

# **2020-2021 Pupil Progression Plan**

**Local Education Agency:**

**Natchitoches Parish School Board**

## Background and Purpose

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

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

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

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

Questions about this document should be directed to [ppp@la.gov](mailto:ppp@la.gov).

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## Placement of students in Kindergarten and Grade 1

### Kindergarten

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

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

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

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

### Grade 1

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

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

## Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

Update to template for 2020-2021 school year:

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

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

IEPs and evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by the director of exceptional student services before the student is enrolled in a special education program.

## Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

***In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.***

### **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).

## Promotion of students in grade 4

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

Extended School Year opportunities in all areas of special education are afforded students with disabilities based on data gathered through the school year to determine any regression or critical points of instruction.



## Promotion and support of students in Grade 8

### **Regular Grade 8 Promotion**

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

### **Grade 8 Promotion Waivers**

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

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

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

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

### **Transitional 9<sup>th</sup> Grade**

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic 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.***

Prior to promotion to the eighth grade, a complete assessment must be conducted to determine eligibility for the application of the accommodations afforded students with exceptionalities as per the April Dunn Act (Act 833).

## High School Considerations

### Instructional Minutes

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

### Individual Graduation Planning

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

### Financial Aid Planning

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

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

### Early Graduation

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

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

### Credit Recovery

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

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

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

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

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

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

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

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

## **NCAA Policy**

### **Nontraditional Courses**

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

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

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

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

### **Information for school administrators**

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

### **Credit recovery programs**

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

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

### **Distance and E-Learning Environments**

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

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

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

The April Dunn Act (Act 833) accommodations will be applied to eligible students using the following procedures:

***April Dunn Act (formerly Act 833) for Graduation***

IEP team of students falling under the April Dunn Act (Act 833) criteria with disabilities have the option of determining what and how student must perform in order to promote to the next grade or graduate. Some students may have their IEP goals considered as a requirement for grade promotion and earning credits toward graduation.

- IEP teams may establish individual performance requirements for a student that are aligned to the grade-level standards for the specific course(s) of enrollment and shall be incorporated by the teacher of record when awarding course credit.
- Eligible students are those who enter high school having not achieved at least a combination of basic/approaching basic in ELA in two of the three most recent years (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades) or Math in two of the three most recent years (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades) (students that have Unsatisfactory in at least two of the three years in either or ELA or Math)
- Eligible students are those who did not achieve a score of Approaching Basic or higher after two attempts of the same LEAP 2025 assessment
- Within **30 days of the student entering the grade level or course**, the IEP team must establish minimum performance requirements relevant to promotion or graduation requirement. For block schedule schools, Natchitoches Parish School Board policy indicates within the first 15 days of the student entering the course.
- Performance requirements established by the IEP team include, but are not limited to, what a student must score on a standardized assessment or end of course test.
- The IEP team may set performance criteria for a course based on Alternative Pathway Performance Based Assessments (APPBA), including any applicable End-of-Course tests (content teacher must be involved in this discussion)
  - Student fully participates in the course, is given access to all course content, and takes any applicable LEAP 2025 assessments
  - IEPs should continue to be aligned with Louisiana State Student Standards or Extended Standards and Checklist/Rubric will be provided that align with student instructional plan's on IEP for each course April Dunn Act (Act 833) will be applied to.

Teacher of record for IEP with support from the school guidance counselor and HS SPED Coordinator determines whether to award course credit, student passes the statewide assessment but does not meet all course requirements (Ex: Student scores a Basic of LEAP 2025 but earns a 65% in the course, the team will meet to discuss whether student should complete an alternate project to earn the remaining points needed to meet course requirement of a 67%.)

### **Grading for April Dunn Act (Act 833)**

For students participating in April Dunn Act (Act 833), a numerical grade of 67% D can be earned to replace the previously earned grade of "F". If the student successfully completes the remediation and re-completion of the assignment/project/exam, the student's grade should be raised to 67%. However, if the student does not pass the recovered assignment/project/exam, the student will receive the higher of the two "F's". If the student refuses the one-time opportunity of remediation and re-completion, they will keep their original grade. Documentation shall be kept of such refusal

1. You are only obligated to remediate 1 time per assignment/project/exam failed. Any further opportunities are at the teacher's discretion.
2. The student will be provided reasonable time to redo the assignment/project/exam; however, it must be completed within 3 days of remediation. The student will not be making corrections to the original assignments/exam. This will be a second chance to complete the assignment/project/exam over completely.
3. Completed work sample for remediation must be included in student's portfolio to include: a copy of the original graded assignment/project/exam and a copy of the redo.

\*A student assessed on the LEAP Connect does not have to be eligible under April Dunn Act to pursue the Career Diploma Pathway for students assessed on the LEAP Connect. By virtue of being assessed on the LEAP Connect, a student is eligible to pursue the Career Diploma Pathway for students assessed on the LEAP Connect. For example, if a student passes the LEAP Connect and then an answer of *No* is chosen for eligibility for an alternative pathway to graduation under Act 833, the student is still eligible for the Career Pathway for students assessed on the LEAP Connect.

If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established standards on any assessment for purposes of graduation (Bulletin 1530 Section 405)

Graduation Requirements for the Diploma Pathway for Students assessed on the Alternate Assessment, Level (LEAP Connect) may be found in Section 2320 of Bulletin 741, including requirements for eligible students:

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

### **Carnegie Unit Attainment**

The minimum length of any high school class in which one-half Carnegie unit of credit is earned shall be +/- 120 minutes of one-half of the total minutes requires for one full Carnegie unit of credit. All high school students must have the following number of Carnegie units to be classified in the following grade levels:

Grade Classification	Credits Required
9	0
10	6
11	13
12	19

Students in schools using the block schedule may take only two required academic courses per term unless they are repeating a course or they are in an accelerated gifted program. All students will be required to take semester and final exams in all courses, and the exams should reflect the material covered during the entire semester. Final exams will cover only the second semester.

### **Repeating High School Courses that were Passed**

Students may repeat high school courses for which a passing grade has been earned in accordance with the following established parish policy:

1. The students must repeat the course during the year immediately following the term in which the grade was earned.
2. Students will not be allowed to repeat a course after earning a credit in a higher-level course in that subject area.
3. Students will be allowed to repeat only once any course for which a passing grade was earned.
4. The entire course must be repeated.
5. For the purpose of determining school honor graduates for the top five percent of the class and for class honors involving grade-point average, the first grade earned will be used. However, the higher grade earned in a course will appear on the transcript and the higher grade will be used to determine the final grade-point average. All transcripts forwarded to post high school institutions will reflect the higher grade earned and the higher grade point average.
6. Any student who repeats and passes a course for which a failing grade has been earned will have the grade of "F" removed from the transcript. The higher grade will be used in determining the grade-point average.



All students entering high school in the 2014-2015 school year and thereafter will follow either the Jump Start or University Diploma and will graduate on the 5-point grading scale. Students will decide by the end of their 10<sup>th</sup> grade year which path they will pursue. Students choosing either pathway must also adhere to all other graduation requirements according to Bulletin 741.

Students will not be able to take computer-based courses (not associated with a four-year university) to receive credit for TOPS approved courses and TOPS funding and/or Honor Graduate status unless the school principal grants permission.

#### **Early Graduation Policy**

See Accelerated Student Achievement Program (ASAP). Students are also able to take courses at the student's expense. Only courses offered through the school or those in conjunction with the post-secondary institution (courses that qualify under the district MOU) will be considered for the 5-point scale.

#### **Honor Graduates**

Students with the highest cumulative grade point average will be rewarded with the title of valedictorian. Students with the second highest grade point average will be rewarded with the title of salutatorian.

#### **Credit Pursued/Credit Earned**

ALL Carnegie units pursued during the school year or summer will be placed on the student's transcript and shall be calculated in the student's cumulative grade point average. All Carnegie units pursued outside of the high school MUST be approved by the school before the student enrolls.

## Support for students

### **School year support**

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

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

- The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

### **Summer remediation**

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

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

## **Promotion and placement of certain student populations**

### **Students with disabilities**

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

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

## English learners

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

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

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

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

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

Students with disabilities must receive the accommodations/modifications indicated on the IEP both in classroom and when participating in the state testing program. (Bulletin 128 Section 3301).

Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LEAP Connect) shall have promotion decisions determined by the IEP team. (Bulletin 1566 Section 707 E).

Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).

## 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.***

In the Natchitoches Parish School System, alternatives to regular placement will be considered when the alternative would be in the best interest of the student. Age, discipline history, academic ability, student safety and dropout prevention will be factors taken into consideration. Parental notification, Due Process and consultation will occur in each individual case. Alternative Programs are offered at Natchitoches Parish Technical and Career Center and at Lakeview Annex (located on the campus of Lakeview High School). The programs offered are designed to meet the educational and behavioral needs of school populations not served in the traditional school settings of the District. These programs focus on an instructional program for the mastery of essential academic skills and upon instilling positive social, emotional and behavioral attitudes necessary for productive citizenship. Among the populations served at these locations are (1) students who are placed through an IEP/SBLC decision (2) students enrolled in the ASAP/Connections Programs who are two or more years behind (3) students who have been removed from their regular school setting through a Due Process Hearing to an alternate setting due to behavior issues. Students may also be placed at the alternate sites pending expulsion hearing should time constraints be an issue. Promotion policies remain the same, and transportation will be provided if at all possible. Students with IEPs are eligible to participate in any of the alternative programs through the IEP process.

Students who are "not adequately participating" in virtual learning after the first 6-weeks (2 1/2 weeks for 9-12) of each quarter will be placed on probation.

Students not adequately participating in virtual learning are those who have failing grades because of lack of completion of assignments, not participating in Google Meets or responding to emails and/or forms of contact from the teacher.

Students placed on probation will have to show progress by the end of the 9-week period (4 ½ weeks for 9-12) or will have to return to face-to-face instruction by the beginning of the next 9-week or 4 ½ week period.

## 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.***

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

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

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

### **ATTENDANCE**

In addition to the policies and procedures mentioned students are required to attend school on a daily basis. Students in grades K-12 are allowed to miss 16 unexcused days for the school year. Upon the 17<sup>th</sup> unexcused absence students will be retained for excessive absences. Students in grades 9-12 may miss up to 8 unexcused absences each semester.

### **HOMEBOUND INSTRUCTION**

Students of the Natchitoches Parish School System who are unable to attend school because of physical disability may be assigned a properly certified teacher who will instruct them at home or in a hospital.

- To be considered for homebound instruction, the student, as a result of health care treatment, physical illness, accident, or the treatment thereof, must be temporarily unable to attend school for regular educational services.
- Such incapacitation shall require verification on the application by a physician.
- The homebound instruction program is a continuation of the regular school instructional program, designed to help the child return to school without falling too far behind in assigned work.
- The student shall be under the same state and local regulations as any other student.
- A responsible adult must be present where instruction is provided.

### **CRITERIA FOR ELIGIBILITY FOR HOMEBOUND INSTRUCTION**

A regular or special education student is eligible to receive homebound instruction if the following criteria are met:

1. Following an absence of more than ten (10) consecutive school days for a qualifying illness, homebound instruction shall be provided on the eleventh (11<sup>th</sup>) school day.
2. After a student has been absent for ten (10) days, for one of the above identified reasons, the student shall be referred for review by the *School Building Level Committee (SBLC)*, to determine need for referral for Section 504 services if the student has not previously been identified as a student with a disability.
3. The student is free of infectious or communicable disease. If the student is not free of such diseases, other appropriate instructional arrangements must be made.
4. The parent or guardian signs a parental agreement concerning homebound or hospital policies and parental cooperation.

### **CONTINUITY OF INSTRUCTION**

A review of the student's educational program conducted by the student's regular education teacher(s) should be provided to the hospital/homebound teacher to permit continuity in instruction.

- Periodic conferences between the student's regular teacher and homebound instructor should be conducted.
- Homebound instruction, at a minimum, shall be provided in the core academic subjects: English, Mathematics, Science, and Social Studies.
- A minimum of four (4) hours instruction shall be provided per week, unless the student's health as determined by a physician requires less.
- Consideration shall be given to the individual need for services beyond the core academic subjects for students with disabilities

Homebound services may be provided via a consultative model (properly certified regular or special education teacher when appropriate, consults with the homebound teacher delivering instruction) for students needing such services less than twenty (20) days during the school year.

### **High School Credits for Middle School Students**

Students in middle school grades are eligible to receive Carnegie credit for courses in the high school program of studies.

Middle school students may receive Carnegie credit for successfully completing the high school course provided that (1) time requirements for awarding of Carnegie credit is met, (2) The student has mastered the established high school course standards for the course taken, and (3) the teacher is certified at the secondary level in the course taught, or the student has passed a state-approved or a state provided credit examination in the subject taken.

The criteria for placement of in-coming 8<sup>th</sup> graders in Algebra I is as follows the students shall have a final GPA in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math of 87% better.

### **Carnegie Units offered based on Credit by Proficiency**

High school credit will be granted for students passing proficiency examinations approved by the state department.

### **CLEP**

Students in grade 11 and 12 may take a CLEP exam. Students can receive college credit hours for scoring a specific score; this is all dependent on the post-secondary instruction. It is up to the students to determine and verify with the post-secondary instruction on whether or not CLEP will benefit them in earning college credit hours.

### **Advanced Placement (AP)**

High schools may offer Advanced Placement courses providing procedures established by the College Board are followed and students are placed in the program in keeping with parish guidelines established for entrance into the program:

1. Students must have maintained a 3.0 overall grade average on a 4.0 scale.
2. Students must have maintained a 3.5 grade point average in the area of intended Advanced Placement.
3. Students must have been recommended by a teacher who has instructed them in the intended advanced placement subject area.

### **High School Credit for College Courses**

High school students may earn college credit hours by successfully completing any course listed in a dual-enrollment agreement with the local university. The following policies apply to students attending colleges or other post-secondary institutions on a part-time basis:

1. The principal of the high school shall approve in advance the course to be pursued by the student in college.
2. The student shall meet the entrance requirements established by the college.
3. The principal of the school shall verify that the contents of the college course meet the standards and grade-level expectations of the high school course for which the student is receiving credit.
4. Students can earn up to 9 college credit hours per college semester. A course must consist of at least two college credit hours to be counted as not more than one credit toward high school graduation.
5. The principal shall establish a procedure with the college to receive reports of the student's class attendance and performance at six or nine week intervals.
6. 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.
7. Students may participate in college courses and special programs during regular or summer sessions.
8. For gifted students, entry into a college course for credit shall be stated on the student's IEP.

### **High School Credit for Technical College Courses**

A secondary student attending a post-secondary technical college during the regular school year may receive credit for instruction in approved programs provided time requirements for Carnegie units are met and if an equivalent course is not offered at the student's school. A secondary student attending a post-secondary technical college summer program may receive credit in any approved program area offered in the post-secondary technical college provided time requirements are met even if an equivalent course is offered at the student's high school during the regular school year.

### **Early College Admission**

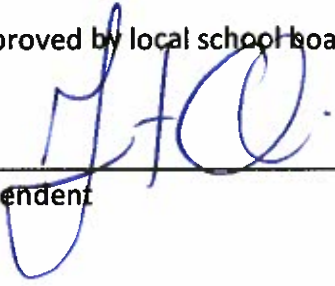
1. High school students of high ability may be admitted to a college on a full-time basis. A student shall have maintained a "B" or better average on all work pursued during three years of high school. The student shall have earned a minimum composite score of 25 on the ACT or a SAT score of 1050. This score must be submitted to the college. A student
2. shall be recommended by his/her principal for early admission to college.
3. Upon earning a minimum of 24 semester hours at the college level, the student shall be eligible to receive a high school diploma. The principal shall submit to the LDOE (1) forms provided by the LDOE and completed by the college registrar certifying that the student has earned 24 semester hours of college credit and (2) a certificate of high school credits.



**LEA Assurances and Submission Information**

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

Date approved by local school board or governing authority: October 8, 2020

  
\_\_\_\_\_  
Superintendent

  
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Board President

