four grading periods.
 - The student must pass at least two (2) nine (9) weeks grading periods.
 - If the last nine weeks grade is an "F", the student must have at least a one (1) point average or a total of four (4) points in order to pass.
- If the last nine weeks' grade is a "D" or better, the student will pass with a total of three (3) or more points for the four grading periods.

GRADING SCALE FOR K - 5		
Grade	Average	Total Points for Four Grading Periods
A = 4	93-100	14-16
B = 3	85-92	10-13
C = 2	75-84	6-9
D = 1	67-74	3 or 4-5
F = 0	0-66	0-2 or 3

XIII. Additional LEA Policies Related to Student Placement and Promotion (Continued):

GRADING PROCEDURES FOR GRADES 6 - 8:

A weighted grade format will be used for assigning student grades in core content courses (ELA, Math, Science, Social Studies) in grades 6-8.

- Major and Minor Assessments (MMA) are weighted at 80% of the total grade.
- Unit Tests are weighted at 10%. At least one Unit Test will be administered each nine week grading period.
- Participation/Completion grades (PC) are weighted at 10% of the total grade.
 - Letter grades are to be assigned according to the parish grading scale.
 - Grades for all subjects should be entered electronically into the parish Power School Program. A hard copy of grades must be printed every 4 ½ weeks and kept in a Grade Binder. Record at least one grade per subject each week in non-blocked courses.
 - For ELA, an average of two grades per week is required. It is **recommended** that a minimum of one grade be recorded from the reading standards and one grade from the language standards each week. All graded work must be evenly distributed throughout the semester and assigned an appropriate point value in the appropriate weighted category.

PROCEDURES FOR CALCULATION OF FINAL GRADES 6 - 8

- To determine the final grade for the year's work, use scale for total points for four grading periods.
- The student must pass at least two (2) nine (9) weeks grading periods.
- If the last nine weeks grade is an "F", the student must have at least a one (1) point average or a total of four (4) points in order to pass.
If the last nine weeks' grade is a "D" or better, the student will pass with a total of three (3) or more points for the four grading periods.
- The grading procedures for middle school courses which generate high school credits will follow the grading procedures set forth for middle school courses with the added requirement that the student demonstrate proficiency on either the Louisiana Department of Education LEAP 2025 exam or a state approved proficiency test in that subject when the proficiency test in that subject is available. Middle school students will be awarded a grade P or F on their high school transcript for Carnegie courses completed in middle school.
- Algebra I grades will include the End of Course LEAP 2025 score calculated as 15% of grade.

XIII. Additional LEA Policies Related to Student Placement and Promotion (Continued):

GRADING SCALE FOR 6th – 8th Grades		
Grade	Average	Total Points for Four Grading Periods
A = 4	93-100	14-16
B = 3	85-92	10-13
C = 2	75-84	6-9
D = 1	67-74	3 or 4-5
F = 0	0-66	0-2 or 3

GRADES 7 & 8:

Seventh and Eighth grade students may be allowed to take Carnegie credit courses if they meet the following requirements:

- Meet state requirements as mandated in Bulletin 741.
- Be recommended by the principal and teacher. This recommendation will be based upon attitude, grades, attendance, and maturity.
- Have parental approval and cooperation.
- Only students in grades 7 and 8 may receive Carnegie credits provided the student has met the time requirement for the class and has mastered the high school course standards for the course taken based and earn a score of 67% or higher on the state approved proficiency test and must score at BASIC or above on the Louisiana Department of Education LEAP 2025 exam.

Students enrolled in Algebra I / or Geometry must obtain an achievement level of BASIC or above on the LEAP 2025 to receive credit in Algebra I / or Geometry.

Students who did not demonstrate proficiency (Basic or Above on LEAP 2025) in any core subject area on LEAP are not eligible to take a middle school course for Carnegie credit in that area in which they were non-proficient.

XIII. Additional LEA Policies Related to Student Placement and Promotion (Continued):

HIGH SCHOOL GRADING PROCEDURES:

1. Semester grades will be given in all classes with three (3) interim reports during each semester. Interim reports will be issued as follows:
 - A. After 4½ weeks
 - B. After 9 weeks
 - C. After 13½ weeks

The semester report card will be a cumulative grade of the entire semester's work based on points earned divided by points possible by weighted categories. (See Item 2)

2. Grades (A, B, C, D, F) will be determined as follows:

All high school courses will use a weighted grade format for assigning student grades.

Semester grade will be determined by dividing the total points earned by the total points possible by weighted categories. Letter grades will be assigned according to the different grading scales based on the type of course each student is enrolled in.

All student work to be graded will be assigned a point value and entered into one of four weighted categories.

- a) At least two grades per week must be entered into PowerSchool.
- b) At least two grades per category must be entered into Power School every 4½ weeks (each interim period)

Weighted Categories for each High School Course:	Abbreviation	Weights for each Category:
Major Assessments	MA	40%
Assessed for Accuracy (Quizzes, Labs, Projects, etc.)	ACC	35%
Participation / Completion	PC	10%
End of Semester Assessment	SEM EX	15%

XIII. Additional LEA Policies Related to Student Placement and Promotion (Continued):

HIGH SCHOOL GRADING PROCEDURES (CONTINUED):

Grade Categories for LEAP Connect and Act 833 students Per Bulletin 741 LEAP Connect and Act 833 students are assessed at 5% on EOC & LEAP 2025 Assessments) (Algebra I, Geometry, English I, English II, English III, U.S. History, and Biology):

Weighted Categories for each High School Course:	Abbreviation	Weights for each Category:
Major Assessments	MA	40%
Assessed for Accuracy (Quizzes, Labs, Projects, etc.)	ACC	40%
Participation / Completion	PC	15%
End of Semester Assessment	SEM EX	5%

Regular Classes		Advanced Level Classes*		College Board Advanced Placement Classes	
Grade/Point Value	Average	Grade/Point Value	Average	Grade/Point Value	Average
A = 4	93-100	A = 4	90-100	A = 5	90-100
B = 3	85-92	B = 3	80-89	B = 4	80-89
C = 2	75-84	C = 2	70-79	C = 3	70-79
D = 1	67-74	D = 1	60-69	D = 2	60-69
F = 0	0-66	F = 0	0-59	F = 0	0-59

A "P" has no numerical value in calculating the grade point average of a high school student.

***Honors, High School Gifted Courses, Advanced Placement, Dual Enrollment or College Prep Classes for students enrolled in high school. Each high school administration will determine if the 10-point grading scale is appropriate for advanced level classes, which includes honors courses and high school gifted courses.**

Weighted GPA: GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The weighted GPA is based on grade points on all courses attempted on the 5.0 scale and 4.0 scales. A "P" has no numerical value in calculating the grade point average of a high school student.

Unweighted GPA: GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The unweighted GPA calculates all courses attempted on a 4.0 scale. A "P" has no numerical value in calculating the grade point average of a high school student.

When calculating grades to determine the semester letter grade, .50 and above will always be rounded off to the next highest number.

Example: 92.5% = 93% = A, 66.50% = 67% = D

XIII. Additional LEA Policies Related to Student Placement and Promotion (Continued):

HIGH SCHOOL GRADING PROCEDURES (CONTINUED):

GRADE POINT AVERAGE:

A student's overall GPA is based on semester grades. A grade point average is defined as an average of all subjects using the grade/point value listed above in the chart. No rounding off will occur when determining grade point average. Example: A 1.6 GPA cannot be rounded off to a 2.0.

When calculating the grade point average for athletic purposes only, a student must achieve at least a C average. A C average is defined by LPPS as a GPA of 1.50 to 2.49. No rounding off will occur when determining athletic eligibility.

CLASS RANKING:

The Livingston Parish School Board, in order for class ranking to be determined on a uniform and consistent basis throughout the parish, shall require graduating seniors in high schools to be ranked based on the quality points a student earns in Grades 9-12 as listed on the student's official high school transcript. The student who earns the most quality points will be ranked number one in the graduating class. For rank in class purposes only quality points based on a maximum of 28 credits for high schools on a seven period day or 32 credits for schools on a block schedule will be considered. Transfer grades will be weighted only in the subjects weighted in the district.

Students with a grade point average of 3.75 - 4.0 shall be recognized as graduating *Summa Cum Laude*

and students with a grade point of 3.5 - 3.749 shall be recognized as graduating *Magna Cum Laude*. There shall be no selection of a valedictorian.

CLASS RANKING CRITERIA:

Criteria to be used in ranking students shall be as follows:

- A. Total quality points from all subjects attempted in grades 9-12.
- B. "F" grades count as zero (0) quality points.
- C. Only semester grades shall be used.
- D. Total quality points shall be computed at the end of the second semester of the senior year.
- E. The following grade scale shall be used:

Regular Classes		College Board Advanced Placement Classes (starting in 2014-15)		Advanced Level Classes *	
Grade/Point Value	Average	Grade/Point Value	Average	Grade/Point Value	Average
A = 4	93 - 100	A = 5	90 - 100	A = 4	90 - 100
B = 3	85 - 92	B = 4	80 - 89	B = 3	80 - 89
C = 2	75 - 84	C = 3	70 - 79	C = 2	70 - 79
D = 1	67 - 74	D = 2	60 - 69	D = 1	60 - 69
F = 0	0 - 66	F = 0	0 - 59	F = 0	0 - 59

XIII. Additional LEA Policies Related to Student Placement and Promotion (Continued):

HIGH SCHOOL GRADING PROCEDURES (CONTINUED):

* Each high school principal will determine if the 10-point grading scale is appropriate for advanced level classes. (Honors, High School Gifted Courses, Dual Enrollment, or College Prep Classes).

NOTE: Any course for which credit is earned through credit examination or proficiency examination and a pass/fail grade is assigned **will not** be considered in determining class ranking.

TIES IN RANKING:

Ties in ranking of graduating students shall be broken by using the following order of priority:

1. The highest composite ACT test score will be used if all candidates have taken the ACT.
2. If a tie still exists, then the number of College Board Advanced Placement course taken will be used.
3. If a tie still exists, the total number of scaled score points on all the State Standardized Tests (EOC/LEAP2025 tests) will determine the rank in class.

Students electing to take non-credit classes will negatively impact their rank-in-class. A student electing a shortened day in the senior year may earn fewer quality points than seniors taking a full schedule of credit classes.

XIV. LEA Assurances and Submission Information:

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Livingston Parish Public School's 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.

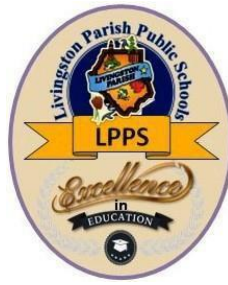
Date approved by local school board or governing authority: 7 / 20 / 2023.



Alan Murphy, Superintendent









Cecil Harris, Board President



LIVINGSTON PARISH PUBLIC SCHOOLS

DISTRICT FORMS

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School Building Level Committee Meeting Transitional 9th Grade Recommendation / Determination



Student		Entry Year	
Originating Middle School	High School	SBLC Meeting Date	

Reason for Referral	<input checked="" type="checkbox"/>	Academic
----------------------------	-------------------------------------	-----------------

EXPLAIN REASON FOR REFERRAL

PEOPLE IN ATTENDANCE (Name and Relationship to Student)	
	Admin. - MS
	Admin. - HS

DATA REVIEW	
<input type="checkbox"/> Report Card(s)	<input type="checkbox"/> Observations
<input type="checkbox"/> Unit Test Data	<input type="checkbox"/> Medical Information
<input type="checkbox"/> LEAP Scores	<input type="checkbox"/> Discipline Records
<input type="checkbox"/> Attendance Records	<input type="checkbox"/> Functional Behavior Assessment
<input type="checkbox"/> Intervention Results	<input type="checkbox"/> Behavior Plans
<input type="checkbox"/> Work Samples	<input type="checkbox"/> Other:
<input type="checkbox"/> Curriculum Diagnostic Test	

MEETING NOTES

RECOMMENDATION (Check each statement below indicating you have read and understand the criteria.) To be completed before the end of the school year.

<input type="checkbox"/>	Students who did not meet promotion requirements MUST attend summer school AND retest to be eligible for promotion to high school.
<input type="checkbox"/>	If a student scores 67% or higher on the District Benchmark Exam, he/she will be promoted as a 9 th grade student.
<input type="checkbox"/>	If the student scores between 60% and 66% on the District Benchmark Exam, he/she will be promoted as a transitional 9 th grader and will be provided transitional 9th grade support.
<input type="checkbox"/>	If the student scores below 60% on the District Benchmark Exam, a PPC meeting will be held to make a promotional decision. PPC Grade Determination Portion of This Form Will Be Completed - Page 2 (Sending and Receiving Principal and Parent)

SIGNATURE OF UNDERSTANDING			
Parent/Guardian		SBLC Chairperson/Counselor	
Principal		Date	



PPC GRADE DETERMINATION MEETING
 (Mandatory for all students who attended summer school AND scored below 60% on the District Benchmark Exam).

Student		SBLC Meeting Date	
Student's Score on Placement Test			

PEOPLE IN ATTENDANCE (Name and Relationship to Student)			
		Admin. - MS	
		Admin. - HS	

SBLC GRADE DETERMINATION MEETING (Mandatory for all students who attended summer school and scored below 60% on the District Benchmark Exam). This section is completed after summer remediation

<input type="checkbox"/>	Student enters high school as a transitional 9 th grader and will be provided transitional 9 th grade support.
<input type="checkbox"/>	Student is retained in 8 th grade.

MEETING NOTES

Required Signatures for Grade Placement Determination:			
Parent/Guardian		SBLC Chairperson/Counselor	
Principal		Date	

Page 1 - Completed for all 8th grade students who have not met Pupil Progression Requirements.
 Page 2 - Completed for 8th grade students scoring unsatisfactory on the District created benchmark test following Summer Remediation.

NOTIFICATION OF RETENTION AND APPEALS PROCESS



Dear Parent / Guardian:

This is to inform you that _____ will be retained in Grade _____.

If you wish to appeal the decision relative to the placement of this student, the due process procedure is listed below. The procedure must be followed in sequential order.

1. A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends and holidays) of official notification of retention or failure of a course. If official notification is given through the postal services two (2) additional days will be given to insure delivery.
2. The Building Level Committee will act on the appeal within five (5) school days after receipt of the written request. The parents will be notified of the time of the hearing and may be present.
3. The principal will be responsible for notifying the parent(s) or guardian of this decision within three (3) days.
4. Any appeal beyond the Building Level Committee must be submitted in writing within seven (7) days to the Parish Superintendent or Assistant Superintendent for review by the Central Office Review Committee. (Livingston Parish School Board - P.O. Box 1130 - Livingston, LA 70754)
5. The Central Office Review Committee will act on the appeal within ten (10) days after receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present.
6. The Parish superintendent or the assistant superintendent will notify the parent(s) of this decision within three (3) days.

School: _____

Mailing Address: _____

Principal Signature: _____

Date: _____

Individual Academic Improvement Plan Parent / Legal Guardian Agreement Form



_____ shall be placed on an individual academic improvement plan in partnership with Livingston Parish because he/she did not attain basic proficiency in at least two core subject areas in the previous school year.

In accordance with the requirement of Bulletin 1566 §701 and §703, your child has the right to at least two or more of the following interventions:

- Strategic classroom placement.
- Access to instruction leveraging a high-quality (tier 1) curricula during school hours.
 - Additional in school support where below grade level instruction does not account for more than 35% of total minutes in each subject area.
 - Opportunity to enroll in a high-quality summer program that uses a high-quality (tier 1) curricula or learning program.

Further, the parent/legal guardian of _____ understands:

Initial	
	Student is entitled to participation in an academic improvement plan that is co-developed between the parent/legal guardian and the school.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian, <u>in collaboration with the school</u> , select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

School System Promotion Policy Per Pupil Progression Plan:

1. Students must attend 167 days.
2. Students must pass more than 4 units of study.
3. Students failing to earn units of study in ELA and/or Math will have the district created benchmark assessment administered in the subject area in which the student failed to master the standards. Students must score 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade.
4. Students who do not earn more than 4 units study, will be required to take the Math i-Ready Diagnostic and must score no more than one grade level below the current grade level.

Livingston Parish Public Schools

Individual Academic Improvement Plan Parent / Legal Guardian Agreement Form



Complete the form for each subject area identified as below "Basic" for students entering Grade 4 and Grade 5 within the first 30 days of school.

<u>Student Name and Grade:</u>	<u>School:</u>																				
<u>Subject Area of Need (Check all boxes that apply):</u> <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science																					
<u>Beginning level of proficiency:</u>	<u>Target level of proficiency:</u>																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">ELA</td> <td style="width: 33%;">Approaching Basic</td> <td style="width: 33%;">Unsatisfactory</td> </tr> <tr> <td>Math</td> <td>Approaching Basic</td> <td>Unsatisfactory</td> </tr> <tr> <td>Social Studies</td> <td>Approaching Basic</td> <td>Unsatisfactory</td> </tr> <tr> <td>Science</td> <td>Approaching Basic</td> <td>Unsatisfactory</td> </tr> </table>	ELA	Approaching Basic	Unsatisfactory	Math	Approaching Basic	Unsatisfactory	Social Studies	Approaching Basic	Unsatisfactory	Science	Approaching Basic	Unsatisfactory	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">ELA</td> <td style="width: 33%;">Basic or above</td> </tr> <tr> <td>Math</td> <td>Basic or above</td> </tr> <tr> <td>Social Studies</td> <td>Basic or above</td> </tr> <tr> <td>Science</td> <td>Basic or above</td> </tr> </table>	ELA	Basic or above	Math	Basic or above	Social Studies	Basic or above	Science	Basic or above
ELA	Approaching Basic	Unsatisfactory																			
Math	Approaching Basic	Unsatisfactory																			
Social Studies	Approaching Basic	Unsatisfactory																			
Science	Approaching Basic	Unsatisfactory																			
ELA	Basic or above																				
Math	Basic or above																				
Social Studies	Basic or above																				
Science	Basic or above																				
Parents and the school, in collaboration, select two or more options from the intervention list. Check the boxes below for each selected intervention and complete the requested information.																					
<input type="checkbox"/> Enrollment in a summer program ELA/Math	Teacher name(s): Summer Program Curriculum: ELA-Wit & Wisdom Math-Ready Math Progress Monitoring Plan: District Benchmark/Ready Math Diagnostic																				
<input type="checkbox"/> Additional In- school support (Minimum 10 hours prior to 10/1) ELA/Math/SS/Science	Teacher name(s): Define supports: Intensive Academic Support Interventions tutoring i-Ready Math i-Ready Reading																				
<input type="checkbox"/> Guaranteed access to a tier 1/high quality curriculum ELA/Math/SS/Science	Curriculum: ELA-Wit & Wisdom Tier I Curriculum Math-Ready Math Social Studies-Bayou Bridges Tier 1 Curriculum Louisiana Amplify Science																				
<input type="checkbox"/> Strategic classroom placement ELA/Math/SS/Science	Teacher name(s):																				

I am a parent or legal guardian of the student referenced above and I understand my rights as it related to promotion and retention; and I have participated in the selection of interventions and agreed to this course of action for my student.

Parent/Legal Guardian Name (printed):	
Parent/Legal Guardian Signature:	Date:
School Administrator Signature:	Date:

PROMOTION IN CONFLICT - PREVIOUS RETENTIONS SUMMARY

The Livingston Parish Pupil Progression Plan provides for the promotion or retention of a student in Grades K-8 although this action may be in conflict with the established criteria. This form is provided for submitting the list of students and the reason for a recommended action in conflict with the established criteria. Return the original of this form to the Director of Curriculum by the last day of the school session. The student(s) whose name(s) are listed below have been promoted in conflict with the established criteria for promotion. (Indicate "none" if needed).



School: _____

Principal's Printed Name: _____

Date: ____/____/____

Principal's Signature: _____

PLEASE PRINT:

Student		Current Grade	Previous Retention Grade
Last Name	First Name		

PROMOTION / RETENTION CONFLICT REPORT

Not Related To Attendance or Previous Retentions

The Livingston Parish Pupil Progression Plan provides for the promotion or retention of a student in Grades K-8 although this action may be in conflict with the established criteria. This form is provided for submitting the list of students and the reason for a recommended action in conflict with the established criteria. Return the original of this form to the Director of Curriculum by the last day of the school session. The student(s) whose name(s) are listed below have been promoted in conflict with the established criteria for promotion. (Indicate "none" if needed).



School: _____

Principal's Printed Name: _____

Date: ____ / ____ / ____

Principal's Signature: _____

PLEASE PRINT: PROMOTION IN CONFLICT REPORT

Student		Grade	Conflict
Last Name	First Name		

PLEASE PRINT: RETAINED IN CONFLICT REPORT

Student		Grade	Conflict
Last Name	First Name		

PROMOTION IN CONFLICT - ATTENDANCE SUMMARY

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The Livingston Parish Pupil Progression Plan provides for the promotion or retention of a student in Grades K-8 although this action may be in conflict with the established criteria. This form is provided for submitting the list of students and the reason for a recommended action in conflict with the established criteria. Return the original of this form to the Supervisor of Child Welfare and Attendance by the last day of the school session. The student(s) whose name(s) are listed below have been promoted in conflict with the established criteria for promotion. (Indicate "none" if needed).



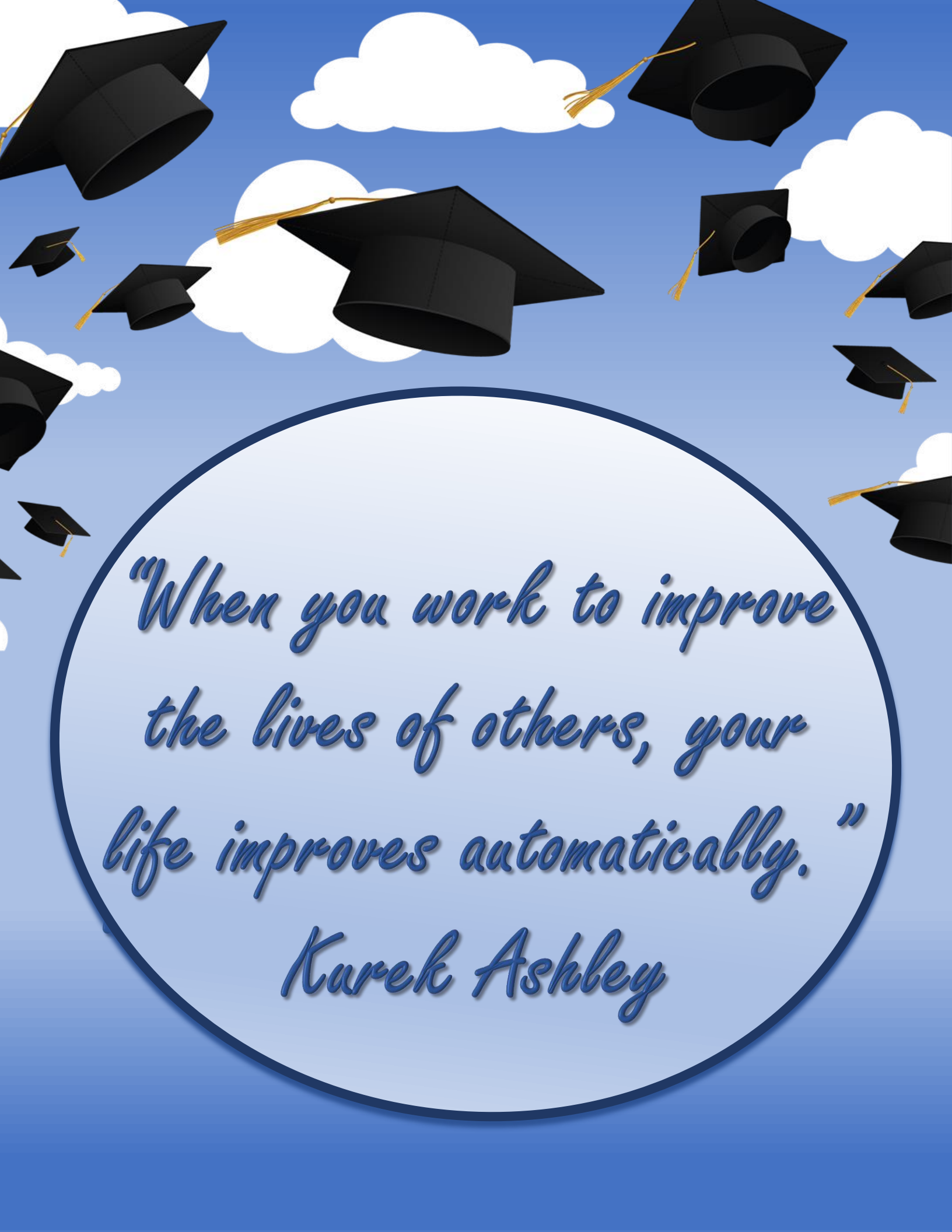
Principal's Printed Name

School Name

Principal's Signature

Date

Student's (Please Print)		Grade	Number of Unexcused Days Absent	Extenuating Circumstance	Consultation With Supervisor of Child Welfare & Attendance
Last Name	First Name				
				<p><i>It is a given that students would have passing grades to be considered for promotion.</i></p> <p><i>Please list the EXTENUATING CIRCUMSTANCE that would justify promotion even though the student missed more than the allowable days.</i></p>	



*"When you work to improve
the lives of others, your
life improves automatically."*

Karek Ashley