

Louisiana Believes

Beauregard Parish School Board

2016-17

Pupil Progression Plan

Timothy J. Cooley
Superintendent

October 2016

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Pupil Progression Plan

for

Beauregard Parish School System

for

2016-2017

Submitted to Louisiana Department of Education

October 2016

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PUPIL PROGRESSION PLAN
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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.)

A child who meets first grade age requirements may enter first grade without attending kindergarten providing he/she successfully completes the Math and Reading First Grade Placement Test with a passing score on the state grading scale (67%) and teacher/principal recommendation.

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 D.)
 - 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.

A child may enter kindergarten earlier provided that Gifted Program placement determined by individual evaluation and IEP Committee decision, in accordance with Bulletin 1508, deems such placement appropriate for the child.

- 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.

The minimum age for entrance into first grade shall be 6 years on or before September 30. A child who meets first grade age requirements may enter first grade without attending kindergarten providing he/she successfully completes the Math and Reading First Grade Placement Test with a passing score on the state grading scale (67%) and teacher/principal recommendation.

Students not meeting the age requirement, but transferring from other accredited schools shall be accepted. The minimum age for kindergarten shall be 5 years on or before September 30.

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 Developing Skills Checklist, DSC, criterion used for placement of every child entering kindergarten for the first time.

All students, upon entering Beauregard Parish Schools for the first time, shall present an official birth certificate and a record of immunization. The Developmental Skills Checklist (DSC) shall be used for planning a program to meet individual needs. No child shall be excluded who meets age requirements.

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).

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

Transitional Waivers

Students who have not passed academically will be referred to an SBLC committee which will consider evidence of student learning to include applicable state-required test results, ELA and math classroom assignments, and course grades. Those students may take courses for Carnegie credit. The student must enroll in a remedial high school course for the subject in which they did not meet the promotion criteria.

► 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)

Grades K-8/State-approved Schools

Students transferred within the school system or from a state-approved school, in- or out-of-state, will be allowed credit for work successfully completed in the former school. When an entering student transfers from one school to another, the student should have a transcript showing the record of attendance, achievement, and grades earned. Students will be placed in the same grade they were in at the former school. A reading placement inventory and past school records will be used to determine the reading level in which the student will be placed. If, after nine weeks, the student's performance indicates an inability to perform successfully at the assigned grade level, the School Building Level Committee, composed of the principal, student's teacher, counselor, and special education support personnel, will assess the student's needs and make recommendations. All of the school's resources will be used to ensure the student's successful performance. The parents shall attend a conference to inform them of the decision made by the School Building Level Committee for placement. Eligible exceptional students from state-approved schools should be placed with a revised IEP. The Interim IEP will be developed and implemented (with the approval of the district Director of Special Education) to provide temporary special educational service concurrent with the evaluation of a student suspected of being exceptional, who has been receiving special education in another state or school system or who possesses a severe low incident impairment documented by a qualified professional within the state. A student transferring from one school to another lacking a required course not offered at the receiving school shall be referred to the School Building Level Committee for approval for scheduling/promotional purposes. The principal shall have the final determination.

Grades 9-12/State-approved Schools/Non-approved Schools Home Study Programs/Foreign Systems

Students transferred from a state-approved school, in- or out-of-state, will be allowed credit for work successfully completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, and the units of credit earned, is required. The principal of any approved school receiving a student from a non-approved school or Home Study Program, in- or out-of-state, will require the student to take a credit examination on each subject for which the student has completed a commensurate course of study and credit is claimed, as well as the applicable grade-level LEAP as specified in Bulletin 741. Entering 12th grade students do not have to take LEAP. The school issuing the high school diploma must account for all credit required for graduation. A student transferring from a foreign system will be allowed credit for work successfully completed as determined by the school. If the student proves to be Limited English Proficient, the principal will adhere to standards in the Limited English guidelines.

The INTERIM IEP will be developed and implemented to provide temporary special educational services concurrent with the evaluation of the student suspected of being exceptional, who has been receiving special education in another state of school system or who possesses a severe low incident impairment documented by a qualified professional within the state.

For placement into 9th grade

Louisiana residents transferring into local school systems after state-required summer remediation (if applicable) but **prior to February 15th** are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.

Review of Placement

1. Procedures Used to Monitor Student Placement

- a. Annual reports of student placement/promotion shall be prepared by the principals and submitted to the assistant superintendent.
- b. In the annual reports, the description of current education performance must be updated. The overall educational needs, long-term educational goals, related evaluation standards and procedures must be reassessed with appropriate modifications made.
- c. Interviews and conferences with the assistant superintendent, instructional supervisors, principals, teachers, and parents will be conducted on the parish and local school level.

2. Individual Review upon Request

When a question has been raised regarding the placement of a student, the parent, teacher, principal, or superintendent's designee may request a review of the student's placement. The process outlined in the Due Process section shall be followed for individual review of placement.

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

A student transferred within the school system or from a state-approved school, in- or out-of-state, will be allowed credit for work successfully completed in the former school. When an entering student transfers from one school to another, he should have a transcript showing his record of attendance, achievement, and grades earned.

A student will be placed in the same grade he was in at the former school. A reading placement inventory and past school records will be used to determine the reading level in which the student will be placed. If, after nine weeks, the student's performance indicates an inability to perform successfully at the assigned grade level, the School Building Level committee, composed of the principal, student's teacher, counselor, and special education support personnel, will assess the student's needs and make recommendations. All of the school's resources will be used to ensure the student's successful performance. The parents shall attend a conference to inform them of the decision made by the School Building Level Committee for placement. Eligible exceptional students from state-approved schools should be placed with a revised IEP. The

Interim IEP will be developed and implemented to provide temporary special educational services concurrent with the evaluation of a student suspected of being exceptional who has been receiving special education in another state or school system or who possesses a severe low incident impairment documented by a qualified professional within the state.

A student transferring from one school to another lacking a required course not offered at the receiving school shall be referred to the School Building Level Committee for approval for scheduling/promotional purposes. The principal shall make the final determination.

- Home Study and Unapproved schools (public/nonpublic)
 - Student entering 5th or 9th grade
 - Names of the entrance tests used to determine grade placement
 - The procedure used for determining Carnegie credit for high school students

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

Grades K-8/Non-approved Schools/Home Study Programs

A student transferring from a non-approved school shall be considered for placement by the principal using the following criteria:

- Scores on a language arts placement test
- Scores on a math inventory test
- The student's social and emotional development
- Scores on grade-level tests (if available)
- The student's chronological age and maturity

For placement into 5th grade:

Louisiana residents transferring into local school systems after state-required summer remediation (if applicable) but **prior to February 15th** are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.

Students transferring from previous schools shall be addressed as follows:

- Keep absences as part of total for the year
- Average grades transferred from previous schools

Grades 9-12/State-approved Schools/Non-approved Schools Home Study Programs/Foreign Systems

A student transferred from a state-approved school, in- or out-of-state, will be allowed credit for work successfully completed in the former school. When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned is required.

The principal of any approved school receiving a student from a non-approved school or Home Study Program, in- or out-of-state, will require the student to take a credit examination on each subject for which the student has completed a commensurate course of study and credit is claimed.

Entering 12th grade students

The school issuing the high school diploma must account for all credit required for graduation. A student transferring from a foreign system will be allowed credit for work successfully completed as determined by the school. If the student proves to be limited English proficient, the principal will adhere to standards in the Limited English guidelines.

The Interim IEP will be developed and implemented to provide temporary special educational services concurrent with the evaluation of the student, suspected of being exceptional who has been receiving special education in another state or school system or who possesses a severe low incident impairment documented by a qualified professional within the state.

For placement into 9th grade:

Louisiana residents transferring into local school systems after state-required summer remediation (if applicable) but **prior to February 15th** are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.

Guidelines for Nonpublic and Home Schooled Students Transferring to the Public School Systems: Participation in State-Required Testing

A student who is transferring from an in-state nonpublic school or a home schooling program or a Louisiana resident* who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take state-required testing if applicable.

The following guidelines shall apply:

1. Students may take LEAP during the spring test administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system or the Beauregard Parish District Test Coordinator to register for the test.
2. The nonpublic school and parent(s) (or home school parent[s]) are responsible for providing to the District Test Coordinator, at least ten (10) working days prior to the testing date, appropriate documentation required for requested standard testing accommodations.
3. Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to the SBESE policies and the local PPP. Beauregard Parish may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.

4. Louisiana residents transferring into local school systems after state-required summer remediation (if applicable) but **prior to February 15th** are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.
5. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems, including students with disabilities.

* A Louisiana resident transferring from any out-of-state school is defined as a student living in Louisiana but attending school in an adjacent state.

Grades K-12/Foreign Exchange Students:

Beauregard Parish School Board

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David Vidrine, President

Charles Hudson, Vice President

Timothy Cooley, Superintendent

Beauregard Parish Foreign Exchange Student Criteria

A limited number of foreign exchange students are approved by the Beauregard Parish school district on an annual basis (not more than five students parish-wide, not more than two per school). District approval must be obtained prior to seeking the admission of any foreign exchange student to a public school in Beauregard Parish. For the year of attendance, the sponsoring agency of any exchange student must be included in the Advisory List published annually by the Council for Standards on International Educational Travel and be approved by the United States Immigration Agency to qualify for a J-1 visa.

All applications and supporting documentation shall be submitted to the Beauregard Parish School Superintendent's appointed designee by April 15 of the year the student is applying for acceptance. All applications shall be screened before they are forwarded for review and approval by the principal of the school where admission is being requested. The superintendent's designee shall inform the sponsoring representative in writing of acceptance or rejection of an applicant by June 1 of the program year.

At the time of registration at the approved school, the exchange student, agency sponsor, and host family shall be required to sign a form indicating compliance with all conditions heretofore presented. Exchange organizations, agency local representatives, host families, foreign exchange students, and/or J-1 visa students found to be in violation of any of the Beauregard Parish School Board regulations are subject to having their relationship with the school district terminated. Any change in the immigration status of an exchange student will be reported to the U.S. Immigration and Naturalization Services by the exchange organizations or J-1 visa student's parents or guardians.

Program Requirements

- The sponsoring agency must ensure that the host family, as well as the local agency representative, be of good reputation and character by securing two (2) personal letters of reference for each host family and for the local representative from the school or community attesting to the representative and the host family's good reputation and character.
- The sponsoring agency must ensure that the host family is able to provide a safe, comfortable, and nurturing home environment.
- The sponsoring agency must submit a student's application for approval to the Beauregard Parish School Superintendent's designee no later than April 15 to be considered for the following school year.

Student Requirements

A student will be enrolled below the senior level and participate in state testing. Students may be enrolled as seniors only if their academic records meet all state/local criteria for graduation, including the number of required credits to qualify as an entering senior with substantial records to support the required credits, number of hours/minutes per week/ course, course content, and grades/credits earned converted to a 4.0 scale in Standard English form. Foreign exchange students shall not receive a diploma unless all requirements of graduation, as listed in Louisiana State Department of Education Bulletin 741 and the Beauregard Parish Pupil Progression Plan, have been met in full. The burden of proof for official documentation of eligibility for a diploma shall rest with the student. Exchange students enrolled as seniors shall not be eligible for dual enrollment programs, Board of Regents scholarships, or valedictory or salutatory awards.

- Students must not have previously graduated from high school or its equivalent in their home country
- An official transcript of prior education from the student's home school and an English translation of the same reflecting the exact number of hours/ minutes per week/course, course content, and grades/credits earned converted to a 4.0 scale in Standard English form is required. The official transcript must be received no later than **April 15** of the year the student is applying for acceptance
- Students must reside with a legal adult resident in Beauregard Parish and possess a J-1 visa
Students must not have spent previous time in the United States as part of a foreign exchange program
- Students must have average or above average grades in their home school and must not be receiving special professional assistance to function in a regular academic program
- Students must submit evidence of proof of English language proficiency (such as 3 or more years of English language instruction in speaking, listening, reading, and writing) and possess sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular educational program without special professional assistance
- Students must submit a copy of their health immunization records, translated into English, and evidence of health and accident insurance covering the duration of their visa.
- Students must provide name, address, and phone number(s) of their own parents/guardians, the host family, and the local foreign exchange program representative.

Exchange Student Status

- Students will be treated as regular full-time students and are responsible for complying with all parish policies and regulations regarding attendance, academic standards, discipline, and rights and responsibilities.
 - Students shall meet all LHSAA requirements to be eligible for athletics
 - Students must pay all fees and school incurred expenses that are required of other students enrolled in Beauregard Parish schools
- Students will not qualify for admission into such programs as special education for handicapped pupils, English as a Second Language for students who are not able to function on grade level, nor shall the Beauregard Parish school system pay for students to attend other schools or institutions of higher education.

Contact Information Requirements:

Parent/Guardian in Home Country:

Name Address

Telephone

Foreign Exchange Program Representative:

Name Address

Telephone

Host Family:

Name Address

Telephone

Signatures:

My signature signifies acknowledgment and agreement to all information listed above.

Foreign Exchange Agency Representative

Date

Host Family Parent/Guardian

Date

Foreign Exchange Student

Date

Witness, Title (Principal)

Date

(This document will be maintained with the above-named student's files at the designated 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.

The Home Language Survey

All students entering the school system for the first time will complete the Home Language Survey, the official language survey form. This survey will be translated as needed. The school's registration form shall contain the following indicators to assure the identification of all potential non/limited English proficient students.

Home Language Survey Indicators:

- First language learned by the student
- Language other than English used at home
- Language student uses most often

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.

A student whose home language is other than English (as determined by a Home Language Survey) and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade is considered a Limited English Proficient student (LEP). The proficiency level shall be determined by appropriate individualized English language assessment instruments.

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.

A student whose home language is other than English (as determined by a Home Language Survey) and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade is considered a Limited English

Proficient student (LEP). The proficiency level shall be determined by appropriate individualized English language assessment instruments.

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.

A LEP student will not be placed in a language development course until he has developed a degree of proficiency in the English language. No Limited English Proficient student shall be retained solely because of limited English proficiency.

a. Elementary

A LEP student will be assigned grades in the content area subjects based on achievement, cooperation, effort, and participation in classroom assignments to the degree his English language proficiency allows. Consideration shall be given to include the following:

- Pays attention in class
- Follows directions
- Has required materials
- Participates in activities
- Completes homework assignments with reasonable expectations
- Joins in class activities
- Shows progress

b. Secondary

Evaluation of students' progress should be made in terms of successful mastery of the skills outlined in the state-adopted and local curriculum guides for the courses. Evaluation instruments that test skills or concepts thus mandated will be developed and documented by the teacher assigning the grade. The final grade will be determined by local grading criteria based on the requirements set forth by the state-adopted and local curriculum guides.

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.

All individual requests for review are addressed through personal conferences with appropriate personnel, SBLC committees at each school, parent conferences, and IEP meetings. Each school maintains an ‘open door’ policy as well as an online Student Progress Center.

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)

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)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

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

Beginning in the 2017-2018 school year and beyond, AP, DE, IB courses use a 10-point grading scale as shown in the table below. All other courses will follow the uniform grading scale as shown in the table above.

Grading Scale for AP, DE, IB Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

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.

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 years, 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)

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

Non-proficient students will receive remediation based on instructional need during a scheduled remedial instructional period as determined by the student's school schedule. In addition to remediation during school hours, including the use of bridge time, students are encouraged to participate in HomeworkLouisiana(HomeworkLa.org) after hours for additional help at home.

► 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.

Beauregard Parish will promote students using the Pupil Progression Record for Grade 8 as listed in the Appendix.

► 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.

Transitional 9th graders will receive remediation based on instructional need during a scheduled remedial instructional period as determined by the student's school schedule. In addition to remediation during school hours, including the use of bridge time, students are encouraged to participate in HomeworkLouisiana(HomeworkLa.org) after hours for additional help at home.

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

The Building Level Committee is composed of the principal, teacher, counselor, and other professional staff members such as: reading specialist, language/speech therapist, curriculum specialist in language arts, master-degreed teacher in reading/language arts, special education staff member, school psychologist, educational diagnostician, occupational therapist, medical personnel/medical doctor, pupil appraisal team members, and/or parent. This committee reviews the student's initial screening information, including students with characteristics of dyslexia, and any intervention efforts by the student's teacher and makes decisions to provide assistance to the student's teacher(s) for regular education interventions, placements, or adjustments. Interventions or adjustments include remedial or compensatory education, retention, instructional methodology or curriculum changes, behavior management programs, or school/teacher/schedule changes and placement.

Students with disabilities eligible under IDEA participating in LEAP Alternate Assessment, Level 1 (LAA1), LEAP Alternate Assessment, Level 2 (LAA2), or students identified under Act 833 shall have promotion decisions determined 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.

Beauregard Parish will promote students using the Pupil Progression Form for 4th grade students listed in the Appendix.

► 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.)

A student who has repeated the fourth grade and who is 12 years old on or before September 30th will be referred to the SBLC for placement decisions.

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 counselor will develop a schedule addressing the areas found deficient. District assessments and classroom assessments will help determine individual student instructional needs. RTI will be provided for all transitional 9th grade students, and grades will be monitored on a regular basis throughout the year.

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

Teachers and counselors will monitor progress through district and classroom assessments and daily classroom instructional analysis.

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

Counselors will provide Jump Start counseling with students and parents, indicating available pathways for earning a Career Diploma.

- ▶ How will an appropriate T9 curriculum be identified and implemented?

An appropriate transitional 9th grade curriculum will be determined on an individual basis for each student's needs. The above criteria will be implemented.

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.

Students must:

- Meet specific academic criteria and/or High Stakes Testing requirements
- Meet attendance requirements
- Meet specific promotion criteria as delineated in grade-specific Pupil Progression Records (See Appendix B)

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

- Explain the local definition of the term “grade level” or “on grade level.” Students are determined to be on grade level if they are demonstrating at least average progress as verified by teacher(s) and principal.

V. High School Graduation Requirements

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

1. 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.
2. 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.
3. 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
 - c. 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.

- Meet state attendance requirements
- Meet specific academic criteria and/or High Stakes Testing criteria
- Complete required courses of study as stated in Bulletin 741

► Describe the LEA's policy for awarding ½ unit of credit.

Students may be awarded ½ Carnegie unit of credit in the same manner in which they earn full Carnegie units of credit.

► List the set of courses for which students will have the opportunity to earn credit by proficiency.

Only certain courses are available for proficiency tests to earn credit.

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.
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.)
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.)
 - 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.
 - 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.)
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.
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).

VI. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.
 - A student may be retained no more than one year in grades K-3
 - A student may be retained no more than one year in grades 4-7
 - Retention concerns will be addressed on an individual basis
- ▶ Describe any additional LEA policies that may determine student retention.
 - The policy for promotion of dyslexic students is the same as regular education students
 - The SBLC Committee will determine promotion/retention for students with disabilities under IDEA based upon criteria in Bulletin 1566
- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

Beauregard Parish utilizes scientifically based reading research, job-embedded professional development, specialized personnel (interventionists and others), literacy strategies, Louisiana Student Standards, data analysis, progress monitoring, Response To Intervention (RTI), Positive Behavior and Intervention Support (PBIS), small-group instruction, differentiated instruction, and transition strategies in lieu of and to prevent student retention.

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.

Students in grades K-8 of Beauregard Parish who evidence that they would benefit more from an instructional program at an advanced level may be accelerated in the following areas under specified criteria.

(1) Kindergarten

Students enrolled in kindergarten may be accelerated in the following ways:
 Acceleration to first grade in the areas of reading and math based on a score one grade level or more above kindergarten on the Stanford Early School Achievement Test, evidence of maturity to adapt to a structured learning environment exists

when the student is enrolled in kindergarten from three to four weeks and a transfer to first grade is recommended, and other evaluation data where appropriate. Acceleration will be determined by a committee composed of the principal, parent, teacher, and special education personnel. The principal has the final recommendation on acceleration.

Placement in the Gifted Program in Beauregard Parish under the guidelines stated in Bulletin 1508 shall be determined by individual evaluation and the IEP committee.

(2) Students enrolled in grades 1-8 may be accelerated in the following ways:

Gifted Program placement according to the guidelines stated in Bulletin 1508 as determined by individual evaluation and IEP committee decision or an enrichment program with specified extension activities for students performing on an advanced level, or a Gift of Time Program for junior high students (grades 6 and 7) who did not attain promotional status.

Credit for approved summer school shall be pre-approved by the principal where the student was most recently enrolled.

Acceleration will be determined by a committee composed of the principal, parent, teacher, counselor, and special education personnel. The principal has the final recommendation on acceleration.

(3) Grades 9-12

Beauregard Parish shall follow the policies and procedures established in Bulletin 741 Louisiana Handbook for School Administrators and other local requirements for student acceleration. Students enrolled in grades 9-12 may be accelerated in the following ways:

High school credit shall be granted to a student following the student's passing of a Proficiency Examination for the eligible course.

A Proficiency Examination shall be made available to a student when it is determined at the parish level that a student has completed a commensurate course of study for which he/she claims credit and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

The testing instrument and the passing score shall be submitted for approval to the Bureau of Secondary Education, State Department of Education, and the course title, year taken, P/F (Pass or Fail), or A,B,C as predetermined by the school and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). M.P.S. (minimum proficiency standards) shall be indicated in the remarks column.

Students shall **not be** allowed to take proficiency examinations in courses previously completed in high school or at a level below or above that which they have completed. Credit for approved summer school shall be pre-approved by the principal where the

student was most recently enrolled.

Beauregard Virtual Courses

High school students who are enrolled in a Beauregard Parish high school may (if approved and with guidance from the school's counselor) take virtual courses via the Beauregard Virtual Program in order to accelerate their program of study.

Credit Recovery

Credit Recovery activities are competency-based and allow students to recover credits and/or grades in certain situations.

Credit Recovery Grading Scale

C	75% & Above
D	67% - 74%
F	0% - 66%

Students cannot earn a grade higher than a "C" in a Credit Recovery Course.

Instructional Time Recovery

Additional instructional time may be provided for students who have excessive absences and who are in danger of failing a course. All other policies must be met.

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

Acceleration will be determined by a committee composed of the principal, parent, teacher, counselor, and special education personnel. Acceleration decisions must be made prior to October 1st of the current school year. **The principal has the final recommendation on acceleration.**

Beauregard Parish middle school students intending to pursue a Carnegie unit credit course must have the approval of the principal, teacher, and parent. Course grades and standardized test scores will also be considered for placement.

- ▶ Describe any applicable policies and procedures for grade "skipping."
Same as above

- ▶ Describe any policies governing services for gifted students.
Gifted Program placement will follow the guidelines stated in Bulletin 1508 as determined by individual evaluation and IEP committee decision or an enrichment program with specified extension activities for students performing on an advanced level.

- ▶ List any Carnegie credit courses that will be offered on an "accelerated" schedule.

Certain Carnegie credit courses are offered to middle school students as follows: Algebra I, Journey to Careers, Health, and IBCA. Advanced Placement and Dual Enrollment classes are offered to high school students.

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.

Beauregard Parish offers programs that accelerate academic progress in several areas: Virtual Programs, Dual Enrollment, Carnegie Credit in middle school and other considerations to allow acceleration in academic areas, complete all state graduation requirements, and earn a high school diploma in less than four years.

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 *Unsatisfactory* 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

- o List the objectives for your school year intervention/remediation program.

Beauregard Parish's Plan of Remedial Education Programs embraces the goal of improving student achievement in grade-appropriate skills identified as deficient on the State's criterion-referenced program for grades 4 and 8, and EOC (R.S. 17:395 B and BESE Policy).

Objectives include: to enhance skill development, to give students a sense of success, to prevent alienation from school, and to prevent early departure from school (R.S. 17:395 B). These objectives will be met with appropriate remedial instruction. Students receiving remediation should demonstrate growth in the areas of deficiency. In order to promote community-school relations, citizens, particularly parents, will be informed of the need for remediation and of the remediation process.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.

Remediation for the school year will be done in accordance with R.S. 17:396, 397, 24.4, and SBESE policy. Classroom teachers will provide remediation daily as appropriate for those students who fail to meet the requirements of the state testing program.

For those students who fail to attain the State Scaled Score Performance Standard on any component of the state-required testing and EOC, the method for remediating deficiencies will be through a wide range of assistance. In addition, teachers may be available on non-school Fridays or Saturdays for instruction in skills necessary to be successful at the next grade level. Each school site will determine appropriate times and days for each of the subject areas according to school profiles. Supplementary help above and beyond that given through the program may be provided by the regular classroom teacher who will be notified of individual student deficiencies.

Special education students failing to meet any of the above state requirements will be provided remediation by their respective special education teacher if the area of deficiency is addressed in the child's IEP. If it is not, the regular education teacher will be responsible for remediation.

All schools will utilize a combination of teacher instruction and computer-assisted instruction. Remediation will be documented on the appropriate forms.

Student Selection Criteria:

The student population to be served is any and all eligible students identified as deficient (based on La. State Policy) to include identified disabled students, in grade-appropriate skills in core subjects.

- 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?

30 hours for EOC course needs

- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

Instruction shall include, but not be limited to, the philosophy, methods, and materials included in local curricula and the Louisiana State Student Standards. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program (SBESE Policy).

Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade-appropriate skills. The amount of instruction shall be based upon student need (R.S. 17:395.E).

Beauregard Parish teachers and paraprofessionals of regular and special instruction regularly communicate and use mutually complementary approaches, methods and materials. We assure that this communication exists among all who provide for students receiving remedial instruction.

Particular skill deficits for each student will be addressed. The educational deficiency will be addressed by teachers using appropriate grade-level standards specified in the instructional guides. Teaching methods shall include drill, inquiry, discussion, problem solving, demonstration, explanations, etc. as appropriate for the complexity of the content. To enhance the remediation process, computer-assisted reinforcement and extension of learning will be included.

- Describe the form of documentation collected from students/parents who refuse school year remediation services.

Each school in Beauregard Parish shall notify the student and parent(s) of the student's need for remediation and the date and time for remediation. Refusal to accept remediation will be signed by student and parent(s) and forwarded to the Central Office. A copy of this information will also be kept on file in each school.

- Describe how science and social studies remediation is implemented.

Remediation occurs in the classroom setting.

- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

The remedial education program shall be coordinated with locally funded and/or federally funded programs such as IDEA and Title I, but shall remain as a separate program. Coordination and communication will occur on a regular basis among all who provide funding for remedial instruction (SBESE Policy).

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

The evaluation plan encompasses both the educational process and the extent of growth and achievement evidenced by students. A principal goal for the assessment program is to differentiate among students of varying abilities. The Beauregard Parish Plan of Remediation includes the component of evaluation by addressing student performance, program coordination, and critical thinking. Students will be taught, tested, re-taught and retested as warranted. The ultimate goal for each remedial student is to increase growth, proficiency and achievement at grade-level criterion. This proficiency will be monitored and recorded in individual remediation folders. Information will be forwarded periodically to Central Office personnel. The material will be reviewed by the SBLC following remediation

Student Profile

Each student's folder will include the following:

- a. Individual Student Progress Reports
- b. Sample work
- c. Formal and informal tests
- d. Evidence of mastery as indicated in other management records

► Summer Remediation Program

- List the objectives for your summer remediation program.
Same as School Year Remediation Program applicable
- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
Same as School Year Remediation Program
- 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.
50 hours per subject may be offered which can include 'bridge time' in late spring and summer hours.
- Describe the materials and methodology to be used throughout the district in summer remediation.
Same as School Year Remediation Program
- Describe the form of documentation collected for students and parents who refuse summer remediation services.
Same as School Year Remediation Program
- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
Same as School Year Remediation Program
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
Same as School Year Remediation Program

► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:
- Program Description
 - Student selection criteria
Any student who does not meet the minimum EOC standards for graduation
 - Pupil/Teacher ratio
Ratio will be within State requirements for classes
 - Instructional time
A minimum of 30 hours will be required per subject where the standard is not met
 - Selection criteria for teachers and/or paraprofessionals
Teachers of course-specific classes will be utilized when possible
 - Materials and methodology to be used
Standards for each class will be followed. Supplemental programs such as Plato, Study Island, USA Test Prep, etc. will be included.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
Plato courses, RTI assignments, Saturday school, summer remediation
- Documentation of students' and parents' refusal to accept remediation
Same as School Year Remediation
- Plan for coordination of state, federal, and local funds for remediation
Same as School Year Remediation
- Evaluation plan for documenting evidence of achievement/growth of students
Progress reports, RTI grades, supplemental program tests and reports

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.

Alternative Schools/Programs

1. Setting - Grades 6 through 12 (occasional 5th grade students) both regular and special education students will be served. Facilities for extremely defiant students will be located at Beauregard Alternative Program. Students in these settings will not be required to follow the guidelines as stated for the other students.
2. Entrance - Regular education students will follow the guidelines set up by the Beauregard Parish Discipline Handbook. The Superintendent/Designee will determine when to place a student in the Alternative Program. Special education students will be placed by the IEP committee in conjunction with the Superintendent/Designee.
3. Curriculum
 - a. Basic core curriculum for high school students:
 1. English – 4 units
 2. Science – 4 units
 3. Math - 4 units
 4. Social Studies - 4 units
 5. Electives - General Electives (3) or Basic Study Skills for special education Students
 - b. Middle School:
 1. Math - Grades 6-8
 2. Science - Grades 6-8

3. ELA - Grade 6-8
4. Social Studies - Grades 6-8
5. Electives - General Electives or Basic Study Skills for Special Education Students

Non-diploma track students (Certificate of Attendance) course of study set up by the IEP

4. Logistics

- a. Length of assignment to B.A.P.
 1. High School (9-12) Minimum of 1semester
 2. Middle School (4-8) Minimum of 9 weeks

5. Promotion

Promotion shall be in accordance with standards in Bulletin 741 and the Beauregard Parish's Pupil Progression Plan.

► Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Same as above

► Describe the LEA's procedures for placement in adult education programs.

Beauregard Parish follows state guidelines for instruction and testing.

► Describe the curriculum used to deliver coursework for alternate education programs.

B.A.P. coursework is guided by the Louisiana State Student Standards, and instructional materials used are the same as those used in all Beauregard schools.

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:

Policies on Due Process:

These procedures are to ensure that the rights of teachers, students, and parents are protected in the placement of students. The following procedures are to assure that the educational services being provided a student are appropriate and not discriminatory or arbitrarily assigned.

1. Upon receiving notification of placement of a child, a parent, child, or teacher may, within five (5) school days, request a conference concerning the child's placement in a remedial/compensatory program.
 2. If the child, parent or teacher is not satisfied with the explanation provided by the principal, a formal appeal may be filed with the School Building Level Committee within five (5) school days following the conference with the principal.
 3. The formal appeal must be in writing and should be sent to the School Building Level Committee by certified mail.
 4. The School Building Level Committee must act upon the child, parent, or teacher's appeal within five (5) school days of receipt of the appeal and inform the parents or teacher in writing of their decision in the matter.
 5. If the child, parent, or teacher wishes to appeal the decision of the School Building Level Committee, they may do so in writing within five (5) school days after the decision. The appeals shall be heard by the Parish Due Process Committee.
 6. No change will be made in a child's placement until appeals have been heard.
 7. Due process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA), Part B, LEA Application.
 8. Due process for qualified disabled students will be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 as outlined in Beauregard Parish's "Guidelines for the Implementation of 504."
- Regular education students
See numbers 1-6 above
 - Students with disabilities
See number 7 above
 - Section 504 students
See number 8 above

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).

Grading Policy

- A. 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. (Bulletin 1566 §501 C.)
- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0
Grading Scale for AP, DE, IB Courses for 2017-2018 and Beyond	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

Kindergarten classes: Reading/Math

S = Satisfactory (67% Mastery or above)

N = Not Satisfactory (Below 67%)

Oral Language/Fine Motor Development/Physical

Development/Social Development

S = Satisfactory (Grade range = 75 – 100)

I = Improving, But Not Satisfactory (Grade range =74 – 67)

N = Not Satisfactory (Grade range = 66 – 0)

Note: 67% constitutes a passing grade

See other grading policies

All classes, grades K-12, follow the state-approved uniform grading system for regular courses.

C. Grading Policy for End-of-Course (EOC) Tests

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the student's final grade for the course.
 - b. The percentage shall be 15%.
 1. For students with disabilities identified under IDEA who meet the LAA 2 / Act 833 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students' final grade for the course.
 - c. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)
- e. For an EOC course in 2010-2011 and beyond being taught all year long, four nine-week grades and an EOC exam grade will be earned. Four nine-week grades will be averaged and count as 85% of the final grade; each state-administered EOC test will count as 15% of the final course grade.
(See example-other grading policies)

Grading Procedures

Beauregard Parish Schools

KINDERGARTEN CLASSES:

Reading/Math

S = Satisfactory (67% Mastery or above)

N = Not Satisfactory (Below 67%)

Oral Language/Fine Motor Development/Physical

Development/Social Development

S = Satisfactory (Grade range = 75 – 100)

I = Improving, But Not Satisfactory (Grade range = 74 – 67)

N = Not Satisfactory (Grade range = 66 – 0)

Note: 67% constitutes a passing grade

GRADES 1-5

A. Grading Procedures

1. A school may elect to give nine-weeks exams each grading period. Grades on exams will be reflected in the nine-week grade.

2. A minimum of one grade per week shall be given per nine weeks. These may include chapter tests, pop quizzes, homework, class participation, etc. Number grades will be used to record grades in grade books during the nine-week grading period. **No number grade lower than “50%” will be recorded in the grade book, except with concrete evidence verifying a lower grade. (EX: NO effort, no work turned in, unexcused absences, cheating, refusal to do work, totally inappropriate answers, plagiarism)**
***NOTE: The grading procedure for out-of-school suspensions will be in accordance with Senate Bill 223, ACT No. 240**

3. The nine-week grade will be recorded as a letter grade in the grade book and on the report card, i.e., A,B,C,D or F. A letter grade will be recorded on the cumulative report card. “+” and “-” symbols shall not be affixed to any letter grade.

1 st 9 wk.	2 nd 9 wk.	3 rd 9 wk.	4 th 9 wk.	Final Grade
A	C	B	B	B
(4)	+ (2)	+ (3)	+ (3)	(12) = 3.0

The final grade is determined by adding quality points and dividing by four.
Example: $12 \div 4 = 3$

4. Grade scale will be

Table 1

100 - 93 - A
92 - 85 - B
84 - 75 - C
74 - 67 - D
66 - 0 - F

Number values (Table 1) will be assigned throughout the nine-week grading period. These will be averaged to determine the letter grade which will be recorded as the nine-week grade on both the report card and in the grade book.

Table 2

A - 4
B - 3
C - 2
D - 1
F - 0

Nine-week grades will be assigned a point value (Table 2)

Table 3

A - 4.0 - 3.50
B - 3.5 - 2.50
C - 2.4 - 1.50
D - 1.4 - .60

Course grades will be determined by averaging four (4) nine-week grades.

Students will receive S/N/U in the following courses:

- Handwriting
- Health and Physical Education
- Foreign Language
- Music, Arts/Crafts
- Science/Social Studies - Grade 1 only

Documentation must be present in grade book for unsatisfactory or needs improvement only. *All other courses will be assigned a letter grade only.*

5. Progress reports will be sent to parents following the fourth week of each grading period or any time student performance changes significantly.
 - a. Exceptions to the above will be made only under extenuating circumstances as determined by the principal with the approval of the Superintendent's designee.
 - b. Banner Roll and Honor Roll students will be named at the end of each nine-week period. Students in grades 1-5 will be named to Banner Roll if no grade for the nine-week grading period is less than "A" or "S" and to Honor Roll if no grade is less than "B" or "S." Not included in the Banner Roll/Honor Roll is handwriting. Banner Roll/Honor Roll recognition is not a factor in determining promotion/retention.

Although students working below grade level may perform successfully on classwork, they may not be achieving grade-level content standards mandated for promotion.

GRADES 6-12

A. Grading Procedures

1. Nine-Week Grading Procedure

- a. A minimum of one grade per week shall be given per nine-week period for full year courses. A minimum of two grades shall be given per week for block courses. These may include chapter tests, pop quizzes, homework, class participation, etc.
- b. A weekly test schedule will be printed in parish/school handbooks and utilized parish-wide unless extenuating circumstances are approved by the principal.
- c. Number grades will be used to record grades in grade books during the nine-week grading period. **No number grade lower than " 50%" will be recorded in the grade book, except with concrete evidence verifying a lower grade.**
(EX: No effort, no work turned in, unexcused absences, cheating, refusal to do work, totally inappropriate answers, plagiarism) *NOTE: The grading procedure for out-of-school suspensions will be in accordance with Senate Bill 223, ACT No. 240
- d. A school may elect to give nine-week exams each nine-week grading period. Grades on exams will be reflected in the nine-week grade.
- e. The nine-week grade will be recorded as a letter grade in the grade book and on the report card, i.e., A,B,C,D, or F. A letter grade will be recorded on the cumulative record card. *"+" and "-" symbols shall not be affixed to any letter.*
- f. Grade scale to use in determining nine-week grades is as follows:

Table 1 (Grades 6-12)

100 - 93 - A
92 - 85 - B
84 - 75 - C
74 - 67 - D
66 - 0 - F

Table 2 (Grades 9-12 AP, DE, IB Courses for 2017-2018 School Year and Beyond)

100 – 90 - A
89 – 80 - B
79 – 70 - C
69 – 60 - D
59 - 0 - F

Number values (Tables 1 and 2) will be assigned throughout the nine-week grading period. These will be averaged to determine the nine weeks letter grade which will be recorded as the nine-week grade on both the report card and in the grade book. Progress reports will be sent to parents for all students following the fourth week of the grading period or any time student performance changes significantly.

- g. A student will be named to Banner Roll if no grade for the nine-week grading period is less than “A” and to Honor Roll if no grade is less than “B”. Students receiving an “I” at the end of the nine-week grading period will not be considered for Banner Roll/ Honor Roll unless the “I” is made up within one school week after the end of the grading period.
- h. Dropping a class- A student wishing to drop a class must do so prior to the beginning of the 4th nine-week grading period.

2. Final Course Grade Procedure

- a. A final test will be given for all courses. The grade will appear on the report card and will count as one-seventh, in determining the course grade for the subject except for EOC courses for 2010-2011 and beyond. **Final tests will be submitted to the principal for approval prior to being administered.**
- b. A final test schedule will be developed by each school and submitted to the Superintendent for approval. Final tests shall be administered during the regular school day.
- c. Final course grades will be determined as follows:

Table 3

A – 4	Nine-week grades and final test grade will be assigned a point value (Table 3)
B – 3	
C – 2	
D – 1	
F – 0	

- (1) For a one unit course being taught all year long, four (4) nine-week grades will be earned and each will count as 1.5 parts for a total of six parts with the final exam counting one part (one seventh).

Ex.:

9 Wk.		9 Wk.		9 Wk.		9 Wk.		Final Exam	Course Grade
B		C		A		B		B	B
3	+	2	+	4	+	3	+	3	
(1.5x3)		(1.5x2)		(1.5x4)		(1.5x3)			
4.5	+	3.0	+	6.0	+	4.5	+	3	$21 \div 7 = 3 = B$

(2) For an EOC course in 2010-2011 and beyond being taught all year long, four (4) nine-week grades and an EOC exam grade will be earned. Four (4) nine-week grades will be averaged and will count as 85% of the final grade; each state-administered EOC test will count as 15% of the final grade.

Ex:	9 Wk.		9 Wk.		9 Wk.		9 Wk.		EOC	FINAL
	B	+	C	+	A	+	B	+	B	GRADE
	3		2		4		3			3

	$12 \div 4 = 3.0$		3.0
	$3.0 \times 85\%$		$3 \times 15\%$
	2.55	+	$.45 = 3.0 = B$

(3) For a one-half unit course being taught in one semester, two (2) nine-week grades will be earned and each will count as three (3) parts with the final exam counting as one part (one-seventh).

Ex.:	9 Wk.		9 Wk.		Final Exam	Course Grade
	B	+	A	+	C	B
	3 (3)	+	4(3)	+	2	
	9	+	12	+	2	$23 \div 7 = 3.3 = B$

Use Table 4 to convert from the numerical average to the final letter grade for course average.

Table 4

A - 4.0 - 3.5
B - 3.4 - 2.5
C - 2.4 - 1.5
D - 1.4 - .6
F - Less than .6

Note: A student must pass according to the following:

- a. In a course having two (2) nine-week grades and a final, two of the three shall be passing grades and the GPA shall be at least .6.
- b. In a course other than an EOC course in 2010-2011 and beyond having four (4) nine-week grades and a final, three of the five grades shall be passing, one of which shall be the final nine-week grade or the final exam, and the GPA shall be at least .6.
- c. In an EOC course having four (4) nine-week grades and an EOC test, three of the five grades shall be passing, and the GPA shall be at least .6.

B. GRADE POINT AVERAGES

1. Transfer grades are to be recorded on cumulative records when received from sending schools as: A,B,C,D or F. “-“ and “+” are not honored.
2. Attendance at the Annual Senior Scholars’ Banquet requires a cumulative Grade Point Average of 3.5000 or designation as one of the school’s two highest ranking students.

3. Grade point averages for graduating seniors for Scholars' Banquet attendance are to be calculated upon completion of the third nine-week grading period. They will be figured by carrying the division out to four places and not rounding off.

Ex. 3.4934 = 3.4934
 3.4946 = 3.4946
 3.4950 = 3.4950
 3.5000 = 3.5000, etc.

4. Class rank for graduating seniors will be determined by averaging all final grades according to the same procedure as in (3) above for all courses in which a Carnegie Unit has been pursued and will be computed upon completion of the final nine-week grading period and administration of the final exam. A final grade of "F" carries "0" quality points and must be averaged as such. The four year cumulative average of each senior is arranged in rank order from highest to lowest. The ranking does not necessarily reflect the ordinal position of one's GPA. Transcripts must reflect all grade/courses pursued regardless of grade(s) earned. Only courses in which a grade of "F" has been earned may be repeated unless dropped prior to completion. No course can be pursued without receiving Carnegie unit credit and a grade.

Example: In a class of 189 graduating seniors, nine have a 4.0 GPA and are ranked #1. The subsequent student with a GPA of 3.98 is ranked #10.

# of Students	GPA	Rank in Class	Ordinal Position of GPA
1.	4.0	1	1
2.	4.0	1	1
3.	4.0	1	1
4.	4.0	1	1
5.	4.0	1	1
6.	4.0	1	1
7.	4.0	1	1
8.	4.0	1	1
9.	4.0	1	1
10.	3.9888	10	2
11.	3.9887	11	3

5. To be ranked, a student must have a minimum of 14 units of credit from the graduating school with earned letter grades (A, B, C, or D) in addition to any Pass/Fail grades.

6. Graduating seniors will be recognized in graduation ceremony by the following status:
- a. Summa Cum Laude 3.9000 - 4.0000 GPA
 - b. Magna Cum Laude 3.7500 - 3.8999 GPA
 - c. Cum Laude 3.5000 - 3.7499 GPA

The valedictorian will be the highest ranked student. Salutatorian will be the second highest ranked student. If the highest ranking student earns below a 3.5 GPA, he or she will be recognized as valedictorian/salutatorian and is not eligible for the summa, magna, and cum laude recognition. **In all schools, valedictorians and salutatorians will continue to be named.**

7. When credit is denied due to attendance in courses in which a Carnegie unit is pursued, the grade of “F” will be recorded on the student’s transcript along with a comment on the grade report reflecting reason for failure.
8. Only students who are graduating from a Beauregard Parish school may participate in that school’s graduation ceremony.

C. TOPS Core Curriculum - For the Opportunity, Performance and Honors Awards

Beginning with students entering 9th grade in 2014-2015 and graduating in the 2017-2018 school year and thereafter, the calculation of the TOPS Core Curriculum grade point average (GPA) will use a five- (5.00) point scale for grades in certain designated Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Dual Enrollment courses used to complete the TOPS Core Curriculum. The courses currently designated to be calculated on the 5.00 point scale can be viewed at <https://www.osfa.la.gov/5scale>.

For the designated courses, five quality points will be assigned to a letter grade of “A”, four quality points will be assigned to a letter grade of “B”, three quality points will be assigned to a letter grade of “C”, two quality points will be assigned to a letter grade of “D”, and zero quality points will be assigned to a letter grade of “F”.

APPENDICES

Appendix A: Definition of Terms

Appendix B: Pupil Progressions Record Documents for K-8

Appendix C: Remediation Documents

Appendix D: Beauregard Parish Elementary Foreign Language Waiver

Appendix A

APPENDIX A

Definition of Terms

Acceleration—advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508.

Alternate Assessment—the substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.

Alternative to Regular Placement—placement of students in programs not required to address the State Content Standards.

Content Standards—statements of what we expect students to know and be able to do in various content areas.

LEAP Summer Remediation Program—the summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP summer retest in English language arts, or mathematics.

Louisiana Educational Assessment Program (LEAP)—the state's testing program in English language arts, mathematics, social studies and science and the Graduation Exit Examination (English language arts, mathematics, written composition, science and social studies).

Promotion—a pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.

Pupil Progression Plan—the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by BESE. A pupil progression plan shall require the student's proficiency on certain tests as determined by BESE before he or she can be recommended for promotion.

Regular Placement—the assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.

Remedial Programs—programs designed to assist students, including students with disabilities and Non/Limited English Proficient (LEP) students, in overcoming educational deficits identified through the Louisiana Education Assessment Program and other local criteria.

Remediation—see *Remedial Programs*.

Retention—non-promotion of a pupil from a lower to a higher grade.

Local Terms

Academically Able Student - One who is functioning at grade level as determined by the local school system and who has maintained a grade point average of 3.0 or above with no final grade lower than 3.0 in each subject. For special education students identified in accordance with the Pupil Appraisal Handbook, the IEP Committee shall determine the student's eligibility, provided the student is performing at grade level.

At grade level or above - Students who mastered at least 80% of the skills at the previous level.

School Building Level Committee - A committee composed of the principal, the student's teacher, and the special education person whom the principal feels can be of the most help, special education teacher, educational diagnostician, psychologist, supervisor, etc. This Committee will be set up by the principal as needed to make instructional decisions referred to in these guidelines.

Co-curricular activities - Those activities that are relevant, supportive, and are an integral part of the course of study in which the student is enrolled and which are under the supervision and/or coordination of the school instructional staff.

Current Grade-Level Standards - Specific levels of attainment of skills and objectives as established by Beauregard Parish.

Extracurricular activities - Those activities which are not directly related to the program of studies and which are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of the student.

Interim IEP - Students who possess a severe or low-incidence impairment documented by a qualified professional and who may have been receiving special education in another state shall be initially enrolled in a special education program concurrent with the conduct of the evaluation according to the requirements of the Pupil Appraisal Handbook. Students with other documented impairments and who may have been receiving special education in another state may be initially enrolled in a special education program concurrent with the conduct of the evaluation according to the requirements of the Pupil Appraisal Handbook. This enrollment process, from the initial entry into the school system to placement, shall occur within ten calendar days.

Parish Due Process Committee - A committee appointed by the Superintendent to hear Due Process appeals from the School Building Level Committee. Appeals to the Parish Due Process Committee must be made within five (5) days after the School Building Level Committee decision is made known.

APPENDIX B

BEAUREGARD PARISH PUPIL PROGRESSION RECORD, GRADE K

Pupil's Name _____ Grade _____ Teacher _____

DOB _____

LANGUAGE ARTS

Master 75% of skills on ELA Unit Tests (0-1 point) _____

Attain a minimum of 67% on the ELA end-of-year Cumulative Benchmark Assessment (0-1 point) _____

Teacher/Principal/ SBLC Recommendation (0-1 point) _____

MATHEMATICS

Master 75% of skills on Mathematics Unit Tests (0-1 point) _____

Attain a minimum of 67% on the Mathematics end-of-year Cumulative Benchmark Assessment (0-1 point) _____

Teacher/Principal/ SBLC Recommendation (0-1 point) _____

TOTAL _____

This student will be: Promoted _____ Retained _____

Evidence of re-teaching and retesting will be included for any student not promoted.

If this student has failed to make a total score of four (4) points and is being promoted to the next grade, give the reason for promotion:

Principal _____ Date _____

Signatures of School Building Level Committee:

Note: One copy of this record should be placed in the student's cumulative folder, one copy kept in the sending principal's office, and one copy sent to the receiving principal when student is changing schools.

BEAUREGARD PARISH PUPIL PROGRESSION RECORD, GRADE 1

Pupil's Name _____ Grade _____ Teacher _____

DOB _____ Grade retained _____

LANGUAGE ARTS

Master 75% of skills on ELA Unit Tests (0-1 point) _____

Attain a minimum of 67% in Classroom Performance (Course Grade D or above) (0-1 point) _____

Teacher/Principal/SBLC Recommendation (0-1 point) _____

MATHEMATICS

Master 75% of skills on Mathematics Unit Tests (0-1 point) _____

Attain a minimum of 67% in Classroom Performance (Course Grade D or above) (0-1 point) _____

Teacher/Principal/SBLC Recommendation (0-1 point) _____

TOTAL _____

Evidence of re-teaching and retesting will be included for any student not promoted.

This student will be: Promoted _____ Retained _____

If this student has failed to make a total score of four (4) points and is being promoted to the next grade, give the reason for promotion:

Principal _____ Date _____

Signatures of School Building Level Committee:

Note: One copy of this record should be placed in the student's cumulative folder, one copy kept in the sending principal's office, and one copy sent to receiving principal when student is changing schools.

BEAUREGARD PARISH PUPIL PROGRESSION RECORD, GRADES 2, 3, 4 and 5

Pupil's Name _____ Grade _____ Teacher _____

DOB _____ Grade retained _____

LANGUAGE ARTS

Passing average in ELA (67% - Unit Tests) (0-1 point) _____

Passing average in Classroom Performance (Course Grade D or above) (0 -1 point) _____

Ratio: English Language Arts (ELA) = 2.5
Spelling = .5

Teacher/Principal Recommendation (0-1 point) _____

MATHEMATICS

Passing average in MATH (67% - Unit Tests) (0-1 point) _____

Passing average in Classroom Performance (Course Grade D or above) (0 -1 point) _____

Teacher/Principal Recommendation (0-1 point) _____

TOTAL _____

This student will be: Promoted _____ Retained _____

If this student has failed to make a total score of four (4) points and is being promoted to the next grade, give the reason for promotion:

Principal _____ Date _____

Signatures of School Building Level Committee:

Note: One copy of this record should be placed in the student's cumulative folder, one copy kept in the sending principal's office, and one copy sent to receiving principal when student is changing schools.

BEAUREGARD PARISH PUPIL PROGRESSION RECORD, GRADES 6 and 7

Pupil's Name _____ Grade _____ Teacher _____

DOB _____ Grade(s) retained _____

STUDENT'S GRADES

To be considered for promotion, a student must make at least a D (.6) in four subjects, three of which must be: *Language Arts (English/Literature), Mathematics, Social Studies or Science.*

Report Card Final Grades: Language Arts _____ Science _____ P.E. _____

Mathematics _____ Social Studies _____ Enrichment _____

This student will be: Promoted _____ Retained _____

If this student has failed to meet the above criteria and is being promoted to the next grade, give the reason for promotion.

Principal _____ Date _____

Signatures of School Building Level Committee:

Note:

One copy of this record should be placed in the student's cumulative folder, one copy kept in the sending principal's office, and one copy sent to receiving principal when student is changing schools.

BEAUREGARD PARISH PUPIL PROGRESSION RECORD, GRADE 8

Pupil's Name _____ Homeroom Teacher _____
 Grade(s) Retained _____
 DOB _____ School _____ Year in 8th Grade (circle one): 1st 2nd

To pass academically, a student must make at least a D (.6) in four subjects, three of which shall include Language Arts (English/Literature), Mathematics, Social Studies or Science. In the space provided, please list **Report Card Final Grades:**

Language Arts _____ Science _____ P.E. _____
 Mathematics _____ Social Studies _____ Enrichment _____

Promotion Policy for First Year 8th Grade Students

1. If the student passes academically and meets state-required testing policy, he/she is promoted to the 9th grade.
2. If the student passes academically and scores below an accepted standard on the state-required test, he/she may be awarded a transitional waiver as outlined below.
 - a. LAA1 and LAA 2 students' promotion will be an SBLC decision
 - b. A SBLC committee will consider transitional waivers for all students based on evidence of student learning including state-required tests, ELA and math classroom assignments, course grades, and benchmark assessments. This committee will determine remediation performance and promotion based on the above criteria.
3. If the student fails academically he/she will be required to attend remediation and a promotion decision will be determined by an SBLC. A transitional waiver may be awarded based on state-required test performance, as well as ELA and math classroom assignments, course grades, benchmark assessments and remediation performance.. Credit may be denied for the 8th grade year due to the state attendance law in which case the Supervisor of Child Welfare and Attendance must be consulted.

Promotion Policy for Second Year 8th grade Students

1. If the student passes academically he/ she will be promoted to the 9th grade.
2. If the student fails academically he/she will have the promotion decision based on an SBLC decision
 - a. An SBLC committee will consider transitional waivers for all students based on evidence of student learning including state-required tests, ELA and math classroom assignments, course grades, and benchmark assessments. This committee will determine remediation performance and promotion based on the above criteria.

This student will be: Promoted _____ Retained _____

If the student has failed to meet the necessary criteria for promotion and is being promoted to the next grade, give the reason for promotion:

Principal _____ Date _____

Signatures of School Building Level Committee:

Note: One copy of this record should be placed in the student's cumulative folder, one copy kept in the sending principal's office, and one copy sent to receiving principal when student is changing schools.

APPENDIX C

September, 2016

To: Principals, Assistant Principals, Counselors, Remediation Teachers
From: Kim Hayes, K-12 Curriculum Supervisor
Re: Remediation

Based upon individual student test data and other diagnostic data, a student who fails to attain proficiency in one or more core academic subjects will receive remediation instruction. The following procedure will be followed by the remediation teacher:

1. For each student receiving remediation, a file shall be maintained which contains an individual student report(s) and the student's work which indicate re-teaching and retesting.
 - Utilize past report cards and student test data to determine remedial target areas
 - File student work addressing the deficiencies
 - Maintain folders on file at the school until the student has completed his/her high school education
 - Document verification of student attendance for remediation purposes

REMEDIATION PLAN 2016-2017

School _____

Year _____

I. Give a brief explanation of your program design and amount of time each student spends in remediation daily/ weekly.

II. Enter the number of students who will receive remediation in each category based upon promotion decisions. The school will retain lists of student names and remediation data from the classroom teachers.

Subject Area	LEAP	EOC	Grade(s)	Other Information
ELA				
Math				
Science				
Social Studies				

III. Teacher(s) providing remediation

Please submit completed form to the Central Office by October 15, 2016

Revised 2016

REMEDIATION PLAN 2016-2017

_____ **Core Subjects (bridge time and school day remediation hours)**

_____ **EOC (document 30 hours during regular school hours)**

School _____

Year _____

A. Total number of students receiving English Language Arts remediation _____

B. Total number of students receiving Mathematics remediation _____

C. Total number of students receiving Science remediation _____

D. Total Number of students receiving Social Studies remediation _____

SCHEDULED REMEDIATION CLASSES (Carnegie Unit or other)

A. If you have any **scheduled remedial classes**, please list the title, teacher(s), and time(s).

English Language Arts _____

Mathematics _____

Science _____

Social Studies _____

Please return completed form to the Central Office by October 15, 2016

Revised 2016

APPENDIX D



LOUISIANA DEPARTMENT OF EDUCATION

May 9, 2016

Dr. Timothy J. Cooley, Superintendent
Beauregard Parish School Board
Post Office Drawer 938
DeRidder, Louisiana 70634

Dear Superintendent Cooley:

Per R.S. 17:272, your request for a waiver of full implementation of the elementary-level foreign language mandate has been approved for the 2016-2017 school year.

For further information concerning the foreign language mandate, please contact the Office of Academic Content at (225) 342-3946 or the Department's toll-free number at (877) 453-2721.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rebecca Kockler".

Rebecca Kockler, Assistant Superintendent
Office of Academic Content
RK:DGB:dgb

Louisiana Believes

POST OFFICE BOX 94064 | BATON ROUGE, LA 70804-9064 | 1.877.453.2721 | WWW.LOUISIANABELIEVES.COM

