

PUPIL PROGRESSION PLAN

Paul G. Pastorek
State Superintendent of Education

REVISED June 2008

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised April 2007). The format for writing the Pupil Progression Plan has been updated (April 2008). The following information will explain the format and how to use it.

PAGE

SECTION I – FORMAL SUBMISSION STATEMENT.....1

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, location)

SECTION II – PLACEMENT POLICIES: STATE REQUIREMENTS.....3

Make a **copy** of Section II contained in the Format and Content guide. State and Federal requirements are already addressed for you. This will be Section II of the Pupil Progression Plan. Do not make any changes to Section II.

SECTION III – PLACEMENT POLICIES: LOCAL OPTIONS.....11

In this section, include Local Option placement/promotion/retention criteria. To establish Local Option criteria, answer a series of questions about locally adopted policies. The answers should be written using blue font. Local policy shall not conflict with state and/or federal guidelines and/or regulations. Do not leave any questions unanswered. If a question refers to a local option that your LEA does not offer, write a response to indicate that the LEA does not offer the option.

SECTION IV – REMEDIATION.....16

Include in this section all plans for intervention/remediation activities to improve student achievement in the grade appropriate skills identified as deficient on the State’s CRT testing program for grades 4 and 8 (LEAP) and the GEE. If intervention/remediation activities are provided to students in other grades, describe in this section.

APPENDIX A – DEFINITION OF TERMS.....19

- A. State
- B. Local

Include additional information with Appendix B.

TITLE PAGE

Pupil Progression Plan

for

Louisiana State University Laboratory School System

for

2008-2009

Submitted to Louisiana Department of Education

____ June 30, 2008 _____

(Date Submitted)

TABLE OF CONTENTS

SECTION I

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by Superintendent
- a listing of the parents appointed by 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, location)

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.

Assurance is hereby made to the State Department of Education that the Louisiana State University 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.

Dr. Wade Smith

University Laboratory School Director

July 10, 2008

Date

PUPIL PROGRESSION PLAN
LEA CONTACT INFORMATION

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____ Albert Camburn _____
(Primary Signature)

_____ July 10, 2008 _____
(Date)

SECTION II

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

These policies address promotion and retention criteria for all students, including regular education students, student with disabilities, and Limited English Proficient students.

High Stakes Testing Policy

In developing the LEA's Pupil Progression Plan, refer to the current High Stakes Testing Policy revised June 2005.

A. Kindergarten and First Grade Entrance Requirements

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; 17:170; 17:222.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
 - 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.
 - 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.
 - 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; R.S. 17:222.

B. Kindergarten Screening

1. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.8; R.S. 151.3; R.S. 17:233.

C. Attendance Policy

1. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 81 days, or the equivalent, per semester or 162 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:221; R.S. 17:226; R.S. 17:233.

D. 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 SBESE before he or she can be recommended for promotion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

2. Each plan shall include the statement that, in addition to completing a minimum of 23 or 24 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of the GEE to earn a standard high school diploma.
3. No 4th or 8th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs.
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC).

8. 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.

E. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of the language arts, mathematics, social studies, science, health, physical education, and cultural arts.
2. Each elementary school shall provide 63,720 minutes of instructional time per year.
3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade-Level Expectations, and locally developed curricula.
4. Each LEA should adhere to the suggested and required minimum minutes for elementary grades.
5. 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.

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows:

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.

G. High School Graduation Requirements

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
 - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10th grade.

- b. The science and social studies components of the graduation test shall first be administered to students in the 11th grade.
- c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE component.

H. Scheduling

A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students.

1. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.

B. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.

1. By the end of the eighth grade, each student shall develop, with the input of his family, a Five Year Educational Plan. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.

2. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.

3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and Five Year Educational Plan for students in grades 8-12.

C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, 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 (Act 754 regulations, subsection 443).

2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to

influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

J. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, 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.
 - 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. 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, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.
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.
 - a. The principal and/or superintendent 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. 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, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

Note: Refer to *Bulletin 1566: Guidelines for Pupil Progression*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

Transfer policies for students with disabilities

Districts will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

- Transfer from outside of state – In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school and who had an IEP that was in effect in another state, the local education agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the local education agency conducts an evaluation, and if appropriate, develops a new IEP that is consistent with federal and state laws.
- Students who have a documented severe or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program concurrent with the conduct of an evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within 10 school days.
- Students out-of-school and/or former special education students residing in the state, students out-of-school, including students ages 3 through 5 years who are suspected of having a disability, and former special education students who have left a public school without completing their public education by obtaining a state diploma, shall be referred to the LEA's Child Search Coordination. The Child Search Coordinator shall locate and offer enrollment in the appropriate public school program, and if needed, refer the student for an individual evaluation. Following the enrollment process, students may be enrolled with the development of an interim IEP based on their individual needs. If the Louisiana evaluation is current, students may be enrolled with the development of a review IEP within five school days.

K. Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. 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.
4. Establish procedures to monitor former Limited English Proficient students for two years.
5. 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)

L. Alternative Schools/Programs/Settings

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.

Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs

2. A school system shall implement the PreGED/Skills Option Program and shall obtain approval from the LDE at least 60 days prior to the establishment of the program.

Note: Refer to Bulletin 741: § 2907 for program guidelines.

M. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian [Act 750; 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 [Act 750; R.S. 17:24.4(G)].

N. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment Program;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - Information (or reason) for student placement (See definition of placement.);
 - Documentation of results of student participation in remedial and alternative programs;
 - Special education documents as specified in the approved IDEA-Part B, LEA application;
 - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
 - A statement regarding written notification to the parent concerning retention and due process procedures.

Note: Refer to Bulletin 741, §703, Student Records

O. 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.

P. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use [Act 621; R.S. 17:391.7(G) and Act 750; R.S. 17:24(H)].
2. Local criteria for K-12 must supplement the content standards approved by the SBESE [Act 750; R.S. 17:24(G)].
3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan [Act 750; R.S. 17:24.4(E) and (G)].

SECTION III

LOCAL OPTIONS

Placement Policies

These policies address promotion and retention criteria applicable to regular education students, students with disabilities, and Limited English Proficient students.

In addition to the statewide mandatory criteria for student placement as presented in Section II of these guidelines, local school boards, by written local policies, may also establish local criteria to be used in determining student placement. Such criteria shall be compatible with the statewide criteria established in Section II and shall be submitted to the LDE as part of the local Pupil Progression Plan.

Departmental Guidelines

Student scores on local testing programs may be used as additional criteria for determining pupil progression. Additional skills may be specified and tested for mastery at the local level as additional criteria for placement. With reference to pupil placement, the local school system shall state the name of the instrument and the publishers of other testing and screening programs to be used locally in grades K – 12 for regular and exceptional students.

Other Local Option Factors

In conjunction with the legislated guidelines and Louisiana Department of Education (LDE) directives, local school systems may include evaluative criteria in their local Pupil Progression Plans. If other criteria are used, the Pupil Progression Plan must so specify.

A. Kindergarten Entrance and Screening

1. Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

Developing Skills Checklist (DSC)

2. 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.

3. 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.)

Observation Survey, DRA and writing sample.

4. 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.

DSC, Observation Survey, DRA and writing sample.

B. Placement: Grades K-12

1. List detailed and specific LEA course requirements, Carnegie unit requirements or other factors used for promotion by grade level (K – 12). If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades.

From K to grade 1:

- a. Each student must demonstrate mastery of the math Power GLE's for Kindergarten by scoring at least 70% on the grade level post test.
- b. Each student shall demonstrate maturity and social skills necessary to succeed in a first grade setting.
- c. Each student shall demonstrate readiness for formal academic learning.
- d. Each student shall successfully complete the minimum required skills as determined by progress report and appropriate screening measures.
- e. Minimum DRA Level - 3

If these criteria are not successfully met, a School Building Level Committee* will review the child's progress for the year. The committee will then make a recommendation for retention or advancement with special circumstances. Retention will only be possible if an enrollment position is available.

From grade 1 to grade 2:

- a. Each student must demonstrate mastery of the math Power GLE's for the grade level by scoring at least 70% on the grade level post test and 85% on the timed grade level Basic Skills Proficiency Test.
- b. Each student shall demonstrate the ability to work independently, follow directions, and complete required tasks
- c. Each student shall successfully complete the minimum required academic skills as determined by the progress report and appropriate screening measures.
- d. Minimum DRA Level - 16

If these criteria are not successfully met, a School Building Level Committee* will review the child's progress for the year. The committee will then make a recommendation for retention or advancement with special circumstances. Retention will only be possible if an enrollment position is available.

From grade 2 to grade 3:

- a. Each student must demonstrate mastery of the math Power GLE's for the grade level by scoring at least 70% on the grade level post test and 85% on the timed grade level Basic Skills Proficiency Test.
- b. Each student shall demonstrate the ability to work independently, follow directions, and complete required tasks
- c. Each student must perform satisfactorily in reading/ELA ** and math at least second and third trimester grading periods.
- d. Minimum DRA Level – 24

If these criteria are not successfully met, a School Building Level Committee* will review the child's progress for the year. The committee will then make a recommendation for retention or advancement with special circumstances. Retention will only be possible if an enrollment position is available.

From grade 3 to grade 4:

- i. Each student must demonstrate mastery of the math Power GLE's for the grade level by scoring at least 70% on the grade level post test and 85% on the timed grade level Basic Skills Proficiency Test.
- ii. Each student shall demonstrate the ability to work independently, follow directions, and complete required tasks
- iii. Each student shall pass the core subjects (reading/ELA**, math, science and social studies) at least second and third trimester grading periods.
- iv. Minimum DRA Level – 34

If these criteria are not successfully met, a School Building Level Committee* will review the child's progress for the year. The committee will then make a recommendation for retention or advancement with special circumstances. Retention will only be possible if an enrollment position is available.

From grade 4 to grade 5:

- a. Each student must demonstrate mastery of the math Power GLE's for the grade level by scoring at least 70% on the grade level post test and 85% on the timed grade level Basic Skills Proficiency Test.
- b. Each student shall demonstrate the ability to work independently, follow directions, and complete required tasks
- c. Each student shall pass the core subjects (reading/ELA**, math, science and social studies) at least second and third trimester grading periods.
- d. Minimum DRA Level – 40
- e. Each student shall successfully complete the LEAP test as defined in Section II, letter D of this Pupil Progression Plan.

If these criteria are not successfully met, a School Building Level Committee* will review the child's progress for the year. The committee will then make a recommendation for retention or advancement with special circumstances. Retention will only be possible if an enrollment position is available.

From grade 5 to grade 6:

- a. Each student must demonstrate mastery of the math Power GLE's for the grade level by scoring at least 70% on the grade level post test and 85% on the timed grade level Basic Skills Proficiency Test.
- b. Each student shall demonstrate the ability to work independently, follow directions, and complete required tasks
- c. Each student shall pass the core subjects (reading/ELA**, math, science and social studies) at least second and third trimester grading periods.
- d. Minimum DRA Level – 50

** The School Building Level Committee will be composed of the child's teacher, elementary guidance counselor, resource teacher and/or language therapist, the student's parents, and a elementary administrative representative.*

*** For reading in grades 2 - 5, the student will be provided material according to the mandates of the GLE's and the Comprehensive Curriculum.*

From Grade 6 to grade 7:

Each student must pass both semesters of the four core courses: math, English, science, and social studies. Students must go to summer school for any course in which a failing grade was received. A maximum of two units of summer school credit will be accepted. Students failing more than two full units of credit are returned to their assigned district school.

From Grade 7 to grade 8:

Each student must pass both semesters of the four core courses: math, English, science, and social studies. Students must go to summer school for any course in which a failing grade was received. A maximum of two units of summer school credit will be accepted. Students failing more than two full units of credit are returned to their assigned district school.

From Grade 8 to grade 9:

Each student must pass both semesters of the four core courses: math, English, science, and social studies. Students must go to summer school for any course in which a failing grade was received. A maximum of two units of summer school credit will be accepted. Students failing more than two full units of credit are returned to their assigned district school.

In addition, students must fulfill the state requirements for passing the LEAP in order to be promoted to the eighth grade.

NOTE: Students transferring in to the Laboratory School must fulfill the same requirements for promotion to the next grade as the enrolled students.

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

Students in grades 6 – 12 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 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.

3. List the LEA’s grading scale for grades K – 12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school.

In grades k – 2 a student is assigned an “S” (satisfactory) or an “N” (needs improvement)

In grades 3 – 12, the school grading scale is listed below:

SCORE	GRADE	QUALITY POINTS
90 – 100	A	4.0
80 – 89	B	3.0
70 – 79	C	2.0
60 – 69	D	1.0
Below 60	F	0.0

Students enrolled in AP or International Baccalaureate (IB) classes are awarded quality points based on the scale below.

SCORE	GRADE	QUALITY POINTS
90 – 100	A	5.0
80 – 89	B	3.75
70 – 79	C	2.50
60 – 69	D	1.0
Below 60	F	0.0

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

All students in grades K – 5 receive foreign language instruction 5 days a week for 30 minutes each day.

Students in grade 6 will select a foreign language to study (either French or Spanish). The student will study this language during the 6th, 7th and 8th grade. Request for changes in the foreign language from French to Spanish, or Spanish to French, will be considered by the administration on an individual basis.

Students in grade 8 will be enrolled in high school level Spanish I or French I.

- a. Explain the local definition of the term “grade level” or “on grade level.”

Met requirements listed for their grade level

- b. List the model program sites.

N/A

- c. List the designated subject area(s) for foreign language.

Students in grades K-5, have the opportunity to study either French or Spanish, depending on their entering year.

C. Requirements of the LEAP: High Stakes Testing: Regular Placement

1. Describe the LEA’s procedure for determining if a 4th or 8th grade student will receive an override from the High Stakes Testing Policy.

No student will receive a school override from the High Stakes Testing Policy.

2. Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

Since Lab School students may not be retained for more than one year, this does not apply to our educational setting.

3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4th grade at least once, as a result of failure to pass LEAP, and he/she will be 12 years old on or before September 30th of the next school year.

No 4th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination). No student may stay in the 4th grade more than 2 years.

4. Describe the LEA’s criteria for determining which 4th grade student(s) will be granted an appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal.

No student will receive a school override from the High Stakes Testing Policy.

5. Does the LEA offer an approved 4th grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE’s approval letter and Waiver Request (to offer said class) in the Appendix.

No

6. Describe any local criteria that are used to determine if an 8th grade student is granted the promotion waiver allowed by the State's *High Stakes Testing Policy*.

No student will receive a school override from the High Stakes Testing Policy.

7. Describe the LEA criteria that determine if a student who has repeated the 8th grade as a failure to pass LEAP (ELA or math) is retained again in the 8th grade or promoted to the 9th grade.

Students at the Laboratory School are not allowed to repeat the 8th grade. If a student fails the LEAP during the regular scheduled testing time and during the summer testing, the student must return to the assigned district school.

8. Describe the function of the SBLC as it relates to student promotion and retention.

The SBLC acts as an advocate for the child in creating the student's educational plan and is included in the appeals process if an appeal becomes necessary.

9. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides.

The Laboratory School provides remediation in the math and Language Arts content area. Students are not required to attend but realize that failure to pass the LEAP jeopardizes their enrollment at the Laboratory School.

D. Progression of students participating in LEAP Alternate Assessments

1. Describe how the SBLC determines progression of students with disabilities participating in LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC.

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

E. Limited English Proficient Students

N/A

1. Describe the procedures the LEA has established to identify language minority students.
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.

3. 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.
4. Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

F. Acceleration

1. Describe the policies and procedures that address the placement of students who evidence 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.

Differentiated instruction is used for advanced level students in grades K – 12.

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

The classroom teacher, division administrator and level guidance counselor use standardized test scores, previous teacher recommendations, and current classroom performance when making placement decisions.

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

Grade skipping is rarely used at the Laboratory School.

4. Describe any policies governing services for gifted students.

Differentiated instruction is used for advanced level students in grades K – 12.

5. Describe any programs offered such as High School Credit for Elementary students. However, it is not necessary to include the criteria identified in *Bulletin 741*.

N/A

G. Transfer Students

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

a. Approved schools within the state (public/nonpublic)

A student transferred from a state-approved school, in- or out-of-state, 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.

- Records, including evaluation information for students transferring from another system, shall be reviewed by guidance personnel and approved by the administration before the student is enrolled.
- 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, shall be required to meet state requirements on the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

b. Approved out-of-state schools (public/nonpublic)

A student transferred from a state-approved school, in- or out-of-state, 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.

- Records, including evaluation information for students transferring from another system, shall be reviewed by guidance personnel and approved by the administration before the student is enrolled.
- 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, shall be required to meet state requirements on the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

c. Unapproved schools (public/nonpublic)

A student transferred from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools, the Laboratory School will determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

- The principal and/or director may require the student to take an examination on any subject matter for which credit is claimed.
- The Lab School shall account for all credits required for graduation, and its records will show when and where the credit was earned.
- Students in grades five and nine transferring from any in-state nonpublic school (state-approved and unapproved), or home

schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to meet state requirements on the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

Credits earned by students in American schools in foreign countries shall be accepted at face value.

Note: Refer to *Bulletin 1566: Guidelines for Pupil Progression*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

d. Home Study

N/A

i. Provisions for LEAP/iLEAP Students

ii. Names of the entrance tests used to determine grade placement

iii. List the procedure for determining Carnegie credit for high school students.

2. Describe the procedures for Interim IEPs.

N/A

3. List the placement test(s) administered to the above-mentioned transfer students, if applicable.

N/A

H. Retention Policy

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

Grades K-8: A student may be retained at most once. Retention will only be possible if an enrollment position is available.

Grades 9-12: High school students at the Laboratory School are not retained. If a student fails more courses than can be remediated during an accredited summer school, the student must return to the assigned district school.

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

Attendance regulations mandated in Bulletin 741

- a. **Elementary students: 160 days per school year**
- b. **Middle and high school students: 81 days per semester on a traditional schedule or the equivalent amount of instructional time on a block schedule**

The only exception to the attendance regulation shall be the enumerated extenuating circumstances listed in Bulletin 741 Title 28 Part CXV, letter I.

I. Alternative Schools/Programs/Settings and Adult Education

N/A

1. List the written policies for all alternatives to regular placements.
2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills).
3. Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.
4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent.

J. Review of Placement

1. 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.

K. Records and Reports

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.
 - a. **The Lab School shall maintain records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file until the student transfers to another school or until three years after the student graduates.**
 - b. **Student records for the purposes of these Guidelines shall include the following:**
 - **Course grades;**
 - **Scores on the Louisiana Educational Assessment Program;**
 - **Scores on testing programs and screening instruments necessary to document the Lab School's criteria for promotion;**

- Documentation of results of student participation in remedial and alternative programs;
- A statement regarding written notification to the parent concerning retention and due process procedures.

Note: Refer to Bulletin 741, §703, Student Records

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

a. Regular education students

For students in grades K-12, if a parent desires to appeal the School's decision regarding placement, the parent may submit a written appeal to the division principal who will make a decision. The principal, in his or her sole discretion, may appoint an appeal committee to review the appeal, gather information and make a recommendation. However, the principal shall make the final determination regarding student placement.

b. Student with disabilities

The same policy listed in "a" will apply.

c. Section 504 students

For students in grades K-12, if a parent desires to appeal the School's decision, the parent may submit a written appeal to the principal who will make a decision, under the advisement of the SBLC. The principal, in his or her sole discretion, may appoint an appeal committee to review the appeal, gather information and make a recommendation. However, the principal shall make the final determination regarding student placement.

M. Include any additional local option criteria that may not have been addressed with the above questions.

SECTION IV

REMEDICATION

Legal Authorization

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 the State Board of Elementary and Secondary Education.

R.S. 17.394 – 400 is the established legislation for the remedial education programs.

A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by the State Board pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction (R.S. 17:395A).

Purpose

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 Graduation Exit Examination (R.S. 17:395 B and SBESE Policy).

State Mandatory Requirements

Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they 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 LEAP (English Language Arts and/or Mathematics) tests.
 - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

- All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- C. Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.
- D. Remediation is recommended for 4th and 8th grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

The plan for remedial education programs is to be developed according to the “Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program” The projected program is to be included in this section.

Local Program Development and Evaluation

Listed below are the major components that must be incorporated in the remediation plan. In addition to any State guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the LEAP/CRT. The plan must describe how all students, including students with disabilities, will be provided remediation to overcome their educational deficits as identified through the results of the LEAP/CRT.

I. Program Objectives

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 Graduation Exit Examination (R.S. 17:395 B and SBESE Policy) and as identified as deficient on the school's norm referenced test.

II. Program Description

A. Student selection criteria

Students in the lowest quartile of norm referenced tests in math, reading, science or social studies.

B. Pupil/Teacher ratio

C.

Elementary:

Tier 1: all students

Tier 2: small group 6:1

Tier 3: 3:1

Middle and High: 13:1

D. Instructional time

2 one-hour sessions each week

E. Selection criteria for teachers and/or paraprofessionals

Certified, highly qualified teachers whose areas of expertise best match student needs

F. Materials and methodology to be used

LEAP/EXIT test review materials, ACT prep materials

G. Documentation of students' and parents' refusal to accept remediation

A letter will be 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.

III. Plan for coordination of state, federal, and local funds for remediation

**Elementary K-3 initiative funds will be used.
Grades 6-12 initiative funds will be used.**

IV. Evaluation plan for documenting evidence of achievement/growth of students

Student grades, LEAP, ILEAP, EXIT and ACT score will be used to document achievement/growth of students.

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local Plan.)
- Additional information that you wish to add would begin with Appendix B.