2017-18
Pupil Progression Plan

John White
State Superintendent of Education
8.24.2017
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Pupil Progression Plan

for

_________ LSU Laboratory School System _________

for

2017-18

Louisiana Department of Education
INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The following information will explain the format and how to use it. Anything printed in green is to be included in your PPP, while anything printed in black is explanation. Include all district policy and responses in blue. Anything highlighted in yellow has been revised to reflect recent policy updates.

SECTION I – FORMAL SUBMISSION STATEMENT

INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN

- a formal submission statement
- a local contact information page
- a listing of the committee of educators appointed by the superintendent
- a listing of the parents appointed by the school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

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SECTION I
FORMAL SUBMISSION STATEMENT

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
  - Myra Broussard
  - Frank Rusciano
  - Matt Picou
- a listing of the parents appointed by the School Board
  - Cub Club Executive Board
- documentation of input into the PPP by educators/parents, and
  - Cub Club end of summer executive board meeting (documented on the Lab School Calendar) provides the forum for discussing/documenting suggestions for Pupil Progression policies.
- copies of the public notice of the PPP prior to approval of PPP (dates and location)
  - Annual Summer Cub Club Executive Board Meeting

The formal submission statement is a formal submission of the LEA’s Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

Formal Submission Statement

Assurance is hereby made to the State Department of Education that the LSU Laboratory School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education’s Policies and Procedures (Bulletin 1566), (R.S. 17:24.4), with all applicable policies and standards of Bulletin 741 and Bulletin 1706, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

Myra Broussard and Frank Rusciano Dr. Wade Smith
Principals Superintendent

Fall, 2017 Fall, 2017
Date Date
LEA CONTACT INFORMATION

LEA Contact Person (Primary): Dr. Wade Smith

Telephone Number (225) 578 – 3221

E-mail Address smithwa@lsu.edu

If Applicable:

LEA Contact Person (Secondary) __Myra Broussard or Frank Rusciano____

Telephone Number (225) 578 – 3221

E-mail Address _mdugas7@lsu.edu or frusci@lsu.edu

__________________________  ______________________
(Primary Signature)     (Date)  
__________________________  ______________________
     Fall, 2017        

SECTION II

STATE AND DISTRICT POLICIES

The Pupil Progression Plan is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program (LEAP) and is aligned to state laws and BESE policies.

I. Placement
A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):

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

   ►Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)

   The Louisiana State University Laboratory School (The Lab School) does not consider first grade enrollment for students who have not attended a full-day public or private kindergarten for a full academic year. Parents of these students are referred to their Free and Appropriate Education (FAPE) school district.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)

   a. 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. (Bulletin 741 §1111 B.)

   b. 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 the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

   ►Describe the LEA’s policy on early entrance into kindergarten for those students identified as gifted, if applicable.

   The Lab School does not provide for early entrance into kindergarten. Parents seeking early kindergarten entrance for their child are referred to their FAPE school district.
c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance are the Observation Survey, Developmental Reading Assessment scores (DRA), writing samples and the LSU Laboratory School’s end of year K math post-test. The Louisiana State University Laboratory School (The Lab School) does not consider first grade enrollment for students who have not attended a full-day public or private kindergarten for a full academic year. Parents of these students are referred to their Free and Appropriate Education (FAPE) school district.

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement. (Bulletin 741 §325 C.)

► Name the criterion used for placement of every child entering kindergarten for the first time.

The nationally recognized readiness screening instrument used for every child entering kindergarten at the Lab School is the DRPD. It is administered at the beginning of every school year to incoming Lab School K students.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

   a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.

   b. For students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)

   a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.

   b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
c. For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

► Describe the placement policies for transfer students entering transitional 9th grade.

The Lab School does not offer a transitional 9th grade program. Students who qualify for transitional 9th grade are referred to their FAPE school district.

► Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

- Approved schools within the state (public/nonpublic)
  Before Lab School admission is granted to a student transferring from an approved school (public/nonpublic) within the state of Louisiana,
  - the student must meet at least the promotional requirements for the grade level he/she is applying. Requirements are listed under Part IV: “Promotion” or meet summer requirements listed under Part I: “Placement” and/or “Review of Placement” of this document
  - the student’s records are reviewed by the administration and/or an administrative designee to determine if the Lab School is able to provide appropriate placement. Records reviewed include evaluation information such as immunization, attendance, and social engagement records, certified transcripts and report cards, nationally-normed achievement test performance results, and diagnostic assessment performance results.
  - the student must be screened at the Lab School using locally generated Beginning-of-the-Year, Mid-Year, or End-Of-Year grade-level or content-area assessments and other school placement assessments. The assessments administered are determined by the time of the year Admissions schedules the screening (see “placement tests” listed next in this document). Results are reviewed to ensure the student scores at least as well as the bottom 5-10% of students in the respective grade-level and/or each content-area class.
  - the curriculum from the student’s previous school is reviewed by administration and/or an administrative designee to determine what grade-level completion (elementary and middle school students) and/or Carnegie unit credit (for middle and high school students) or grade-level may be awarded. (Previous grade-level completion and/or Carnegie unit credit is accepted only from accredited schools if grade-level and/or course descriptions provided by the previous school are comparable to those of the Lab School.)
- the student’s performance results on state LEAP tests are reviewed to ensure the student scored Basic or higher on state tests.

- the student’s performance results on state-mandated End-of-Course tests (at the secondary level) must have met state requirements to earn credit for Carnegie unit courses the student has already completed.

o Approved out-of-state schools (public/nonpublic)

Before Lab School admission is granted to a student transferring from an approved out-of-state school (public/nonpublic),

- the student must meet at least the promotional requirements for the grade level he/she is applying. Requirements are listed under Part IV: “Promotion” or meet summer requirements listed under Part I: “Placement” and/or “Review of Placement” of this document

- the student’s records are reviewed by the administration and/or an administrative designee to determine if the Lab School is able to provide appropriate placement. Records reviewed include evaluation information such as immunization, attendance, and social engagement records, certified transcripts and report cards, nationally-normed achievement test performance results, and diagnostic assessment performance results.

- the student must be screened at the Lab School using locally generated Beginning-of-the-Year, Mid-Year, or End-Of-Year grade-level or content-area assessments and other school placement assessments. The assessments administered are determined by the time of the year Admissions schedules the screening (see “placement tests” listed next in this document). Results are reviewed to ensure the student scores at least as well as the bottom 5-10% of students in the respective grade-level and/or each content-area class.

- the curriculum from the student’s previous school is reviewed by administration and/or an administrative designee to determine what grade-level completion (elementary and middle school students) and/or Carnegie unit credit (for middle and high school students) or grade-level may be awarded. (Previous grade-level completion and/or Carnegie unit credit is accepted only from accredited schools if grade-level and/or course descriptions provided by the previous school are comparable to those of the Lab School.)

- the student’s performance results on state LEAP tests are reviewed to ensure the student scored Basic or higher on state tests.

- the student’s performance results on state-mandated End-of-Course tests (at the secondary level) must have met state requirements to earn credit for Carnegie unit courses the student has already completed.
Home Study and Unapproved schools (public/nonpublic)
Before Lab School admission is granted to a student transferring from an in or out of state home-study program or an unapproved school (public/nonpublic),

- the student must meet at least the promotional requirements for the grade level he/she is applying. Requirements are listed under Part IV: “Promotion” or meet summer requirements listed under Part I: “Placement” and/or “Review of Placement” of this document

- the student’s records are reviewed by the administration and/or an administrative designee to determine if the Lab School is able to provide appropriate placement. Records reviewed include evaluation information such as immunization, attendance, and social engagement records, certified transcripts and report cards, nationally-normed achievement test performance results, and diagnostic assessment performance results.

- the student must be screened at the Lab School using locally generated Beginning-of-the-Year, Mid-Year, or End-Of-Year grade-level or content-area assessments and other school placement assessments. The assessments administered are determined by the time of the year Admissions schedules the screening (see “placement tests” listed next in this document). Results are reviewed to ensure the student scores at least as well as the bottom 5-10% of students in the respective grade-level and/or each content-area class.

- the curriculum from the student’s previous school or home-study program is reviewed by administration and/or an administrative designee to determine what grade-level completion (elementary and middle school students) and/or Carnegie unit credit (for middle and high school students) or grade-level may be awarded. (Previous grade-level completion and/or Carnegie unit credit is accepted only from accredited schools if grade-level and/or course descriptions provided by the previous school are comparable to those of the Lab School.)

- the student’s performance results on state LEAP tests are reviewed to ensure the student scored Basic or higher on state tests.

- the student’s performance results on state-mandated End-of-Course tests (at the secondary level) must have met state requirements to earn credit for Carnegie unit courses the student has already completed.
List the placement test(s) administered to the above-mentioned transfer students, if applicable. Placement tests include but may not be limited to:

- Elementary: DRA; Writing Samples; local grade-level math and ELA Beginning-of-the-Year, Mid-Year, or End-of-Year grade-level assessments, content area placement tests and nationally normed test and diagnostic scores.

- Middle and High School:
  - Writing Samples; local grade-level math and ELA Beginning-of-the-Year, Mid-Year, or End-of-Year grade-level assessments, content area placement tests, nationally normed test and diagnostic scores, and applicable state-mandated Carnegie Unit End-of-Course tests.

As determined by the administration and/or an administrative designee, for courses other than Math and ELA (English) and/or credit for grade level completion, previous grade-level completion and/or Carnegie unit credit is accepted only from accredited schools if grade-level and/or course descriptions provided by the previous school are comparable to those of the Lab School.

C. Limited English Proficient (LEP) Students

1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
   a. Establish procedures to identify language minority students.
      ►Describe the procedures the LEA has established to identify language minority students. Classroom instructors, associates, and resource personnel monitor students continuously to identify potential language minority students.

   b. Establish procedures to determine if language minority students are Limited English Proficient.
      ►Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient. When in question, the English Language Developmental Assessment (ELDA) is administered to determine if students are Limited English Proficient.

   c. 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.
      ►Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student. The Lab School does not provide specialized language services because of limited financial resources in that area. Therefore, if a student requests language services beyond those the Lab School regularly provides, Parents are referred to their Free and Appropriate Education (FAPE) school district to acquire those services.
d. Establish procedures to monitor former Limited English Proficient students for two years.
   ►Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.
   School counselors, classroom, and resource teachers monitor language development progress and report findings to the School Building Level Committee (SBLC). The SBLC reports findings to the instructor of graduate speech internship classes for LSU’s School of Communications Disorders. The graduate students participate in field experiences at the Lab School, under the supervision of the LSU graduate instructor, continue to monitor and determine which, if any, language services are recommended.

e. No LEP student shall be retained solely because of limited English proficiency.
   *Title VI of the Civil Rights Act of 1964:* Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student’s limited proficiency in English. (See: *Louisiana District and School Administrators English Language Learners Program Handbook*)

D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).

2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).
   ►Describe the LEA’s policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA’s policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

For grades 3-12, letter grades are earned for every course using the appropriate grading scale listed in Part III – “Uniform Grading Policy”- of this document. Core courses include ELA (English), Math, Science, and Social Studies classes. Beginning in 5th grade, Foreign Language is included as a “core course”.

Additionally, for secondary students, any course required for graduation is also considered a “core course”.

**Promotion**
All Lab School students who do not fall under the “promoted with remediation recommendations” or “Not-promoted” categories are promoted unconditionally.

**Promoted (with content area teacher recommendations noted on the end of year report card):**
Students who meet the following criteria are promoted (with respective content area teacher remediation recommendations included on the report card):

1. Elementary (K-5) students who meet at least 75% but not all of the current grade level’s end-of-year requirements for promotion.
2. 3rd-5th grade students who earn a C in any content area.
3. Secondary (6-12) students who earn a D in any course.
Not Promoted (but May Be Considered for Promotion if Summer Requirements are Met):
These students and their parents must meet with respective grade-level and/or content-area
teacher(s), the respective content area specialist(s), and the school level counselor to discuss
summer requirements which must be met for promotion consideration. They must participate in
the specified number of remediation hours with a teacher who holds a current, valid, Louisiana
Teacher’s Certificate in the respective content area(s) in need of remediation and/or a secondary
summer school program – both approved beforehand by the school level Principal. Required
remediation hours are as follows:

1. 30 hours of documented, targeted remediation in identified content-area(s),
participation in first quarter RTI the following school year may be required, and
must meet retesting local and/or state benchmark requirement(s) may be required for:
   • any elementary student who does not successfully meet at least 75% of his/her
current grade level’s end-of-year requirements for promotion (see Part III –
   “Uniform Grading Policy”- of this document)
   • K-2nd grade students who do not score at least 75% on local end-of-year, content –
area, grade-level assessment(s)
   • Secondary students who fail to meet state-mandated benchmarks on End-of-
   Course state assessments
   • Any other reason deemed necessary by the school level’s SBLC and/or
   administration.

2. 40 hours of documented, targeted remediation in identified content-area(s),
participation in first quarter RTI the following school year may be required, and
must meet retesting local and/or state benchmark requirement(s) may be required for:
   • Any 3rd – 5th grade student who earns a semester grade of D, either semester, in
any core subject. The student must also score at least 75% on the Lab School’s
semester and/or end of year grade level test in the respective content area(s) to
be re-considered for promotion.
   • Any 3rd- 8th grade student who scores “Approaching Basic” on any portion of the
state LEAP test. The student must also score at least 75% on a practice LEAP
test(s) or a state re-test (if administered by the state during the summer) in the
remediated content area(s).
   • Any other reason deemed necessary by the school level’s SBLC and/or
administration.
3. 50 hours of documented, targeted remediation in identified content-area(s), participation in first quarter RTI the following school year may be required, and must meet retesting local and/or state benchmark requirement(s) may be required for:

- any elementary student who does not successfully meet at least 50% of his/her current grade level’s end-of-year requirements for promotion (see Part III – “Uniform Grading Policy”- of this document)

- Any 3rd – 5th grade student who earns a semester grade of F, either semester, in any core subject. The student must also score at least 75% on the Lab School’s semester and/or end of year grade level test in the respective content area(s) to be re-considered for promotion.

- Any 3rd- 8th grade student who scores “Unsatisfactory” on any portion of the state LEAP test. The student must also score at least 75% on a practice LEAP test(s) or a state re-test (if administered by the state during the summer) in the remediated content area(s).

- Any other reason deemed necessary by the school level’s SBLC and/or administration.

4. Secondary Summer School (approved beforehand by administration or administrative designee), AND must meet local requirements to pass each “F” semester in each course AND participation in first quarter RTI the following school year may be required. All students who earn “F” semester grades must be remediated to return to the Lab School. (A maximum of two units of summer school credit is accepted. Students failing more than two units of credit must return to their assigned FAPE district school.)

- 6th grade students who earn “F” semester grade(s), either semester, in any course (up to 2 whole units), fail the course for the year and must enroll in and pass summer school for each core course in which a failing grade was earned.

- 7th grade students who earn “F” semester grade(s), either semester, in any course (up to 2 whole units) fail the course, for the year and must enroll in and pass summer school for each core course in which a failing grade was earned.

- 8th grade students who earn “F” semester grade(s), either semester, in any course (up to 2 whole units), fail the course for the year and must enroll in and pass summer school for each core course in which a failing grade was earned.

**For any K12 Lab School student who must meet summer requirements, if benchmarks are not met a second year, the student must return to his/her free and appropriate public education system or re-apply for Lab School admission consideration after all new applicants have been considered.**

**Any student who earns an F in more than 2 whole units is not eligible for promotion and must return to his/her FAPE school district.**
Parents of all K-12 students who are “Not-promoted but May Be Considered for promotion” must follow the timeline below AND meet the elementary grade level end of year requirements or secondary requirements for “promotion with recommendations”:

1. **By the last working day of May:**
   a. Submit
      i. A copy of the remediation teacher's current, valid Louisiana teaching certificate or certificate of accreditation for the summer school program in which you intend to enroll your child
      ii. the phone number, email, and physical address for the teacher or accredited summer school program for which you are requesting approval.
   b. receive written approval from the school level Principal or his/her designee for the teacher or school district you requested to provide the remediation or summer school credit opportunity prior to beginning summer remediation.
   c. collect the CRLG(s) for the identified remediation content area(s) and/or the remediation semester(s) from the respective teacher(s).
   d. schedule a “re-test” date with the school-level Principal (for required local assessments) or the respective school counselor (for state-mandated assessments). (All re-tests must be completed by July 15th or the last Thursday before July 15th (if the 15th falls on a Friday, Saturday, or Sunday)

2. **By July 15th or the last Thursday before July 15th:**
   a. submit documentation to the respective Principal's office of the required summer remediation hours (either a log signed by the teacher who provided the service or a certificate of completion from the accredited/approved summer program or summer school.)
   b. the student must retake required assessment(s) in the respective Lab School Principal’s office and achieve required benchmark scores.

**Within one week, the Principal will contact you with results.**

**K-12 Students Who May Not Be Considered for Promotion and must return to their FAPE school district:**

1. A student “not promoted but may be considered for promotion if summer remediation requirements are met” and does not meet summer requirements by July 15.
2. Any student who qualifies for summer school a second time in the same core subject(s).
3. Any student who fails more than two whole units of credit (core subject, Carnegie, and/or elective units required for graduation.)

**Appeal and Due Process for Students who are “not promoted”**

The procedure to submit a non-promotion appeal is as follows:

1. Non-promotion appeals may only be submitted if the student or parent believes a grading or computational error has been made. In those cases, a written/typed appeal letter must be submitted within 5 days to the school level Principal. The letter must state the specific reason for the appeal.
2. The student or parent/guardian of the student must schedule a conference with the teacher(s), content area chair for the respective content area, and the respective school counselor to review and verify the accuracy of the non-promotion status. Documentation of and minutes from that meeting will be submitted to the school level Principal and will be filed in the student’s cumulative folder.
3. Within one week, the Principal will review the case and respond in writing to all parties whether or not the appeal is granted.
II. Attendance Policy

A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. (Bulletin 741, §1103.G)

Lab School Attendance Expectations:

- Lab School students are allowed 2 days of “conditional/extenuating” absences each school year as requested by parents/guardians for personal reasons (as long as the absence does not interfere with required testing or other mandatory school participatory activities). Parents must submit a “conditional/extenuating absence form” at least one week prior to the requested absence or, for emergency situations, no later than one week after the absence. Absence(s) not approved within that timeline are recorded as “unexcused” and cannot be changed.

- The school level principal may approve additional “extenuating” circumstances for absences provided the student is passing all courses and parents complete and submit a “conditional absence form” at least one week prior to the requested absence or, for emergency situations, no later than one week after the absence. Absence(s) not approved within that timeline are recorded as “unexcused” and cannot be changed.

- If a Lab School student accumulates more than 7 absences – including excused (approved conditional/extenuating, approved parent or doctor note) and/or unexcused (no parent or doctor note or unexcused parent note) absences a semester, and as a result the student does not meet grade requirements for promotion and/or earning course credit, the student must retake the respective course(s) in an approved and accredited summer school program or participate in approved remediation participation. If the student does not meet summer attendance and grade requirements, the student must return to his/her FAPE school district.

- The Dean of Students and/or school level counselors address habitual absenteeism with individual students and his/her parents when the student accumulates 3, 5, and 7 days during any semester.

Extended absence:

The Lab School defines “extended” absence as 10 consecutive days of absences. If circumstances require a Lab School student to miss more than 10 consecutive days of school, the student must return to his/her free and appropriate public education (FAPE) school and apply for Home Bound services. The student’s parents may either pay the remainder of the year’s tuition and MFP funding to hold the student’s Lab School admission or reapply for admission at a later date.

**If parents choose not to follow this attendance policy, their child must return to his/her free and appropriate public education (FAPE) school.**
III. Uniform Grading Policy

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>B</td>
<td>92-85</td>
</tr>
<tr>
<td>C</td>
<td>84-75</td>
</tr>
<tr>
<td>D</td>
<td>74-67</td>
</tr>
<tr>
<td>E</td>
<td>66-0</td>
</tr>
</tbody>
</table>

List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>E</td>
<td>59-0</td>
</tr>
</tbody>
</table>

For grades 3-12, letter grades are earned for every course using the appropriate grading scale listed above. Core courses include ELA (English), Math, Science, and Social Studies classes. Beginning in 5th grade, Foreign Language is included as a “core course”.

Additionally, for secondary students, any course required for graduation is also considered a “core course”.

IV. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

For grades 3-12, letter grades are earned for every course using the appropriate grading scale listed in Part III – “Uniform Grading Policy”- of this document. Core courses include ELA (English), Math, Science, and Social Studies classes. Beginning in 5th grade, Foreign Language is included as a “core course”.

Additionally, for secondary students, any course required for graduation is a “core course”.

14
Elementary Promotional Requirements:

Lab School requirements for promotion from Kindergarten to First Grade:

I. Rank Mastery in 75% or more of the Lab School’s end-of-year grade level mastery expectations and at least Approaching Mastery in the others listed for ELA (Reading and Writing) and Math.

II. Score a minimum end of year DRA level of 4

III. Meet end of year Lab School writing benchmarks

IV. Meet end of year Lab School benchmarks on DIBELS (reading) assessment

V. Score at least 75% on core end of year grade-level post-test(s).

VI. Demonstrate at least oral fact fluency for end of year grade level fluency expectations stated in the Lab School Math Plan

VII. Meet end of year Lab School benchmarks on CBM (math) assessment

VII. Demonstrate satisfactory end of year social, behavioral, and organizational skills

**If grade level benchmarks are not met, the student must meet summer remediation and testing requirements defined by the Elementary SBLC (under the “Placement and Review of Placement” portions of this document.)**

Lab School Requirements for promotion from First Grade to Second Grade:

I. Rank Mastery in 75% or more of the Lab School’s end-of-year grade level mastery expectations and at least Approaching Mastery in the others listed for ELA (Reading and Writing) and Math.

II. Score a minimum end of year DRA level of 20

III. Meet end of year Lab School writing benchmarks

IV. Meet end of year Lab School benchmarks on DIBELS (reading) assessment

V. Score at least 75% on core end of year grade-level post-test(s).

VI. Demonstrate fact fluency for end of year grade level fluency expectations stated in the Lab School Math Plan

VII. Meet end of year Lab School benchmarks on CBM (math) assessment

VII. Demonstrate satisfactory end of year social, behavioral, and organizational skills

**If grade level benchmarks are not met, the student must meet summer remediation and testing requirements defined by the Elementary SBLC (under the “Placement and Review of Placement” portions of this document.)**
Lab School requirements for promotion from Second Grade to Third Grade:

I. Rank Mastery in 75% or more of the Lab School’s end-of-year grade level mastery expectations and at least Approaching Mastery in the others listed for ELA (Reading and Writing) and Math.

II. Score a minimum end of year DRA level of 30

III. Meet end of year Lab School writing benchmarks

IV. Meet end of year Lab School benchmarks on DIBELS (reading) assessment

V. Meet grade level end of year math performance expectations by scoring at least 75% on the grade level math post-test

VI. Demonstrate fact fluency for end of year grade level fluency expectations stated in the Lab School Math Plan

VII. Meet end of year Lab School benchmarks on CBM (math) assessment

VIII. Demonstrate satisfactory end of year social, behavioral, and organizational skills

**If grade level benchmarks are not met, the student must meet summer remediation and testing requirements defined by the Elementary SBLC (under the “Placement and Review of Placement” portions of this document.)**
Lab School requirements for promotion from Third Grade to Fourth Grade:
**MUST meet letter grade semester average requirements listed in Section I- Placement of this document.**

I. Earn at least a “Basic” score on all portions of the state LEAP test.
II. Score a minimum end of year DRA level of 40
III. Meet end of year Lab School writing benchmarks
IV. Meet end of year Lab School benchmarks on DIBELS (reading) assessment
V. Meet grade level end of year math performance expectations by scoring at least 75% on the end of year grade level math post-test. This score is included in each student’s fourth quarter grade.
VI. Demonstrate fact fluency for end of year grade level fluency expectations stated in the Lab School Math Plan
VII. Meet end of year Lab School benchmarks on CBM (math) assessment
VIII. Demonstrate satisfactory end of year social, behavioral, and organizational skills

**If grade level benchmarks are not met, the student must meet summer remediation and testing requirements defined by the Elementary SBLC (under the “Placement and Review of Placement” portions of this document.)**
Requirements for promotion from Fourth Grade to Fifth Grade:
**MUST meet letter grade semester average requirements listed in Section I- Placement of this document.**

I. Earn at least a “Basic” score on all portions of the state LEAP test.
II. Meet end of year Lab School writing benchmarks
III. Meet end of year Lab School benchmarks on DAZE (reading) assessment
IV. Meet grade level end of year math performance expectations by scoring at least 75% on the end of year grade level math post-test. This score is included in each student’s fourth quarter grade.
V. Demonstrate fact fluency for end of year grade level fluency expectations stated in the Lab School Math Plan
VI. Meet end of year Lab School benchmarks on CBM (math) assessment
VII. Demonstrate satisfactory end of year social, behavioral, and organizational skills

**If grade level benchmarks are not met, the student must meet summer remediation and testing requirements defined by the Elementary SBLC (under the “Placement and Review of Placement” portions of this document.)**
Requirements for promotion from Fifth Grade to Sixth Grade:
**MUST meet letter grade semester average requirements listed in Section I- Placement of this document.**

I. Earn at least a “Basic” score on all portions of the state LEAP test.
II. Meet end of year Lab School writing benchmarks.
III. Meet end of year Lab School benchmarks on DAZE (reading) assessment
IV. Meet grade level end of year math performance expectations by scoring at least 75% on the end-of-year grade level math post-test. This score is included in each student’s fourth quarter grade.
V. Demonstrate fact fluency for end of year grade level fluency expectations stated in the Lab School Math Plan
VI. Meet end of year Lab School benchmarks on CBM (math) assessment
VII. Demonstrate satisfactory end of year social, behavioral, and organizational skills

**If grade level benchmarks are not met, the student must meet summer remediation and testing requirements defined by the Elementary SBLC (under the “Placement and Review of Placement” portions of this document.)**

Requirements for Promotion in 6th – 8th grades:
Meet all promotion requirements or fulfill all necessary summer requirements (listed in this document under Part I – Section D – Review of Placement)

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)
4. At the conclusion of the 2016-2017 school year, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 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 in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the High Stakes Testing Policy. (Bulletin 1566 §701)
6. Beginning in spring 2015 and in accordance with procedures set forth by the LDE, 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 on any assessment for 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)

7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students’ Individual Education Program (IEP). (Bulletin 118 §3301)

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

9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)

10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state’s grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

The Lab School does not waive student participation in state assessment for any student. In order for a student to receive a waiver, he/she must return to his/her FAPE school district.

►Describe the LEA’s plan for intervention and remediation for the non-proficient student for the summer and school year.
See Part I, Section D “review of placement” of this document for intervention and remediation policies.

►Describe the LEA’s criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.
The Lab School does not offer a transitional 9th grade program. Students who qualify must return to their FAPE school district.

►Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.
The Lab School does not offer a transitional 9th grade program. Students who qualify must return to their FAPE school district.

►Describe the function of the SBLC as it relates to student promotion and retention.
A School Building Level Committee (SBLC) consists of content area specialists for the respective area(s) in need of remediation, the school level counselor, and the Principal or his/her designee. The student and his/her parents or legal guardian are also invited to participate as part of the SBLC but their participation is not mandatory.

Each spring, an SBLC meeting is held for any student in danger of retention. At the meeting, requirements for promotion are reviewed and a plan of support may be put in place by the SBLC.
B. High Stakes Testing Policy

1. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to meet requirements of local progression plans.

Due to grade-level enrollment limits, students who do not meet Pupil Progression Requirements must return to their FAPE school district.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 D.)

Due to grade-level enrollment limits, students who do not meet Pupil Progression Requirements must return to their FAPE school district.

2. At the conclusion of the 2016-2017 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B 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 relatively stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

► Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

The Lab School does not offer a transitional 9th grade program. Students who qualify must return to their FAPE school district.

► Explain how an individual student’s progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

The Lab School does not offer a transitional 9th grade program. Students who qualify must return to their FAPE school district.

► What Career Readiness Course Opportunities will be provided to the students?

The Lab School does not offer a transitional 9th grade program. Students who qualify must return to their FAPE school district.

► How will an appropriate T9 curriculum be identified and implemented?

The Lab School does not offer a transitional 9th grade program. Students who qualify must return to their FAPE school district.
C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)

2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)

3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student’s achievement of the standards. (Bulletin 741 §2301)

4. Elementary schools shall offer an articulated foreign language program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing the state mandated assessments, list any additional requirements.

All students in grades K – 5 receive foreign language FLEX instruction in two languages 5 days a week, 30 minutes each day. Beginning in 5th grade, Foreign Language is considered a core class and all promotion requirements must be met as listed under part I: Placement, Part III: Uniform Grading Policy, and Part IV: Promotion of this document

► Describe the elementary foreign language program for academically able students in grades 4–8.

All students in grades K – 5 receive foreign language FLEX instruction in two languages 5 days a week, 30 minutes each day.

Students in grade 6 will select a foreign language to study (either French or Spanish) and will be enrolled in high school level Spanish I or French I for Grade 8.

○ Explain the local definition of the term ”grade level” or “on grade level.” “On grade level” is defined as attainment of the oral and/or written performance expectations for each grade level, articulated by our Foreign Language department.

V. High School Graduation Requirements

A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

○ Students may earn Carnegie credit as middle school and high school students in two ways:
   a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
   b. By demonstrating proficiency as set forth below.
When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.

When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:

a. the name of the examination used to measure proficiency, if nationally recognized, or
b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or

a listing of requirements to demonstrate proficiency through portfolio submissions.

4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.

a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.

5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.

6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.

7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.

a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

▶ List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

Students enrolled in high school Carnegie unit courses are awarded ½ credit at the end of each semester, provided they meet semester progression/regression grade and attendance requirements. Students must go to summer school for any core course in which a failing grade was received. A maximum of two units of summer school credit are accepted. Students failing more than two full units of core credit must return to their assigned FAPE district school.

▶ Describe the LEA’s policy for awarding ½ unit of credit.

In high school Carnegie unit courses, students receive a semester grade in each subject. This grade is based on the average of all assessments and an exam during the semester. Students receiving a passing grade and meeting attendance requirements for the semester are awarded a ½ unit of credit for that course. During each semester, a student can earn ½ unit of credit per course.
Students may only earn proficiency credit if they earn the score required on the proficiency assessment(s) provided by the Louisiana State Department of Education.

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.

2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)

3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
   a. Students who entered the ninth grade prior to 2008-2009,
   b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
   c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.

4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
   a. Students who entered the ninth grade in 2014-2015 and beyond

5. Graduation requirements for the Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) may be found in §2319 of Bulletin 741.
   a. A student who seeks to pursue a Career Diploma shall:
      i. Fulfill the all the requirements for promotion to high school;
      ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
      iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.

   The Lab School does not offer a Career Diploma program. Students who wish to participate in a Career Diploma program must return to their FAPE school district.

6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)

   The Lab School does not offer a Career Diploma program. Students who wish to participate in a Career Diploma program must return to their FAPE school district.
7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)

a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.

   i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student’s disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)

The Lab School offers accommodations to level the playing field for qualifying students as determined by necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:

   i. English II or English III
   ii. Algebra I or Geometry
   iii. Biology or United States History

c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.

The Lab School offers accommodations to level the playing field for qualifying students as determined by necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student’s disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

The Lab School offers accommodations to level the playing field for qualifying students as determined by necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.
8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:
   a. Course requirements;
   b. Assessment requirements;
   c. Workforce-Readiness and Career Education requirements; and
   d. Transition requirements.

The Lab School does not offer a Career Diploma program. Students who wish to participate in a Career Diploma program must return to their FAPE school district.

9. 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 performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

The Lab School offers accommodations to level the playing field for qualifying students as determined by necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

VI. Retention Policy

► State the number of times a student may be retained in each grade or level.

Grades K-8: The Lab School is not able to accommodate retentions because of firm enrollment numbers in each grade level. Therefore, if a student, is not promoted to the next grade and either does not complete required summer school requirements or does not qualify for promotion consideration, the student must return to his/her assigned FAPE district school. Please refer Part I of this document for LEA placement, promotion, and retention guidelines.

► Describe any additional LEA policies that may determine student retention.

Attendance regulations mandated in Bulletin 741: K12 students shall be in attendance a minimum of 60,120 minutes each school year and, for semester courses, shall be in attendance a minimum of 30,060 minutes per semester in order to be eligible to receive grades and to be considered for promotion. The only exception to the attendance regulation shall be the enumerated extenuating circumstances listed in Bulletin 741 Title 28 Part CXV, letter I and only for those students who meet grade-level performance and/or grade requirements.

► Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

Students receive differentiated classroom instruction for which the final goal is mastery of grade-level benchmarks/standards. For students who qualify for support services using quarterly grade level checklists, participation in Response to Intervention Services (RTI) is strongly recommended to parents. RTI services are provided during the instructional day.
VII. Acceleration

► Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

All students engage in rigorous instructional activities relevant to their currently assessed performance level. Elementary students who demonstrate readiness for extension and/or acceleration are given those opportunities within small differentiated groups in the classroom. In middle school, some Carnegie unit credit courses are offered to those middle school students who demonstrate readiness through testing. In high school, qualifying students participate in honors, college and/or AP classes through our Dual Enrollment and IB programs.

► Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

For elementary students, the classroom teacher, math and ELA instructional coaches, and administration analyze individual student performance data to determine which students demonstrate readiness for extension and/or acceleration. For secondary students, the school counselor and administration use school placement tests, standardized test scores, previous teacher recommendations, current classroom performance, and social readiness to determine readiness for acceleration.

► Describe any applicable policies and procedures for grade “skipping.”

Students may not “Grade Skip” at the Laboratory School.

► Describe any policies governing services for gifted students.

All students engage in rigorous instructional activities relevant to their currently assessed performance level. Elementary students who demonstrate readiness for extension and/or acceleration are given those opportunities within small differentiated groups in the classroom. In middle school, some Carnegie unit credit courses are offered to those middle school students who demonstrate readiness through testing. In high school, qualifying students participate in honors, college and/or AP classes through our Dual Enrollment and IB programs.

► List any Carnegie credit courses that will be offered on an “accelerated” schedule.

Beginning in middle school, select math, science, and foreign language courses are offered on an accelerated schedule.

A. Early Graduation

1. 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. (Bulletin 741 §2317)

   a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

   b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

► Describe the components and requirements of the local early graduation program.

The Lab School does not participate in the early graduation program. A student who wishes to participate in an early graduation program must return to his/her FAPE school district.
VIII. Remediation

A. Legal Authorization
1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose
1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements
1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
   a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
   b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the Approaching Basic or Unsatisfactory achievement level on the spring state mandated assessments for English Language Arts and/or Mathematics.
      i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring state mandated assessments or who failed to achieve the required level on the state mandated assessments.
      ii. All students with disabilities who participate in testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
      iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the state mandated summer remediation programs.
   c. Remediation shall be provided to students who score at the Un satisfactory level on the state mandated Science and Social Studies tests.
   d. Remediation is recommended for 4th and 8th grade students who score at the Approaching Basic level on the state mandated Science and Social Studies tests.
   e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.
D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
  To improve student achievement at all grade levels.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
  **If a student qualifies as “not promoted but may be considered for promotion if summer requirements are met” and the student DOES meet all summer requirements to progress to the next grade, the student may also be required to participate in first quarter RTI the following school year.** Additionally, all elementary students receive differentiated classroom instruction for which the final goal is attainment of grade-level expectations.

  Students may qualify for either Tier 2 remediation (“is suspected to be at risk”) or Tier 3 intervention (“is at risk”) throughout the year, if they meet criteria specified on the 9-week data checklists. The final report card is used to determine if tier remediation/intervention is needed for the first 9-weeks of the subsequent year. Tier remediation/intervention is provided during the school day.

- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?
  Tier 2: student to teacher ratio approximately 6:1
  Tier 3: student to teacher ratio approximately 3:1

- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
  Intervention/remediation materials include appropriate, differentiated technology software/websites, locally created materials, purchased materials created specifically for intervention/remediation purposes.

- Describe the form of documentation collected from students/parents who refuse school year remediation services.
  A letter is sent to the parent(s) or legal guardian(s) of qualifying students specifying the expectations of the RTI program. The parent or legal guardian will either accept or refuse to accept remediation, as evidenced by a signature.

- Describe how science and social studies remediation is implemented.
  Students identified as having content area reading or writing problems in both Science and Social Studies OR in RWW and either Science or Social Studies are assigned to content area reading (Language Arts) RTI sessions.

- Describe the district’s plan for coordination of state, federal, and local funds for school year remediation.
  Remediation is scheduled during the regular school day.

- Describe the district’s plan for documenting evidence of achievement/growth of students who are participating in school year remediation.
  Student grades, DIBELS, DRA, CBM, LEAP, ILEAP, EOC and ACT scores are used to document achievement/growth of students.
Summer Remediation Program

- List the objectives for your summer remediation program.
  To improve student achievement in the grade appropriate skills identified as deficient by Lab School faculty and administration.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
  For criteria used to determine which 4th and 8th grade students are eligible for summer remediation, please refer to Part I: Placement, Section D: Review of Placement of this document.

- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.
  For criteria used to determine which 4th and 8th grade students are eligible for summer remediation, please refer to Part I: Placement, Section D: Review of Placement of this document.

Describe the materials and methodology to be used throughout the district in summer remediation.

  Elementary: State/EOC test review materials; grade-level CRLGs, grade-level end of year expectation tests; other appropriate elementary screening instruments.

  Secondary: EOC test review materials

- Describe the form of documentation collected for students and parents who refuse summer remediation services.
  A letter is sent to the parent(s) or legal guardian(s) of identified students specifying the expectations of the remediation/intervention program. The parent or legal guardian will either accept or refuse to accept remediation, as evidenced by a signature.

- Describe the district’s plan for coordination of state, federal, and local funds for summer remediation.
  As necessary, school funds will be used to provide summer EOC or state test remediation.

- Describe the district’s plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
  Student grades, LEAP, ILEAP, EOC and ACT scores will be used to document achievement/growth of students.

EOC Remediation

- Describe the EOC remediation provided for students. Include the following:

  - Program Description
    - Student selection criteria
      - Score of “needs improvement” or lower on any EOC test
    - Pupil/Teacher ratio
      - 10-1
    - Instructional time
      - Two hours per session
    - Selection criteria for teachers and/or paraprofessionals
Materials and methodology to be used
  - State standards
  - Grade Level Expectations
  - Released test questions
  - One to one instruction if possible
  - Small group instruction

Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
  - After-school tutoring with classroom teacher
  - In-school content area exploratory

Documentation of students’ and parents’ refusal to accept remediation
A letter is sent to all parents offering free remediation services. Attendance is recorded by the teacher before each session and students verify attendance by signing. Parents opting out of services must send either an email or written confirmation of refusal of services.

Plan for coordination of state, federal, and local funds for remediation
Local funds are used for remediation.

Evaluation plan for documenting evidence of achievement/growth of students
To document student growth, report card grades, standardized test scores, EOC scores are analyzed and compared to previous student performance.

IX. Alternative Schools/Programs/Settings

A. Definition
1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and Bulletin 131: Louisiana Alternative Education Standards)

- List the written policies for all alternatives to regular placements.
The Lab School does not have an Alternative School Program so students in need of an Alternative School Program must return to their FAPE school district.

- Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.
The Lab School does not have an Alternative School Program so students in need of an Alternative School Program must return to their FAPE school district.

- Describe the LEA’s procedures for placement in adult education programs.
The Lab School does not have an Alternative School Program so students in need of an Alternative School Program must return to their FAPE school district.

- Describe the curriculum used to deliver coursework for alternate education programs.
The Lab School does not have an Alternative School Program so students in need of an Alternative School Program must return to their FAPE school district.
X. Other Policies and Procedures

A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

► Describe the LEA’s policies on due process procedures for teachers, students and parents as related to student placement for the following:
   - Regular education students

Appeal and Due Process for Students who are “not promoted”

The procedure to submit a non-promotion appeal is as follows:

1. Non-promotion appeals may only be submitted if the student or parent believes a grading or computational error has been made. In those cases, a written/typed appeal letter must be submitted within 5 days to the school level Principal. The letter must state the specific reason for the appeal.

2. The student or parent/guardian of the student must schedule a conference with the teacher(s), content area chair for the respective content area, and the respective school counselor to review and verify the accuracy of the non-promotion status. Documentation of and minutes from that meeting will be submitted to the school level Principal and will be filed in the student’s cumulative folder.

3. Within one week, the Principal will review the case and respond in writing to all parties whether or not the appeal is granted.

   - Students with disabilities
     The same policy listed in “A: Policies on Due Process” applies. The Lab School offers accommodations to level the playing field for qualifying students as determined by necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

   - Section 504 students
     The same policy listed in “A: Policies on Due Process” applies. The Lab School offers accommodations to level the playing field for qualifying students as determined by necessary by SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component. The Lab School does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.
SECTION III

LOCAL POLICIES

The Pupil Progression Plan is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).

LSU Laboratory School is a public school. While the school provides outstanding education opportunities to its students, the school is not part of a “free” and appropriate public education system. Local LEA Policy is in accordance with Louisiana State University’s Board of Supervisors’ mandates, policies, and procedures relevant to K12 students. Resources which provide specific details of local LEA policy include:

1. Annual School Calendar
2. Lab School Employee Handbook
3. Student/Parent Handbook
4. LSU Human Resource website
5. Local LEA (Lab School) Pupil Progression policies in blue type in this document.

Parents of children who attend the Lab School agree to the policies and mandates listed in this document prior to their child’s admittance. If a parent does not wish to follow Lab School LEA policies listed in this document, his/her child(ren) must return to the free and appropriate public education (FAPE) school assigned to the family’s home address.
APPENDIX A

Definition of Terms

CRLGs – Criterion Referenced Learning Guides

Elementary School – Kindergarten through 5th grade students, faculty, and staff

EOY – End of Year

EOC – End of Course

FAPE – Free and Appropriate Public Education

SBLC – School Building Level Committee

Secondary School – 6th through 12th grade students, faculty, and staff

LEAP – Louisiana Educational Assessment Program