



**2019-2020**

# **Pupil Progression Plan**

**Local Education Agency:**

**Cameron Parish School System**

## Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

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

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

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

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

### Grade 1

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

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

Star Math, Star Early Literacy, IRLA, and DIBELS will be administered to students entering the first grade who did not attend kindergarten. Based on student scores, teacher may request further testing through the SBLC process.

The LEA identifies gifted through Bulletin 1508. A School Building Level Committee will examine cognitive, social, emotional factors, and make a recommendation for entrance into kindergarten upon parental request.

**Early Childhood Age Entrance:**

Students entering the Cameron Parish School system for Pre-Kindergarten must be 4 years old by September 30<sup>th</sup> of the school year and may only attend the four-year old Pre-K program for that calendar year.

**II. Placement of transfer students**

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student’s record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

Numerical grades will be directly transferred from the previous school to the receiving school in the parish.

When a student transfers into the system during the school year and brings letter grades only (no numerical grades available), the letter grades shall be converted to numerical grades using the following scale:

A-93; B-85; C-75; D-67; U/F-66

Students entering the Cameron Parish School system without school records, (ex. homeschool) shall be assessed for reading and math proficiency.

**Grades 1, 2, 3, 4, 6, 7, & 8:** Diagnostic/Placement assessments may include, but are not limited to the following: STAR Early Literacy, STAR Reading, STAR Math, IRLA, DIBELS

**Grades 5 & 9:** Shall take the ELA and Math LEAP 2025 Placement Tests

Placements shall be determined by a School Building Level Committee (SBLC) after reviewing all data sources.

**Grades 9-12:** Proof of required Carnegie credits and completion of the State Approved EOC Assessments.

Students transferring from a home study or unapproved school must take the LEA credit exam in all core content areas in order to receive Carnegie credit(s) in those classes. Students must earn at least a 67% on each exam to receive the credit. Students must also pass State Approved EOC Assessments in core content areas to graduate.

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

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. ***In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.***

**Grades K-3:** Students must pass both ELA and math, as well as be in attendance a minimum of 60,120 minutes.

**Grades 5, 6, & 7:** Students must pass ELA, math, and either science or social studies. Students who do not take either science or social studies are exempt from that portion of the requirement but must pass ELA and math, as well as be in attendance a minimum of 60,120 minutes.

Students may be eligible for a policy override based upon a decision by the School Building Level Committee.

**Grade 6 & 7:** Students are eligible to attend state approved summer school programs for promotional purposes for a maximum of 2 subjects with written permission of the student's home school principal. School issued documentation of summer school attendance and academic performance of the approved summer school program is required to be considered for promotion.

### IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
  - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

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

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

**Grade 4:** Students must pass ELA, math, and either science or social studies. Students who do not take either science or social studies are exempt from that portion of the requirement but must pass ELA, and math, as well as be in attendance a minimum of 60,120 minutes.

Students may be eligible for a policy override based upon a decision by the School Building Level Committee.

Students deemed “not proficient” will be required to attend summer remediation in the subject(s) in which they were not proficient (ELA or math) and will take a district test at the end of Summer Remediation to be considered for promotion.

## V. Promotion and support of students in grade 8 and high school considerations

### a. Promotion of students in grade 8

#### **Regular Grade 8 Promotion**

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

## Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
  - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
  - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

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

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student’s individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

**In order to promote to 9th grade, students in 8th grade must:**

- Earn a passing session grade in ELA, math, and either science or social studies. Students who do not take either science or social studies are exempt from that portion of the requirement but must pass ELA and math.
- Have acceptable attendance (60,120 minutes) during the 2018-2019 school year.

Students deemed “not proficient” will be required to attend summer remediation in the subject(s) in which they were not proficient (ELA or math). They will take a district test at the end of Summer Remediation to be considered for promotion.

A student who was granted a LEP waiver can be considered for Transitional 9th program.

Students may be eligible for a policy override based upon a decision by the School Building Level Committee.

**b. High school promotion and transition considerations**

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

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

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

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or

4. Receive a waiver through the district hardship waiver process.

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

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

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

In order for high school students to be considered for promotion, he/she must first be present the required number of minutes.

**Grades 9-12** will be retained at grade level until they have accumulated sufficient Carnegie units.

Secondary students must complete units in the following manner for promotion.

Grade 9 to Grade 10	5 units
Grade 10 to Grade 11	11 units
Grade 11 to Grade 12	17 units
Grade 12 to Graduation	23/24 units

High school students are eligible to attend state approved summer school programs for promotional purposes for a maximum of 2 subjects with written permission of the student's home school principal. School issued documentation of summer school attendance and academic performance of the approved summer school program is required to be considered for promotion.

## VI. Support for students

### School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
  - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

### **Summer remediation**

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

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

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

### **Students with disabilities**

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such

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

### English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
  - Establish procedures to monitor former Limited English Proficient students for two years.
  - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

### **PLACEMENT**

**The English Language Proficiency Screener (ELPS) and other diagnostic assessment results may influence instructional placement.**

- To assist with this determination for students with or without records, the school may administer diagnostic tests, such as STAR Reading & Math, DIBELS, IRLA, or other assessments to determine appropriate placement, in addition to the ELPS.

#### **A. PLACEMENT FOR EL STUDENTS WITH RECORDS**

##### **Elementary**

- If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student should be placed in the appropriate grade level of his age-mates or no more than one grade level below chronological age/grade placement.
- A student who is fifteen years of age should be placed in ninth grade.

##### **Secondary**

- Student transcripts should be evaluated and the student should be placed in the appropriate grade level based on credits earned.
- A student who is fifteen years of age or older is placed in the appropriate high school program of studies.

**B. PLACEMENT FOR EL STUDENTS WITHOUT RECORDS**

- It is recommended that a LEP student entering the Cameron Parish School System without records shall be placed in the grade appropriate to his chronological age or no more than one grade level below chronological age/grade placement.
- The SBLC team should make final grade placement based on a review of the student's performance on tests.
- A student who is 15 years of age or older not having official transcripts or records will be placed in the appropriate school program of studies (9-12) where he will work to complete the BESE requirements to receive a high school diploma.

**PROMOTION & RETENTION OF EL STUDENTS**

**Placement, grading, promotion, or retention of LEP students shall comply with established criteria in the Pupil Progression Plan. However, no LEP students shall be retained solely because of limited English proficiency.**

**A. GRADING**

**Elementary (K-5)**

- The LEP student who cannot comprehend the language of instruction should not be assigned failing grades in the content area subjects.
- EL's who are attending a Cameron Parish school for the first school year (two complete semesters) of residence in the United States and/or who cannot comprehend the language of instruction will be assigned grades of O, S, N, or U based on cooperation, effort, participation to the degree that the student's English proficiency allows.
- Students will still be expected to pay attention, follow directions, bring required materials, participate in class activities, complete homework assignments to the best of their abilities and show progress.

**Secondary (6-12)**

- Sixth through twelfth graders who attend a Cameron Parish school for the first school year (two complete semesters) of residence in the United States and/or who cannot comprehend the language of instruction will have content courses scaffolded with Louisiana Connectors and according to the EL's English Proficiency level.
- Evaluations of student progress will be made in terms of successful mastery of the skills outlined in the State Standards.
- Grades of A, B, C, D, or F will be assigned for content courses, with the understanding that a LEP student cannot fail solely because of limited English Proficiency.

- In assigning grades for content courses, teachers should weigh end of semester/end of year assessments more heavily than those at the beginning.
- If a student is receiving instructional modifications in the regular classroom and still making no attempt at course work, an F may be issued.
- To graduate, ELs must meet the same LEA high school requirements as English-only students.

**B. PROMOTION & RETENTION**

- Promotion of EL students shall comply with the Cameron Parish School System established criteria based on the student progress and mastery of skills in the content areas, as well as in English proficiency.
- No student shall be retained solely because of a lack of English proficiency.
- LEP students shall not be placed in language dependent courses until a degree of proficiency in English language is developed.
- The decision to promote or retain a LEP student shall be determined by an SBLC.

**C. STATE ASSESSMENTS**

- All EL students shall participate in the LEAP 2025 state assessments.
- An EL in their first year of enrollment in a U. S. school will have one year of reprieve from accountability and shall be coded as such.
- The SBLC shall be granted the authority to waive the state's grade promotion policy with the Superintendent's approval for a LEP student.
- A LEP student who was granted a waiver at the fourth grade level **is ineligible** for a waiver at the eighth grade level.

## VIII. Alternative education placements

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

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

Students are placed in the regular school setting and efforts are made to maintain that placement. When the student's behavioral needs are not met in the regular setting: the student is placed in an alternative setting, ISI, at his/her home school.

### **Alternative Program**

Entrance Criteria: All students enrolled in the Cameron Parish School System are eligible to participate in the Alternative Program. Students suspended or expelled from the school system will be given the choice of attending the Alternative Program for a specified time in accordance with the school system discipline policy, stay current with their school assignments and graded material or remain at home and receive no credit for graded material that they miss. This decision will be made jointly by the student and their parent/caregiver. Students will be placed in the same grade level as they were in at the sending school. Students attending the Alternative Program will forfeit their rights to participate in and/or attend all extra/ co-curricular activities. All efforts will be made by faculty and administration to support the academic progress of the participating student.

Exit Criteria: Students will be assigned to the Alternative Program for the duration of their suspension or expulsion. After completion of their assigned days, the students will return to the school setting from which they came. While in attendance in Alternative Program, they will be given every opportunity to remain current with all assignments and graded material. The goal of the program is to ensure that the suspended/expelled student will be provided the support, assistance and guidance so that they can return to their placement with a minimum loss of academic progress.

Curriculum and Instruction: The Alternative Program curriculum will be the same as the curriculum followed by the school. The courses will address the Louisiana Academic State Standards. Student placement will be the same as it was prior to their suspension/expulsion. Upon completion of the Alternative Program, they will re-enter the regular program with no loss of academic progress.

### **Early College Admissions**

High school students of high ability may be admitted to a college on a full time basis. A student shall maintain a 3.0 unweighted GPA or better average on all work pursued during three years (six semesters) of high school. The student shall have earned a minimum composite score of 25 (McNeese State) or 28 (Louisiana State University) on the ACT. This score must be submitted to the college. A student shall be recommended by his/her high school principal. Upon earning a minimum of 24 hours at the college level, the student shall be eligible to receive a high school diploma.

### **Virtual Classes**

The Cameron Parish Virtual Program is an alternative learning environment designed to meet the needs of students who desire to pursue their education in part through distance learning. The program offers distance learning that includes a variety of virtual program media and face-to-face interaction with educators and guidance counselors. Credit toward high school graduation may be earned in core or elective classes.

### **STEPS**

The Senior Technical Education Program at Sowela (STEPS) gives high school seniors a jump start on college. Students in the STEPS program experience the college environment while completing their high school diploma and earning college credits.

### **Youth Challenge**

The Youth Challenge Program is an alternative residential learning environment designed to meet the needs of students who desire to “catch-up” with their cohort. The program offers learning through a virtual program that also includes interaction with educators and guidance counselors. Credit toward high school graduation may be earned in core or elective classes.

### **Adult Education Program**

Students who have dropped out of school at age 17 with parental consent or who are between 16 and 18, may request to be enrolled in an approved Adult Education Program. This program is offered by the Cameron Community Action Agency.

Alternative education programs are delivered through the online courseware system.

## IX. Due process related to student placement and promotion

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

### **Regular education students**

The following procedures are adopted to provide for prompt and equitable resolutions of complaints alleging any action which would be prompted by the pupil progression plan. Procedures contained herein may be used to initiate the investigation of any grievance resulting from action by the Board or the administration.

#### **Level One:**

- The resolution of a grievance through free and informal communications as close as possible to the point of origin is encouraged. A parent, guardian and/or student may first confer with the principal.

#### **Level Two:**

- In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level One, he/she may file the grievance, in writing, with the Cameron Parish Superintendent, 510 Marshall Street, Cameron, LA 70631. Within ten (10) days from receipt of the grievance, the Superintendent shall request a conference with the aggrieved or render a written decision as to the solution.

#### **Level Three:**

- In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she may request that the Superintendent schedule a hearing before the Cameron Parish School Board at its regular meeting.

#### **Level Four:**

- If the aggrieved person is not satisfied with the decision of the board, he/she may appeal the Board's ruling through other avenues, including the State Board of Elementary and Secondary Education or a judicial court of appropriate jurisdiction.
- An employee of the Cameron Parish School System teacher, principal, supervisor, assistant superintendent or superintendent may initiate the proceeding for a grievance against the parent, guardian or student if the case warrants. The procedure for such action will follow the levels of procedure established by this policy.

- The regular classroom teacher, parent and/or administrator may initiate a review of placement of any student in his/her charge when data lends itself to indicate that the student is not at grade level. The teacher may request a review by the SBLC by first contacting the building principal.

#### **Students with disabilities**

Due process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act, Part B.

#### **Section 504 students**

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

### **IX. Additional LEA policies related to student placement and promotion**

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

#### **Attendance Policy**

##### **Schools on a 5-Day Schedule**

Students in Grades PreK-8

Shall be absent no more than a total of ten (10) full school days per year.

Students in Grades 9-12

Shall be absent no more than five (5) class periods per semester

##### **Schools on a 4-Day Schedule**

Students in Grades PreK-8

Shall be absent no more than a total of eight (8) full school days per year.

Students in Grades 9-12

Shall miss no more than four (4) class periods per semester.

## Consequences

### Students in Grades Pre K-K

If a student has accumulated excessive unexcused absences throughout the year, a School Building Level Committee (SBLC) shall convene to review all student work and data to determine promotion/retention.

### Students in Grades 1-8

If a student has accumulated excessive unexcused absences throughout the year, the student shall be retained as mandated by state compulsory attendance laws.

### Students in Grades 9-12

Any student exceeding the maximum number of unexcused absences per class per semester shall not receive credit in that class for that semester. Attendance in each class shall be monitored by administration and/or designee.

## Parish Attendance Action

### Schools on a 5-Day Schedule

#### Students in grades PreK-8

Upon accumulation of 4 unexcused absences, the School shall notify the student's parent/guardian by verbal and/or written means.

Upon accumulation of 5 unexcused absences within a month, the school shall submit to the District Supervisor a Referral to Families in Need of Services (FINS).

Upon accumulation of 10 unexcused absences, an attendance referral shall be submitted to the District Supervisor. A district letter will be mailed home as a last notification.

Once the total number of unexcused absences exceeds state and district mandates, a letter of notification, accompanied by an appeals form, shall be mailed to the student's parent/guardian.

#### Students in Grades 9-12

Upon accumulation of 3 unexcused absences in a single semester, the school shall notify the student's parent/guardian by verbal and/or written means.

Upon accumulation of 5 unexcused absences in a single semester, an attendance referral shall be submitted to the District Supervisor. A district letter will be mailed home as a last notification.

Upon accumulation of 5 unexcused absences within a semester, the School shall submit to the District Supervisor a Referral to Families in Need of Services (FINS).

Once the total number of unexcused absences exceeds state and district mandates, a letter of notification, accompanied by an appeals form, shall be mailed to the student's parent/guardian.

## **Schools on a 4-Day Schedule**

### **Students in grades Pre-K-8**

Upon accumulation of 3 unexcused absences, the School shall notify the student's parent/guardian by verbal and/or written means.

Upon accumulation of 5 unexcused absences within a month, the School shall submit to the District Supervisor a Referral to Families in Need of Services (FINS).

Upon accumulation of 8 unexcused absences, an attendance referral shall be submitted to the District Supervisor. A district letter will be mailed home as a last notification.

Once the total number of unexcused absences exceeds state and district mandates, a letter of notification, accompanied by an appeals form, shall be mailed to the student's parent/guardian.

### **Students in Grades 9-12**

Upon accumulation of 2 unexcused absences in a single semester, the School shall notify the student's parent/guardian by verbal and/or written means.

Upon accumulation of 4 unexcused absences in a single semester, an attendance referral shall be submitted to the District Supervisor. A district letter will be mailed home as a last notification.

Upon accumulation of 4 unexcused absences within a semester, the School shall submit to the District Supervisor a Referral to Families in Need of Services (FINS).

Once the total number of unexcused absences exceeds state and district mandates, a letter of notification, accompanied by an appeals form, shall be mailed to the student's parent/guardians.

## **Uniform Grading Policy**

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

### **High School AP and Dual Enrollment Course Grading Scale**

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% and below = F

An additional quality point is given for each letter grade above an "F" for grades earned in weighted. Advanced Placement, International Baccalaureate and College Credit courses according to state guidelines. Quality points will be based on the following chart:

#### **Quality Points**

Alpha Grade	A	B	C	D	F
Regular Courses	4	3	2	1	0
Weighted Courses	5	4	3	2	0

#### **Advanced Placement**

- Principals and students will follow guidelines as prescribed in section 2121 of Bulletin 741.
- Cameron Parish requires a student enrolled in an AP course to take the AP exam as a condition of successful completion of AP courses unless a serious financial, medical, emergency, or other critical issue arises to prevent the AP student from taking the exam as determined by the Supervisor/designee.
- The 5 quality point system for AP and the awarding of AP credit on students' transcripts will be applied after students successfully complete an AP course as described in the above statement.
- Procedures established by the College Board must be followed

**Describe grading policies for grades/courses for which letter grades are not used.**

**Grade K**

Social and Emotional Growth, Work Habits, Physical Development, and Handwriting criteria will be evaluated using the following scale to determine student performance:

- O - Outstanding
- S - Satisfactory
- NI - Needs Improvement
- U - Unsatisfactory

Fine Arts and Physical Education criteria will be evaluated using the following scale to determine student performance:

- O - Outstanding
- S - Satisfactory
- NI - Needs Improvement
- U - Unsatisfactory

**Grades 1-5**

Handwriting and Conduct criteria will be evaluated using the following scale to determine student performance:

- O - Outstanding
- S - Satisfactory
- NI - Needs Improvement
- U - Unsatisfactory

Physical Education, Music, Art, and World Languages will be evaluated using the following scale to determine student performance:

- O - Outstanding
- S - Satisfactory
- NI - Needs Improvement
- U - Unsatisfactory

### **Grading Policy**

- Grade marking periods will be nine weeks.
- A minimum of 900 points are required. Accelerated Reader, Accelerated Math and Study Island may be used for grading purposes but each is limited to 100 points in a grading period. These points are not included in the 900 required points.
- No mid-term or final exams will be given.
- In grades 1<sup>st</sup> -5<sup>th</sup>, ELA grades are based on 1000 points per nine weeks.
- In kindergarten, ELA and math grades are based on 400 points for the first nine weeks only. Teachers may have the option of entering grades beginning the sixth week of the first nine-week period.
- In kindergarten, ELA grades are based on 1000 points for the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> nine-weeks periods.
- Grades 6-8 reading and English subjects will be combined into one subject, labeled ELA; ELA classes will remain the equivalent of two class periods with a minimum of 1100 points per nine-week period.

### **Grade Recovery**

- The LEA shall utilize grade recovery.
- The program is designed to assist with dropout prevention and course failures.
- Enrollment is determined when:
- Enrolled in grades 6-12.

### **End of Course Test Grading Policy**

For incoming freshmen in 2010-2011 and beyond, students must meet the assessment requirement below to earn a standard diploma.

- a. Students must pass three EOC Tests in the following categories:
  - i. English I, II or III
  - ii. Algebra I or Geometry
  - iii. Biology or US History
- b. Students enrolled in a course for which there is an EOC test must take the EOC test.
  - i. The EOC test score shall count 20 percent of the student's final grade for the course pending release of scores by the end of the school year.
  - ii. The grades assigned for the EOC test achievement levels shall follow the chart provided by the LDOE.

- iii. For grading purposes, the EOC test should be treated as a final exam. In other words, for each instance that a student takes a course, the EOC test will count as part of the student's final grade. If the student passes the course and fails the EOC test, the student may retake the EOC test at a later date but the score from the retest will not count in the student's grade.
- iv. The U.S. History EOC will not be included in the student's final grade during the 2017-2018 school year per LDOE directive.

LAA2 EOC Policy per Bulletin 741 §2319 Section (B.3.b.i states that "For students with disabilities identified under IDEA who meet the LAA2 participation criteria prior to taking the first EOC test, the EOC test score shall count 5% of the student's final grade for the course.

### **Individual Academic Improvement Plan Process**

#### **I. Identification of Students**

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

#### **II. Notification of Parents and Remediation Conference**

Schools are responsible for notification of parents/guardians of students who have been identified as failing to attain proficiency and in need of remediation. At the time of notification, the school will hold an in-person conference to be attended by the student's parent or legal guardian, all teachers of core academic subjects, and specialized support personnel, as needed. The student's specific academic deficiencies and remediation strategies will be discussed. All participants shall sign the documented plan and meet to review progress at least once before the next administration of the LEAP assessment.

#### **III. Individual Academic Improvement Plan**

At the remediation conference, a written plan, called the Individual Academic Improvement Plan will be developed which addresses the remediation program, the academic expectations, timelines and the measures that will be used to assess student progress on the individual academic improvement plan. That plan may include, tutoring, extended day/week programs, summer remediation, being placed in a "Highly Effective" teacher's classroom, other research-based models for student improvement, and access to on grade-level instruction that is aligned to Louisiana State Standards. These additional instructional strategies will be documented in the individual academic improvement plan. A copy of the plan will be given to the parent/guardian and a copy placed in the cumulative record file.

Promotion and retention decisions affecting special education students shall be made in accordance with the provisions of the individual educational plan (IEP) established for that student.

#### **IV. Outcomes**

At the end of the school year, two options are available, depending upon the student's attainment of the state required level of proficiency:

1. The student has attained the required level of proficiency and will be promoted to the next grade level, or
2. The student has not attained the required level of proficiency and shall be referred to the School Building Level Committee. The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic improvement plan.

## X. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Cameron Parish School Board 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: June 10, 2019

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Superintendent

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Board President