

2022-2023 Pupil Progression Plan

Local Education Agency:

FRANKLIN PARISH SCHOOL SYSTEM



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](#). In March 2022, BESE approved, as a Notice of Intent, [revisions](#) to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

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.

Franklin Parish uses the California Achievement Test Level K for students entering 1st Grade without attending a full-day public or private Kindergarten for a full academic year. Students entering 1st Grade from out-of-state and who have not met promotion requirements shall be screened within 30 days of entry date using CAT Level K. Franklin Parish does not provide for early entrance to Kindergarten and 1st Grade students.

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.

<p>Kindergarten</p> <ul style="list-style-type: none">• Must be 5 years of age by September 30 of the current year to enter Kindergarten• Students must demonstrate satisfactory achievement as determined by the teacher in seventy percent of the standards indicated for proficiency on the Desired Results Developmental Profile-Kindergarten (DRDP-K) and must pass Reading and Math in order to be promoted. <p>Grades K-8</p> <p>Students must pass ELA and Math and all but one of the following major subjects to be considered for promotion: Social Studies, Science.</p> <table><thead><tr><th>Numeric Average</th><th>Grade</th><th>Quality Points</th></tr></thead><tbody><tr><td>93 – 100</td><td>A</td><td>4</td></tr><tr><td>92 - 85</td><td>B</td><td>3</td></tr><tr><td>84 - 75</td><td>C</td><td>2</td></tr><tr><td>74 – 67</td><td>D</td><td>1</td></tr><tr><td>66 – 0</td><td>F</td><td>0</td></tr></tbody></table> <p>Students must meet attendance requirements.</p>	Numeric Average	Grade	Quality Points	93 – 100	A	4	92 - 85	B	3	84 - 75	C	2	74 – 67	D	1	66 – 0	F	0
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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.

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.

A student in grade 3 may be retained only once as a result of failure to meet requirements of local progression plans. A 3rd grade student may be promoted to 4th grade. Third grade students must pass ELA and Math and one of the other core subjects (Social Studies, Science) to be promoted to 4th grade.

Students with Significant Disabilities

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Students must meet attendance requirements to be eligible for promotion

IV. Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants

shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

A student in grade 4 may be retained only once as a result of failure to meet requirements of local progression plans. A 4th grade student may be promoted to 5th grade (no grade skipping) however, if the student is 12 years old before September 30, he/she may be promoted above the 5th grade with the approval of the SBLC, Principal, and Superintendent. Fourth grade students must pass ELA and Math and one of the other core subjects (Social Studies, Science) to be promoted to 5th grade.

Students with Significant Disabilities

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Students must meet attendance requirements to be eligible for promotion

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.

A student in grade 8 may be retained only once as a result of failure to meet requirements of local progression plans. An 8th grade student may be promoted to 9th grade only. Eighth grade students must pass ELA and math and one of the following major subjects: Social Studies, Science.

Students with Significant Disabilities (Grade 8)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEA) shall be determined by the student’s IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

High school promotion and transition considerations

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

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and

career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post-secondary plan.

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.

6. Credit recovery courses must be aligned with state content standards and include a standard aligned pre-assessment to identify unfinished learning and a standard 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

Courses include classes taught online or through blending 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 providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, 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.

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 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.

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.

Promotion in grades 9-12 is determined by the number of Carnegie units a student earns. Numeric/Letter Grades will be recorded for all subjects and shown on Report Cards. Each course shall include a minimum of 6 grades (assignments/tests) each nine-week grading period with a minimum of 600 points per subject/course.

Incomplete assignments/tests for each grading period (9 weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 9 weeks or the assignment/test grade becomes a "0".

Final exams will be given in grades 9-12. The final exam will be administered during the 4th nine-weeks grading period and shall count as one of the assignments/tests given during this final grading period. LEAP 2025 will count at 15% of final grade.

A student must be in attendance 7515 minutes to receive one (1) Carnegie Credit and 3758 minutes for one half (1/2) Carnegie Credit.

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.

Additional considerations used to determine placement of transfer students from Home Study Plans, and approved (public and private) schools within the state, and from out-of-state:

- Credit for work completed at the former school shall be granted using a certified transcript to verify attendance, achievement, and earned credits. A student may be temporarily placed until the principal or proper school authorities determine that the student will be able to succeed in this grade placement according to the certified records submitted.
- Students transferring from a home study plan, foreign school, or non-approved school shall be examined and the following shall apply:
 - The student shall not be enrolled in a school until testing (examination) is completed. (a \$35.00 fee may be assessed for scoring and administering exams)
 - Students who leave a public or approved school for less than one semester to enroll in a home study program will be placed in the grade they were in upon leaving the public/approved school when entering from another district or state school or reentering a Franklin Parish School.
- Placement for students entering Franklin Parish Schools in grades 5 and 9 from a home study or non-public school, or transferring from any out-of-state school, shall be determined by the district and can include use of placement tests as well as other evidence of grade-level proficiency (e.g. transcripts, local and state assessments).

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.

- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student's literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. 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

Students may become eligible for April Dunn performance criteria if they do not score Approaching Basic, Basic, Mastery, or Advanced after two attempts of the same LEAP test (April Dunn, Act 833, 2014)

Students with Significant Disabilities

Students who qualify for LEAP Connect/LEAP Alternate Assessment, Level (LAA 1) and are eligible to pursue the Jump Start Alternate Career Diploma pathway may be found in Section 2320 of Bulletin 741 and ACT 833, 2014, including the following requirements for eligible students:

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

A Certificate of Achievement remains an option if students are not able to meet the requirements of the Jumpstart Alternate Career Diploma pathway.

Regarding awarding ½ credit:

Students must meet the minimum attendance requirements and must have a semester average of 66.5 or better to pass for the semester. However, if the student fails the first semester of a course and has a second semester average high enough that when averaged with the first semester gives a final average of 66.5 or better, then the student will receive full credit for the course.

English Learners

A student determined to be Limited English Proficient will be provided language services which address his/her need for becoming fluent and literate in English.

X. Alternative education placements

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

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

ALTERNATIVE PROGRAM

o **Horace G. White Learning Center is a school program for regular education students who have been recommended for suspension /expulsion and for special education students referred for alternative placement due to discipline. (Students with disabilities will receive their complete SPED services.)**

o **Student referral to this alternative learning program may be for a period of 5 to 9 days of actual attendance to be determined by the principal of the referring school, the Child Welfare and Attendance Supervisor and/or the Special Education Supervisor. Special situations/behaviors may result in longer periods of stay at this program site.**

XI. Due process related to student placement and promotion

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

Regular education students

- If a placement is questioned, the first person to be contacted shall be the teacher.
 - Any initial appeal shall be to the principal who will conference with the involved teacher(s), student, and parent/guardian concerned.
 - If the question is not resolved at the building level, an appeal may be taken to the parish superintendent.
 - The decision of the superintendent may be appealed to the Franklin Parish School Board.
 - If the board upholds the decision of the superintendent, the plaintiff may, within 10 days, appeal to the district court. The court may reverse the ruling of the board.
 - At all levels of the appeal, the written records of the grades and achievement of the student, along with the teacher's recommendation, shall be taken into consideration.
- o Students with disabilities

SPECIAL EDUCATION POLICY ON DUE PROCESS

- 1) The Supervisor of Special Education is responsible for ensuring that parents are afforded an impartial due process hearing.
- 2) The Supervisor of Special Education is responsible for ensuring that the following procedures are implemented in accordance with Bulletin 1706:
 - a. Initiation of a hearing
 - b. Hearing Officer Appointment and Designation
 - c. Hearing Procedures
 - d. Costs
 - e. Review of Hearing Decisions
 - f. Appeal
 - g. Child Statute During Proceedings

o Section 504 students

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

XII. 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.

Carnegie Credit and promotion requirements by grade level for grades 9-12.

Beginning with Freshmen 2016-1017

Carnegie Units	Grade Level
0 – 5	Grade 9
6-11	Grade 10
12-16	Grade 11
17- 24+	Grade 12

Grade Recovery is offered for students who have failing grades in a previous 9 week grading period. (See Appendix B, Paragraph D)

Credit Recovery is offered during summer school and fall semester for students failing a course. (See Appendix B, Paragraph E)

Half credits shall be offered for ½ unit courses only. (Exception: Partial credit for 1-unit courses may be allowed for transfer students who earn ½ credit at their previous school)

There shall be a minimum of six (6) graded assignments/tests for all classes each nine-weeks. (Note: This is a minimum number and teachers may use more than 6 grades to determine nine-week averages.) There shall be no less than 600 points per grading period (9 weeks).

Incomplete assignments/tests for each grading period (9 weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 6 weeks or the assignment/test grade becomes a “0”.

APPENDIX A

A. STATE TERMS

- 1. Acceleration** - advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a gifted student as identified according to Bulletin 1508.
- 2. Alternate Assessment** - the substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
- 3. Content Standards** - statements of what the Louisiana State Department of Education expects students to know and be able to do in various content areas.
- 4. Promotion** - a pupil's placement from a lower grade to a higher grade based on local and state criteria contained in these guidelines.
- 5. Pupil Progression Plan** - the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A pupil progression plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.
- 6. Regular Placement** - the assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
- 7. Remedial Programs** - programs designed to assist students including identified exceptional and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
- 8. Remediation** - activities designed to assist students identified as exceptional to overcome educational deficits.
- 9. Retention** - a student is not promoted from his/her current grade.

B. LOCAL TERMS

- 1. Academically Able** - Students must be performing at least on grade level in the discipline area in question in order to be considered academically able.
- 2. At Grade Level or Above** - Students who demonstrate proficiency towards mastery of grade-level content standards are considered as at grade level.
- 3. Career & Technical Student** - a student who has chosen a career path as identified in his career portfolio.

APPENDIX B

LOCAL CONSIDERATIONS

A. HONOR STUDENTS: Grade point average based on letter grades from each nine weeks shall be used to determine class rank and honor students in all Franklin Parish Schools.

Only core courses are used when determining honor roll.

Students with a “B” average (3.0 GPA) or higher in all core subjects, with no grade lower than a “C” (no “D’s” or “F’s”), are considered for Honor Roll. In grades 6-12, P.E. is used when determining this average. P.E. is not counted in grades K-5.

Gifted, Incentive, and Enrichment grades are not considered core subjects and are not used when calculating GPA for honor roll.

B. VALEDICTORIAN/SALUTATORIAN: If there is a tie when determining Valedictorians and Salutatorians, the tie shall remain and Co-Valedictorians /Salutatorians shall be named.

C. MINIMUM CLASSES PER YEAR: Students in grades 9-11 must pursue a minimum of seven (7) classes per year. Twelfth grade (senior) students will be required to take a minimum of four (4) classes per year.

D. INCOMPLETE GRADES: Incomplete assignments/tests for each grading period (9-weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 9-weeks or the assignment/test grade becomes a “0”.

E. *GRADE RECOVERY: Students may erase a failing 9 weeks grade and replace it with a passing grade through grade recovery. Grade recovery is an after-school program designed to cover material from a previous 9 week grading period(s) where a student experienced a lack of understanding, and replace the failing mark with a passing grade for that marking period.

*Students are scheduled for grade recovery through the Counselors’ Office. Grade recovery instruction/intervention shall be provided through certified teachers approved by the school principal and supervisor of secondary education. Recovered grades shall be forwarded to the District Office for updating.

F. **CREDIT RECOVERY: Students who have failed a course during the regular school year may replace the F grade with a passing grade through Credit Recovery. Credit Recovery takes place during summer school and fall semester of the following school year. Recovery classes are scheduled through the Guidance Office.

G. HIGH SCHOOL HONORS / AP COURSES

Difficulty (bonus) points will be added to the final numeric average of each honors/AP course at the end of each nine-week grading period. DP's will be determined by a committee of department heads, school and central office administrators.

Example of Difficulty Points (DP)

English IV (H): DP=4

9 weeks grades: $92+91+92+85+90=450$

Average: $450\div 5=90$

Grade: $90+4=94$

H. GRADE POLICIES FOR GRADES/COURSES FOR WHICH LETTER GRADES ARE NOT USED

Kindergarten

Letter grades (A, B, C, D, F), determined by numeric averages, are to be reported for ELA and Math. Grades for all other Kindergarten subjects shall be recorded as Satisfactory (S) or Unsatisfactory (U).

Grades 1-4

Numeric/Letter grades will be recorded for all core subjects. Physical Education, Music, Art, Incentives, and Enrichment shall be recorded as satisfactory (S) or unsatisfactory (U).

Grades 5-8

Numeric/Letter grades will be used for all subjects. (Enrichment, incentives, and Gifted are considered enhancements to the regular program. Numeric/Letter grades for these courses will be recorded but will not be considered when determining GPA for grades 5- 8.)

Grades 9-12

Numeric/Letter grades will be recorded for all subjects.

I. Grade Skipping (K-8)

When considering promotion in grades K-8, any student two (2) years overage for his or her grade placement (by September 30) may be referred to the School Building Level Committee for placement. The overage student may skip one grade level only (ex. 5th to 7th grade). All students must attend the 8th grade. This placement is subject to the Superintendent's approval.

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2022-2023 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: _____

Superintendent

Board President