

Louisiana Believes

Pupil Progression Plan Format and Content

John White
State Superintendent of Education

May 2014

Louisiana State Board of Elementary and Secondary Education

Mr. Charles E. Roemer
President
Sixth BESE District

Mr. James D. Garvey, Jr.
Vice President
First BESE District

Ms. Holly Boffy
Secretary-Treasurer
Seventh BESE District

Ms. Kira Orange Jones
Second BESE District

Dr. Lottie P. Beebe
Third BESE District

Mr. Walter Lee
Fourth BESE District

Mr. Jay Guillot
Fifth BESE District

Ms. Heather Cope
Executive Director

Ms. Carolyn Hill
Eighth BESE District

Ms. Connie Bradford
Member-at-Large

Dr. Judy Miranti
Member-at-Large

Ms. Jane Smith
Member-at-Large

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www.ed.gov/about/offices/list/ocr/>.

This public document was published at a total cost of \$0.00. This web-only document was published for the Louisiana Department of Education, Office of Content, P.O. Box 94064, Baton Rouge, LA 70804-9064. This material was published in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31 and in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

**For further information, contact:
Louisiana Department of Education's Help Desk
1-877-453-2721**

Ask LDOE?

<https://www.louisianabelieves.com/resources/ask-ldoe>

INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) was updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

	PAGE
SECTION I – FORMAL SUBMISSION STATEMENT.....	1
INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN	
<ul style="list-style-type: none">• a formal submission statement• a local contact information page• a listing of the committee of educators appointed by the superintendent• a listing of the parents appointed by the school board• documentation of input into the PPP by educators/parents, and• copies of the public notice of the PPP prior to approval of PPP (dates and location)	
SECTION II – STATE AND DISTRICT POLICIES	3
I. Placement	3
II. Attendance Policy	6
III. Promotion K-8	6
IV. Promotion 9-12.....	9
V. Retention Policy	12
VI. Acceleration	13
VII. Remediation	13
VIII. Alternative Schools/Programs/Settings	16
IX. Other Policies and Procedures.....	16
SECTION III – LOCAL POLICIES	17
APPENDIX A – DEFINITION OF TERMS	19
A. State	
B. Local	

Pupil Progression Plan

for

Central Community School System

for

(2014-2015)

Submitted to Louisiana Department of Education

(Date Submitted)

TABLE OF CONTENTS

Section I - Submission Statement	1
Section II – State and District Policies	6
Placement	6
Attendance Policy	15
Promotion (K – 8)	15
Promotion (9 – 12)	26
Retention Policy	30
Acceleration	33
Remediation	39
Alternative Schools / Programs / Settings	46
Other Policies and Procedures	49
Section III – Local Policies	50
Appendix	53

SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

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

Formal Submission Statement

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) - Sandy Davis

Telephone Number (225) – 262-1919

E-mail Address: sdavis@centralcss.org

If Applicable:

LEA Contact Person (Secondary) Susan Smith

Telephone Number 225- 262-1919

E-mail Address: ssmith@centralcss.org

(Primary Signature)

(Date)



CENTRAL COMMUNITY SCHOOL SYSTEM

10510 Joor Road • Suite 300 • City of Central, LA 70818

P.O. Box 78094 • City of Central, LA 70837

225-262-1919 • www.centralcss.org



Educators and Parents that served on this committee:

Ruby Foil – Board Member

Sharon Browning – Board Member

Roxanne Atkinson – Board Member

Jim Lloyd – Board Member

Cyndi Rutter – Teacher

Amy Huber – Parent

Adele Gremillion– Parent

Sandy Davis – Assistant Superintendent



CENTRAL COMMUNITY SCHOOL SYSTEM

10510 Joor Road • Suite 300 • City of Central, LA 70818

P.O. Box 78094 • City of Central, LA 70837

225-262-1919 • www.centralcss.org



Pupil Progression Plan 2014 Calendar of Meetings

February 2014

Central High School Administrators and Staff
Central Middle School Administrators and Staff
Central Intermediate School Administrators and Staff
Tanglewood Elementary School Administrators and Staff
Bellingrath Hills elementary School Administrators and Staff

March 2014

Central High School Administrators and Staff
Central Middle School Administrators and Staff
Central Intermediate School Administrators and Staff
Tanglewood Elementary School Administrators and Staff
Bellingrath Hills Elementary School Administrators and Staff

April 2014

All Elementary School Principals, Selected Staff, District Staff
Middle School and High School Administrators and District Staff
District Directors and Staff

July 2014

District Community Committee Meeting
All School Principals Meeting

September 2014

Public Hearing at Central Community School Board Office – Meeting Room



CENTRAL COMMUNITY SCHOOL SYSTEM
10510 Joor Road • Suite 300 • City of Central, LA 70818
P.O. Box 78094 • City of Central, LA 70837
225-262-1919 • www.centralcss.org



Announcements of meetings were made at the board meetings, on our system website, and/or by email.

Public Hearing Notice

Pupil Progression Plan 2014-15

Central Community School System Conference Room

**10510 Joor Road,
Baton Rouge, LA**

**September 8, 2014
5:45 PM**

**A draft of the plan is accessible on the district website
homepage at**

www.centralcss.org

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 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.)

Children who are entering first grade (age 6 by September 30) and have not attended a state-approved kindergarten program will be administered screening tests including, but not limited to *DIBELS (Dynamic Indicators for Basic Early Literacy Skills) test*. This test measures letter naming fluency, phoneme segmentation fluency, and nonsense word fluency. Children scoring at risk or deficit in these benchmark areas will not be considered for first grade.

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.

There is no policy on early entrance into kindergarten for students identified as gifted. All Gifted placement is determined by the decision of the IEP Committee.

- 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 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 will be **DIBELS and/or other appropriate screening tests**.

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 criteria for placement. (Bulletin 741 §325 C.)

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

Every child entering kindergarten for the first time shall be given the Developing Skills Checklist (DSC) by McGraw Hill. The test will be administered no earlier than thirty (30) days prior to the beginning of the school year or no later than 30 days after the beginning of the school year. The results of this screening shall be used for planning instruction to meet the identified needs of the children. The parent or guardian of each child shall be advised of the results of the child's performance on the tests.

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. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (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. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.
 - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the state mandated assessments and/or do not attend summer remediation.

► Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the state mandated assessments for English and Math and/or do not attend summer remediation.

Nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation will be administered and must pass the ELA & math placement test with no less than an AB/B combination score to be placed in 5th or 9th grade in CCSS.

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

The credentials of transfer students entering the transitional 9th grade cohort must be reviewed by the SBLC committee at Central Middle School to determine if the student has met the qualifications to be promoted from the eighth grade. Factors to be reviewed include: proficiency on state tests, age of student, previous retention(s), attendance records, successful completion of grade eight classes.

► 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)

Transfers from school systems within the state but outside the parish are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement. Documentation shall include a properly certified transcript showing the student's record of attendance, achievement, immunization records, and the units of credit earned.

Students in grades 5 and 9 transferring to the public school system from any in-state nonpublic school (state approved and unapproved), any out-of-state school or home schooling program shall be required to pass both the English/Language Arts and mathematics portions of the state-developed LEAP 21 placement test. After February 15, any fifth or ninth grader is not required to take these placement tests. Out-of-state residents do not have to take the placement test if they were promoted to the fifth or ninth grade.

- Approved out-of-state schools (public/nonpublic)
 - a. Regular Education Students

A student shall be received from a non-public or foreign school when official transfer materials from the sending school are received from the sending school. The transfer materials must include a statement of grade placement, a record of courses taken and currently scheduled, and a status of school obligations (textbooks, debts, etc.). The transfer materials will be used to determine initial placement of the student. Members of the School Building Level Committee may review available information to determine final placement after careful study of transcripts.

- b. Special Education Students

The department of Exceptional Student Service must be contacted when a Student entering Central Community School System from an approved non-public or foreign school system claims to be eligible for special education services.

c. Placement by Language Categories

- The school shall determine placement of primary English-speaking students transferring from foreign schools. The State Department of Education (SDE) shall accept this determination.
- The school administration is responsible for issuing the Home Language Survey and directing all applicants possessing a primary/home language other than English to the Central Community School System Central Office. This student will be tested to determine appropriate placement. A non-or-limited English-speaking student (K-8) entering this school system with no records shall be placed no more than one grade level below the appropriate to the chronological age. Students who will be sixteen (16) years of age prior to September 30 of the current school year with no records will be placed in ninth grade. For grades 9-12, students with records will be placed according to Carnegie units earned.

o Home Study and Unapproved schools (public/nonpublic)

- Student entering 5th or 9th grade
Placement of students entering 5th or 9th grade will be determined by the SBLC committee of the receiving school after review of proficiency of grade placement entrance tests – see below.
- Names of the entrance tests used to determine grade placement
A high school student who has been attending a non-approved school shall be required to pass a proficiency examination on any academic subject for which credit is claimed. Proficiency exams for academic subjects shall be administered at the school where the student is applying. A passing score of 67% is required for all tests. In the case of a class that does not have a proficiency test; a student will be required to take the mid-term and final exams for that class and may be required to produce a portfolio that shows a substantial work sample from said course. The teacher of that class, in conjunction with the administration and appropriate district level personnel, will make the final decision as to whether mastery has been achieved and thus credit awarded.

An elementary or middle school student shall provide evidence of having mastered content standards in reading and mathematics for any grade placement, which the student claims.

The evidence will be provided by:

Scoring at an acceptable level on tests appropriate for the grade level; and documentation of successful classroom performance of academic work during the first four weeks the student is enrolled.

If the correctness of the student's placement (grades K-8) is in question, the classroom teacher or guidance counselor may administer tests and provide documentation for the SBLC to use in determining the student's placement. The principal shall convene the SBLC to make a decision as soon as possible.

- The procedure used for determining Carnegie credit for high school students
In cases, where a student transfers into the Central Community School System, has completed a year of study and has received only yearly grades with no semester grades indicated, grades should be doubled in ranking.

Examples: Civics-C; receives C for the 1st semester; C for the 2nd semester

Grading Scale and Conversion Table

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Total Units Attempted}}$$

$$\text{Quality Points} = \frac{\text{Numerical Value of Grade}}{\text{Total Units Attempted}}$$

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

These tests include tests similar to iLEAP in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The staff member at the individual schools shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

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 following procedures are in place to identify language minority students seeking attendance in Central Community School System schools:

All students registering must respond to Home Language Survey questions on the CCSS Student Registration and Data Verification Form - Language spoken at home; Language first acquired by student; and Language most often spoken by student. A family's home language(s) shall be identified at enrollment and the child shall be identified as a LEP student in the student data system. Both the Director of Curriculum and Accountability and the Director of Special Programs shall be notified to begin planning support for the family and staff. The principal shall place the child in a classroom where one of the adults speaks the home language if available.

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.

The *No Child Left Behind* legislation requires states to annually assess English language proficiency in the skills of reading, writing, speaking and listening, as well as comprehension of English and to report annual progress in the acquisition of English for all students enrolled in kindergarten through grade 12 who are identified as Limited English Proficient in addition to the grade-level content assessment (LEAP, iLEAP, GEE). In Louisiana that assessment is the English Language Development Assessment (ELDA). School staff will be trained on ELDA using the ELDA Assessment Guide produced by the Louisiana Department of Education.

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.

If a parent/guardian of an identified Limited English Proficient (LEP) student does not refuse services, the LEP student is placed in a comprehensive educational program that is designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. LEP students have access to all additional services and programs available to other students.

Students identified as LEP in any language domain will be coded LEP in the Student Information System (SIS) (LEP Code 02).

LEP students must be placed in an age-appropriate grade. If a LEP student enters the school system with no academic records, it is recommended that the

student be placed in a grade corresponding to his or her age. LEP students with records are placed in grades indicated on recent school reports.

The Central Community School System utilizes the *Immersion with Primary Language Support instructional model*. This model provides some support and access to comprehensible input through ongoing language development primarily through total immersion. The district may provide an ESL resource teacher to assist students with English acquisition, monitor progress, and provide resources to teachers.

Teachers shall solicit stories, music, and songs from the family culture to incorporate into the classroom activities. Parents shall be invited to share language-based activities in their home language in the classroom.

Books, posters, pictures, and materials shall reflect the child's home culture and language and be displayed and integrated throughout the classroom when available.

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.

As detailed in the Office of Civil Rights guidance, LEP students can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers.

When LEP students score full English proficiency on the ELDA in the language domains, they no longer require participation in the ESL program. However, the student will retain LEP coding status in the SIS until the criteria in BESE Bulletin 111, Chapter 40 have been met:

To be considered English proficient, a LEP student must score for:

- Two Years—at either the proficient level according to the LEAP 21 assessments, and/or—at or above the 40th percentile composite score iLEAP tests; and
- One Year—at the Full English Proficiency Level V on the ELDA in listening, speaking, reading, writing and comprehension.

The Office of Accountability is responsible for identifying qualified ELDA test administrators.

Designated persons at school sites are responsible for removing LEP status in the JPAMS system, which serves as the information basis (LEP Code 01) for SIS.

- 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.

Review of Placement addresses procedures to be used in implementation of the Pupil Progression Plan.

Review of Placement in Individual Cases

Review of decisions on educational placement of an individual student within a school may be initiated at any time by the principal of the school that the student attends, a classroom teacher who teaches the student, parents or legal guardians of the student, or the student who is of legal age. The principal shall convene the SBLC.

If current local data is not available, selection and administration of appropriate tests shall be determined by the SBLC. Such tests shall be administered within five (5) school days to provide documentation of the student's current level of mastery of state grade appropriate standards. The SBLC, using the SBLC Report to Parents form, shall communicate its determination of educational placement for the student in writing to the parent (s) or legal guardian (s).

If parents question the placement decision, the SBLC should refer to Due Process Guidelines.

Review of Placement of the Non-English Speaking Student

When already enrolled in the local school system, a non-English speaking student may be inappropriately placed below grade level because of a language barrier. Placement of these students will be reviewed by the principal in consultation with the classroom teacher who will recommend proper placement based on the Language Assessment Scales, classroom performance, and at least one of the following: teacher-made test, transcripts, or teacher observation.

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.

III. 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 a minimum of 23 or 24 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 school year, due to a delay in test scores resulting from the administration of new assessments, 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)
 - a. LEAs may promote any first-time fourth grade student who did not receive sufficient instruction needed to achieve the passing standard on the transitional state assessment, but who has demonstrated readiness for fifth grade content through

evidence of student learning, to the fifth grade. Each LEA shall include guidance in its local pupil progression plan outlining the evidence of student learning used to make such promotion decisions, including but not limited to performance on classroom assignments or benchmark assessments.

- b. LEAs may promote any first-time eighth grade student who fails to achieve the passing standard to transitional ninth grade, pursuant to requirements set forth in (Bulletin 1566 §503 (B)(1)(d)).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's criteria for determining if a first-time fourth grader will be placed in fifth 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.

Criteria used by the Central Community School System for placing non-proficient first-time fourth graders into fifth grade are as follows:

1. Student must attend summer remediation. (More than 3 three absences from summer remediation could result in retention of student)
2. Student must retake the LEAP test at the conclusion of the summer remediation program.
3. Student must show progress in skill attainment at the end of the summer remediation program documented by post test data.
4. Student must be recommended for placement into fifth grade by the remediation teacher and a school administrator.

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

Students that will be considered non-proficient 5th grade students will receive remediation during the summer and the regular school year through the following process:

1. Non-proficient 5th grade students will be placed in a smaller class setting during the school year to allow for closer monitoring of student progress.
2. Non-proficient 5th grade students will receive additional intervention(s) to help to bridge gaps in either reading or math. Interventions may be done within the classroom setting or in a “pull-out” program.
3. Non-proficient 5th grade students may receive additional support in core subject areas during scheduled ancillary times depending on the need(s) of the student.
4. Progress of the non-proficient 5th grade students will be monitored and reviewed every four and half weeks by the SBLC team or grade level PLC team to determine if additional steps to the RTI process should be considered or implemented.
5. Communication with the student’s parent about student progress will be made every four and a half weeks.

► 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.

Criteria used by CCSS for placing non-proficient first-time eighth graders into transitional ninth grade are as follows:

1. Student must attend summer remediation. (More than 3 three absences from summer remediation could result in retention of student)
2. Student must retake the LEAP test at the conclusion of the summer remediation program.
3. Student must show progress in skill attainment at the end of the summer remediation program documented by post test data.
4. Student must be recommended for placement into transitional ninth grade by the remediation teacher and a school administrator.

► 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.

Students that will be considered transitional 9th grade students will receive remediation during summer and the regular school year through the following process:

1. Scheduling classes for transitional 9th grade students will be given top priority by the 9th grade counselor ensuring class placement into classes that will best accommodate the needs of the students.
2. Transitional 9th grade students will be assigned an advisor that will meet with the student on a daily basis to discuss the student's progress during an advisement period.
3. Transitional 9th grade students will be given the opportunity to enroll in on-line / virtual classes to take courses needed to make up for the deficiency upon entering the high school campus. Student progress on the virtual /online class will be monitored weekly by the student's advisor.
4. Screening of transitional 9th grade students will be done to measure the reading / Lexile level at the beginning of the school year to determine if a reading intervention program is warranted.
5. Transitional 9th grade students promoted from Central Middle School will be offered limited elective classes to allow for remediation of core subject classes. Students promoting from Central Middle School will enter 9th grade with a minimum of two Carnegie unit classes.

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

The School Building Level Committee (SBLC) will review outcomes of all questionable situations that arise regarding the intervention strategies, referrals for consideration of 504 eligibility, promotion, retention, and placement in any education program of a student at any grade level. Information obtained at the SBLC meetings will be sent to the Placement Review committee if a change in grade placement is needed. The Placement Review committee will make the final determination on promotion and retention decisions at each school site.

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

For students with disabilities who participate in Alternate Assessments (LAA 1 and LAA 2), the SBLC shall utilize the recommendation of the IEP Committee to be the determining factor for the decision of promotion. The IEP Committee shall consider the guidelines of the Pupil Progression Plan.

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of the state mandated assessments shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA's procedure for determining if a 4th or 8th grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

*The following policy will be used if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year in which results are received by the end of the school year:

Fourth Grade

Mastery/Advanced Waiver. CCCS may waive the state policy for students scoring at the *Unsatisfactory* level in English language arts or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that:

1. The final decision is made by the SBLC;
2. The student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by CCSS (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* level during the spring test administration); and
3. Parental consent is granted.

Eighth Grade

CCSS may waive the state policy for eighth grade 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 following criteria are met:

1. The student scored *Approaching Basic* or above on the science and social studies components of LEAP;
2. The student had an overall 2.5 grade point average on a 4.0 scale;
3. The student had an minimum 92% attendance during the school year;
4. The final decision is made by the SBLC;
5. The student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by CCSS (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* level during the spring test administration); and
6. Parental consent is granted;
7. If a student meets the criteria for this waiver, and is promoted with an *Unsatisfactory*, the student must enroll in and pass a high school remedial course in the *Unsatisfactory* subject before enrolling in or earning Carnegie credit for English or mathematics.

► Describe the LEA's procedure for determining if an 8th grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

The following policy will be used if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year:

The CCSS may waive the state policy for eighth grade 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 following criteria are met:

1. The student scored approaching basic or above on the science and social studies components of LEAP;
2. The student had an overall 2.5 grade point average on a 4.0 scale;
3. The student had a minimum 92 percent attendance during the school year;
4. The decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
5. The student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she score at the unsatisfactory level during the spring test administration); and
6. Parental consent is granted;
7. If a student meets the criteria for this waiver, and is promoted with an unsatisfactory, the student must enroll in and pass a high school remedial course in the unsatisfactory subject before enrolling in or earning Carnegie credit for English or mathematics.

► Describe the LEA's criteria for determining if an 8th grade student will receive a AB/AB waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

*The following policy will be used **if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year in which results are received by the end of the school year:**

AB/AB Waiver—Eighth Grade. After the summer retest, CCSS, through its superintendent, may consider a waiver for an eighth grade student who has scored at the *Approaching Basic* level on both the English language arts and mathematics components of LEAP. The LEA may grant the waiver in accordance with the local pupil progression plan provided the following criteria are met:

The student has attended the LEAP summer remediation program offered by the LEA, and has taken the summer retest of the component(s) (English language arts and/or mathematics) on which the student scored *Approaching Basic* or below on the spring test.

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on the state mandated assessments for English and Mathematics.

The following policy will be used if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year:

The SBLC committee will review test scores, evaluations, grades, teacher recommendations and parental input. The SBLC committee shall make a recommendation to the Placement Review committee who will make the final decision regarding placement.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once as a result of failure to pass the state mandated assessments for English and Math and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 C.)

The following policy will be used if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year:

The SBLC committee will review test scores, evaluations, grades, teacher recommendations and parental input. The SBLC committee shall make a recommendation to the Placement Review committee who will make the final decision regarding placement.

► Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

The following policy will be used if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year:

Twenty Point Appeal—Fourth Grade. After the summer retest, CCSS through its Superintendent, may consider granting a waiver on behalf of individual students, provided that all of the following criteria have been met.

1. The student's highest score in English language arts and/or mathematics on either the spring or summer LEAP must fall within 20 scaled score points of the cutoff score for *Basic*.
2. The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
3. The student must have attended the LEAP summer remediation program and have taken the LEAP retest.
4. The student must have met state-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
5. The principal and the SBLC must review student work samples and attest that the student exhibits the ability to perform at or above the *Basic* achievement level in the subject for which the appeal is being considered.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

*The following policy will be used **if there is a High Stakes Test administered by the State of Louisiana during the 2014-2015 school year in which results are received by the end of the school year:**

Fourth Grade Transitional Program

The Fourth Grade Transitional Program provides students who did not pass the LEAP test with the opportunity to advance to a higher grade, upon completion of the Transitional Program. To be eligible to participate in the Transitional Program, students must be the following requirements:

- Score at the *Approaching Basic* level or above on both the English Language Arts and math components of the LEAP;
- Meet all other district requirements for promotion, such as attendance guidelines;
- And participate in the summer remediation program and summer LEAP retest.

Upon completion of the 4th Grade Transitional Program, students may be promoted to the 6th grade if they score a minimum of *Basic* in either ELA or math and *Approaching Basic* in the other subject, and at least *Approaching Basic* in both science and social studies on the 4th grade LEAP, in addition to meeting all other district promotion requirements.

Students may be placed in a 5th grade class, maintaining the status of a 4th grader, and receive intensive remediation in weak skill areas as indicated on the LEAP test while receiving instruction on the 5th grade level. Student will re-take spring 4th grade LEAP test. The SBLC committee will determine promotion based on test scores, evaluations, grades, teacher recommendations and parental input. The SBLC committee shall make the final decision.

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

Students are expected to attend 90% of the instructional days.

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 or locally-developed and approved curriculum. (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.

Promotion Policies for Kindergarten – Grade 5

- Potential retentions must be discussed with parents by the end of the second nine weeks.
- The decision for promotion following summer LEAP remediation will be made by the appropriate school staff at the school.
- Change in grade placement must be determined within the first ten days of the student's attendance at the school.
- Students must meet state mandated attendance requirement (167 days) or the equivalent of 60,120 minutes.

- The SBLC will determine whether any student not meeting this criteria can be promoted
- Students must be present and participate in any state mandated high stakes test to be considered for promotion. Students may not opt out of any testing.

Promotion Policy for Kindergarten

In order to be promoted in Kindergarten, students must:

- master 67% of skills in English Language Arts
- master 67% of skills in Mathematics
- read on level as determined by end-of-year assessments
- meet attendance requirements

Each Kindergarten skill will be marked with the symbols, S, N, P, and U. Only S, N, P (67% or higher) will be considered a passing score.

“S” = 93%-100% Superior Progress

“N” = 85% - 92% Normal Progress

“P” = 67% - 84% Progressing

“U” = 0% - 66% Unsatisfactory

The Placement Review Team (PRT) will determine whether any student not meeting this criteria will be considered for promotion. The principal shall make the decision for placement when the PLT is equally divided. Parents will be notified of the PRT's decision.

Promotion Policy for Grades 1 - 5

To be promoted in grades 1-5, a student must meet the following criteria:

- An annual average of 67% in both reading and mathematics and two other subjects.
- If a student fails reading and/or math for the third or fourth nine weeks, or is reading below grade level, the SBLC will determine promotion.
- Students in grade four must score at or above the Basic/Approaching Basic combination in English/Language Arts and mathematics on LEAP to be promoted if LEAP is the assessment used by the LDOE. (If another assessment is used by the LDOE and results are not available until after the school year ends, standards for promotion for grade four students will be the same as other elementary grades)
- Students must score a minimum of Basic / Approaching Basic combination in Science / Social Studies on LEAP or iLEAP to be promoted in addition to

the ELA /Math requirements listed above *if LEAP is the assessment used by the LDOE.*

- Students not meeting the requirements for Science / Social studies will be required to attend summer school for remediation.

Parents must be given a review of their child's progress at each conference period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

Promotion Policies for Grade 6th – 8th

- Retentions must be discussed with parents.
- Students must meet state attendance requirements by attending a minimum 60,120 minutes.
- A student in eighth grade must score a Basic/Approaching Basic combination in English/Language Arts and mathematics on the LEAP 21 to be promoted *if LEAP is the assessment used by the LDOE.* (If another assessment is used by the LDOE and results are not available until after the school year ends, standards for promotion for grade eight students will be the same as grade six and grade eight) .
- Students must score a minimum of Approaching Basic / Approaching Basic combination in Science / Social Studies on LEAP or iLEAP to be promoted in addition to the ELA /Math requirements listed above.
- Students not meeting the requirements for Science / Social studies will be required to attend summer school for remediation.
- Students in grades six, seven & eight must meet local course requirements as follows:

A student in the middle school will be promoted if that student makes a passing grade in 11 out of 14 courses for the year or 6 out of 7 courses in the second semester.

- The SBLC will make promotion / retention recommendations to the Placement Review committee regarding students that have not met the criteria for promotion.
- The SBLC will make recommendations about special education students using the adopted policies of the BESE and the student IEP. LEAP 21 criteria will be followed for eighth grade students.

- A student in the eighth grade must meet LEAP criteria for Promotion/Placement if LEAP is the assessment used by the LDOE.
- Students must be present and participate in any state mandated high stakes test to be considered for promotion. Students may not opt out of any testing.

Grade 8 Promotion/Placement Criteria

Regular promotion from grade 8 to grade 9

- A student must meet attendance and course requirements.
- A student in eighth grade must score a Basic/Approaching Basic combination in English/Language Arts and mathematics on the LEAP21 to be promoted or meet criteria for a waiver. (Bulletin 1566) if LEAP is the assessment used by the LDOE. (If another assessment is used by the LDOE and results are not available until after the school year ends, standards for promotion for grade eight students will be the same as other middle school grades)
Students must score a minimum of Approaching Basic / Approaching Basic combination in *Science / Social Studies* on LEAP or iLEAP to be promoted in addition to the ELA /Math requirements listed above if LEAP is the assessment used by the LDOE.

Students not meeting the requirements for Science / Social studies will be required to attend summer school for remediation.

A student who fails to meet the criteria will be offered remediation and retesting. This remediation and retesting will also be offered to on-level students who have disabilities.

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

Foreign Language instruction in the elementary school, should be incorporated in the school day for thirty (30) minutes daily in grades 4 and 5 as part of the language arts and/or social studies curriculum, and shall be optional for all others. Students on grade levels 4 and 5 who are not identified as academically able for instruction in the foreign language program shall receive instruction in basic skills from the classroom teacher during this period.

In grades 6, 7, and 8 a minimum of 150 minutes a week for foreign language shall be required and shall be a part of language arts time allotment. Required

language instruction is contingent on funding. The middle school is a model program site.

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

The term grade level refers to the grade placement based on proficiencies in grade level competencies and skills as indicated in the Louisiana Comprehensive Curriculum.

IV. Promotion 9 – 12

A. Carnegie Credit and Credit Flexibility

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 student’s 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.

In Grades 9 through 12, units are earned based on semester grades. An “A” through “D”, or “P” or “S” will earn whatever units are possible for the course. An “F” or other grades, such as “U” or “I” will not earn any units. Students receiving a certificate of achievement and participating to the best of their ability should receive passing grades but not Carnegie units.

The Board of Elementary and Secondary Education may approve five periods plus a Cooperative Education course for a total of eight credits. Students attending a Technical College earn ½ Carnegie Unit for a regular placement three-hour semester course equaling to 90 clock hours.

Any student that fails both semesters in Algebra I or Physical Science and does not attend summer school or credit recovery, is not eligible to enroll in the next level course.

The student may take correspondence courses from CCSS approved providers upon recommendation of the principal/designee with approval by the Director of Secondary Education in the State Department of Education.

All credits must be counted the semester prior to the student’s classification as a senior, and each student shall be notified as to the number of credits he/she will have at the end of the semester. This will depend on successful completion of all subjects taken during the semester.

3-year graduate	2 nd semester of 10 th grade
Midterm graduate	2 nd semester of 11 th grade
4-year graduate	2 nd semester of 11 th grade

Formal commitment shall be obtained from students on an appropriate form and approved by their parent/guardians indicating when they expect to graduate. This form should be in the school files for all seniors no later than the end of the second month of their senior year.

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

Any student who transfers into the school and has successfully completed 12 weeks of work in any given semester in a course(s) not offered at the receiving school and who cannot be placed in a comparable course should be given one half unit of credit. One half (½) unit of credit shall be awarded for each successful semester completed of a full unit course.

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 2016-2017 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2016-2017 who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma 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.
5. 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.)
6. All ninth graders in the College Diploma pathway will be enrolled in the LA Core 4 curriculum. (Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College 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 American 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.)

V. Retention Policy

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

A SBLC may meet when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grade. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC conference. Once the teacher has requested the SBLC it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. At the beginning of the third nine weeks, parents should be notified **in writing** that their elementary or middle school child's promotion is in jeopardy.

Previous Retention

Students shall not be retained more than once in grades K-3 and once in grades 4 and 5 for a total of two times in K-5 unless LEAP policies specify otherwise for grade 4. Follow-up interventions must be in place to address academic deficiencies of students

during the “retention” year. Those interventions must be well documented to demonstrate efforts to promote academic growth. LEAP policies must be followed.

Students who have been retained must be referred to the SBLC for consideration of Referral to the Pupil Appraisal Team to determine if an individual evaluation is warranted. Results must be documented and kept in the cumulative folder.

The number of times a student is retained in sixth, seventh, or eighth grade shall be based on courses passed, age, attendance, LEAP or iLEAP scores and recommendation of SBLC. The placement review committee at each school site will make the final determination of a child’s placement.

*If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. '84, the State requirements take precedence.

- ▶ Describe any additional LEA policies that may determine student retention.

Retention Limit

Fourth Grade

- The student will be retained one time in grades K-3.
- If a student has already been retained in fourth grade twice, attended the summer program and has been retested in the summer program and has not achieved the Basic/Approaching Basic combination on LEAP 21 and is being recommended for promotion by the SBLC, then a request for a System Level Committee review is to be made at the end of the summer program.

The SBLC will meet to review the appropriate placement for the student. The SBLC will make a recommendation to the placement review committee for the student’s placement. The placement review committee will make the final determination for the student’s placement. In the eighth grade there is no retention limit for grade 8. However, a student who is sixteen years of age may choose Option 3 which is the Pre-GED/Skills Option.

The decision to retain a student in the sixth and seventh grades more than once as a result of his/her failure to achieve Approaching Basic on the English/ Language Arts and mathematics components of iLEAP shall be made by CCSS in accordance with the local Pupil Progression Plan.

- Students retained in the sixth and/or seventh grade shall retake all four components of iLEAP.
- A student who has repeated the sixth and seventh grade and who is 13 years old on or before September 30th, may be promoted based on the

recommendation of the SBLC and final approval of the Placement Review Committee.

- For promotional purposes, however, a student shall score at or above the Approaching Basic on the English Language Arts and mathematics components of iLEAP **only one time**.
- Instructional options will be planned within each school to accommodate the academic needs of students who are retained.
- If a student has already been retained in fifth or sixth grade for the current year, has been retested, has not achieved Approaching Basic on iLEAP and is being recommended for promotion by the SBLC and final approval of the Placement Review Committee at the end of the summer program.

The decision to retain a student in the fourth grade more than once as a result of his/her failure to achieve the Basic/Approaching Basic combination on the English/ Language Arts and/or mathematics components of LEAP 21 shall be made by CCSS in accordance with the local Pupil Progression Plan.

- Students retained in the fourth grade shall retake all four components of LEAP 21.
- A student who has repeated the fourth grade and who is 12 years old on or before September 30th, may be promoted based on the recommendation of the SBLC to the Placement Review Committee.
- For promotional purposes, however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and mathematics components of LEAP 2 **only one time**.
- Instructional options will be planned within each school to accommodate the academic needs of students who are retained.

If a student has already been retained in fourth grade for the current year, has attended the summer program, and has been retested and has not achieved the Basic/Approaching Basic combination on LEAP and is being recommended for promotion by the SBLC, then a request for a System Level review is to be made at the end of the summer program.

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

The intervention/remediation strategies to be used to prevent or in lieu of student retention at the lower grades will include, but not be limited to, small-group targeted instruction with an intervention specialist, differentiated instruction within the classroom, computer programs i.e. READ 180, Fastt Math, Odyssey, and tutoring.

In order to move students toward grade level performance, CCSS shall design and implement additional instructional program options for those students who are being retained. The purpose of the additional instructional options is to move the students to grade level proficiency by providing the following:

instruction in the subject area(s) on which they failed to achieve the Basic/Approaching Basic or a minimum of Approaching Basic on the English/Language Arts and math on the LEAP 21, iLEAP and LEAP-like assessments developed by the system. Ongoing instruction using locally developed curricula based on State-level content standards for the core subject areas.

Examples of instructional options may include alternative learning settings, individual tutoring, transition or acceleration classes or other instructional options appropriate to the students' needs. CCSS also designs and implements additional instructional options for students in grades 3-5 who are determined to be at risk of failing to achieve the Basic/Approaching Basic combination on LEAP 21, or a minimum of Approaching Basic on the English/Language Arts and math on the LEAP 21, iLEAP and LEAP-like assessments developed by the system.

Suggested options at the building level include:

- Inclusion (small group sessions, instructional aide, small classrooms of no more than 15 students);
- Transition/acceleration classroom of no more than 15 students;
- Academic services provided by a math and/or reading specialist;
- Before and after school tutorial services with on-going assessment and progress monitoring;
- Extra computer time on skills needed; and

Individual or group tutoring before, during and after school.

VI. 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.

The Central Community School System is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows:

The classroom teacher provides enrichment and acceleration for these students in regular classrooms. If the student continues to need a more challenging placement, the school

administrator, guidance counselor, parent, student, or any currently assigned classroom teacher of the student will request screening and testing for Gifted identification and services. Accelerated promotion may be considered for eligible students at the elementary and middle school levels.

Elementary and Middle School Opportunities for Acceleration

Elementary and middle school students of high ability are normally provided enrichment with other students of their own chronological age. In instances where a student seems out of place with his/her own age group and shows evidence of ability to fit in better intellectually, emotionally, and socially with a more mature group, an appeal should be made by a teacher, parent, guidance counselor, or principal to the School Building Level Committee (SBLC) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement. A Limited English Proficient (LEP) student must not be denied acceleration solely on the basis of English proficiency. Refer to Bulletin 1851: pp. 2, 3 and 13. Title IV, Civil Rights Act, 1964, 42 U.S.C. Section 200d and the Equal Educational Opportunity Act of 1974 20 U.S.C. Section 1703 (f).

Students at the middle school who are unsuccessful in the high school course at the end of the first nine-week period will be recommended for a placement change from the high school course to a middle school course in that subject area. When a schedule change is made, the grade earned in the high school course will be transferred to the middle school course. A form shall be sent home for a signature of parent and student explaining the implications of failing the high school credit courses. Teachers of these courses must be state certified in the subject area taught.

High School Opportunities for Acceleration

Proficiency Examinations

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 a school official believes that a student has mastered eligible subject matter 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. Proficiency examinations will not be given for honors course.

The testing instrument and the passing score shall be submitted for approval to the Division of Student Standards and Assessments at the State Department of Education. The course title, year taken P/F (Pass or Fail) and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts), P or U earned for proficiency credits will not be used in computing G.P.A. Standardized proficiency exams developed by the Central Community School System will be administered to students requesting these exams by the office during the summer only. M.P.S. (Minimum Proficiency Standards) must 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 that which they have completed or in which they are enrolled.

For purposes of eligibility, a “P” on a proficiency exam will be awarded quality points based on the percentage scored on the proficiency exam based on the table below:

67% - 78.99% - 1 quality points

79% - 94.99% - 2 quality points

95% - 100% - 3 quality points

Advanced Placement Program

High school credit shall be granted to a student successfully completing an Advanced Placement course or a course designated as Advanced Placement regardless of the test score on the examination provided by the College Board.

- a. Procedures established by the College Board must be followed.
- b. Courses listed in the Program of Studies may be designated as Advanced Placement courses without requesting permission from the State Department of Education by inserting the words Advanced Placement in parentheses following the title on the Certificate of High School Credit.
- c. Adding elective courses to the Program of Studies for Advanced Placement may be done.
- d. Refer to Standards 2.105.443 and 2.105.50 (Bulletin 741, Rev. 6/89).

High School Credit for College Courses (Applies to Students Attending College Part Time)

- a. The following policies apply to students attending colleges or other post-secondary institutions on a part time basis.
- b. The principal of high school shall approve in advance the course to be pursued by the student in college.
- c. The student shall meet the entrance requirements established by the college.
- d. The principal of the high school shall verify that the contents of the college course meet the standards and grade-level expectations of the high school course for which the student is receiving credit.
- e. The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.

- f. The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at the six-or nine-week intervals.
- g. College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary organizations.
- h. Students may participate in college courses and special programs during regular or summer sessions.
- i. For gifted students, entry into a college course for credit shall be stated in the student's IEP.

Criteria for Tuition Payment for Dual Enrollment Courses

The school system will pay the tuition and associated fees for students who take and complete approved Dual Enrollment courses if the following conditions are met:

1. The student completes the course with a C or better.

The parent of guardian will be responsible for tuition and/or associated fees approved Dual Enrollment courses in the following circumstances:

1. The student drops from Dual Enrollment class(es) after the official drop date set by the appropriate college.
2. The student withdraws from the Dual Enrollment class(es) after enrollment, but before the official drop date. The parent or guardian will pay the online fee of \$35.

High School Credit for College Courses in Vocational Education (Applies to Students Attending College Part Time)

- a. The student shall meet the entrance requirements established by the college.
 1. The principal of the school shall approve the advanced offering to be taken by the student in college.
 2. The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at six or nine-week intervals.

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

If the SBLC determines that such accelerated promotion would be advantageous for the student, then the following criteria must be met:

The student must show documented mastery skills and concepts in math, reading, and other facets of language arts by these means: score in the 9th (ninth) stanine or above on standardized test in total reading and math or the advanced level on LEAP 21 in English/Language Arts and Mathematics.

The Accelerated Promotion Committee, which will consider possible accelerated promotion, shall be composed of five members: the classroom teacher, principal, counselor, a designee of the central office (e.g. Director, Gifted Supervisor, etc.), and parent/s. Both parents are encouraged to attend the conference, but together they are considered as one member of the committee. The recommendations for acceleration must be supported by a minimum of four members of the committee and should be based on careful review of all the data and probable success of student adjustment.

- a. Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement.
- b. No student will be considered for accelerated promotion more than (2) times total during the period of grades 1-8.
- c. Review of placement for any proposed acceleration for the next school year must be indicated prior to the last grading period of the current school year.

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

Grade “skipping” must follow the same criteria as listed for the accelerated promotion.

- ▶ Describe any policies governing services for gifted students.

Services for academically gifted students are provided to students identified as “Gifted” according to criteria Louisiana Bulletin 1508 – Pupil Appraisal Handbook. Certified Gifted teachers use the resource and/or inclusion model(s) for service delivery, grades K-12 according to each student’s IEP.

Criteria

The Central Community School System provides appropriate instruction for students with superior ability. The provisions are as follows:

Students with superior ability as defined by the Pupil Appraisal Handbook of the Louisiana State Department of Education Bulletin 1508 are identified Gifted and/or Talented according to State criteria and eligible to participate in the Academically Gifted and/or Talented program.

Placement

Information from the Central Community School Board Pupil Appraisal Approved Evaluation, teacher recommendations and concerns, and parental concerns are used by the IEP Committee to determine placement for Gifted students.

The IEP is designed to meet both the academic and emotional needs of the Gifted and/or Talented student.

a. Accelerated Grade Placement

Accelerated grade placement should not take the place of appropriate gifted education. Acceleration of students identified as academically gifted will be considered by the IEP team as an option to provide the least restrictive environment for the student.

b. Revision of Gifted and/or Talented Placement

IEP Goals and Objectives are reviewed through the IEP process at least once a year. At that time, the IEP committee makes revisions and additions to the IEP as needed to meet the individual needs of the student during the instructional day. Recommendations for a re-evaluation or change of placement can be requested by any member of the IEP committee at any time.

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.
 - 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.

Components and Requirements Of Early Graduation

1. High School Credit Earned In Middle School
 - Middle school students taking Carnegie credit classes must demonstrate mastery of the standards required in each subjects. Participation in some

Carnegie credit classes require passing a prerequisite test developed by the Louisiana Department of Education or the CCSS Curriculum and Instruction Department.

2. Correspondence Courses

Courses may be taken through a CCSS approved correspondence school.

3. Proficiency Test

A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter 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.

4. Summer School

Course(s) may be taken through a Louisiana State Approved Summer School.

NOTE: With the current LA State Graduation requirements of 24 units if a student earns 3 credits from any of the above components the student will be able to graduate one year early.

VII. 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

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

The goal of the Intervention and Remediation Programs are to identify, evaluate, and provide students appropriate interventions and targeted instruction to help students keep pace with their peers academically.

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

First time fourth & eighth grade students with Approaching Basic and/or Unsatisfactory scores on their third & seventh grade iLEAP test;

- Other students without iLEAP test history will be selected based on teacher recommendation; and
 - Academic history and pre-test scores below 67%.
- 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?
Students will receive remediation within the school day and after hours if necessary until a determination is made on progress or if further diagnostic testing is needed.
 - Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
The materials used for intervention remediation will be inclusive of, but not limited to, the following researched based programs and methods:

Published intervention programs:

- Direct instruction
 - Reading Recovery
 - Instructional software such as:
 1. Odyssey Learning
 2. Kurzweil
 3. READ 180
 4. FASTT MATH, etc.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.

A district parental letter is disseminated to parents. The letter is signed and returned by the parent accepting or denying the services. Forms are kept at the school site.

- Describe how science and social studies remediation is implemented.

Science & social studies remediation is provided with differentiated instruction within core instruction by the classroom teacher.

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

The Title I Coordinator, Assistant Superintendent for Instruction, Curriculum Specialist, Principal and Site Instructional Data Specialist coordinate the state, federal and local funds for school year remediation.

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

Student achievement growth is documented by the Instructional Data Specialist and monitored by the Principal and Assistant Superintendent for Instruction.

► Summer Remediation Program

- List the objectives for your summer remediation program.

Fourth and eighth grade students retaking the LEAP will meet the standards for promotion to fifth and ninth grade.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Those who will attend include:

- Central Community School System fourth & eighth grade students who failed the spring LEAP test and are in jeopardy of promotion to grades fifth and ninth.
- Students transferring from non-public schools who are intending on enrolling for the fall.

- 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.

Instruction is 3.5 hours per day for each ELA & math classes in fourth & eighth grade for 15 days totaling 50 hours.

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

- CCSS teachers and administrators developed remediation activities and other classroom materials purchased or teacher-developed specifically for use in the remediation program
 - Instructional software
 - Reduced class size
- Describe the form of documentation collected for students and parents who refuse summer remediation services.

A district parental letter is disseminated to parents. The letter is signed and returned by the parent accepting or denying the services.

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

The Title I Coordinator, Assistant Superintendent for Instruction, Curriculum Specialist, Principal and Site Instructional Data Specialist coordinate the state, federal and local fund for school year remediation.

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

Student achievement growth of students is documented by the Instructional Data Specialist and monitored by the Principal and Assistant Superintendent for Instruction.

► EOC Remediation

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

In the areas of Mathematics, English Language Arts, Science, and Social Studies teachers will incorporate the following highly effective teaching strategies throughout the school year in preparation for GEE, LAA2, and EOC testing. These same strategies will be used in our remediation programs in the month of June, 2014. Our goal is having 5% more students scoring at the proficient level than last year.

- Program Description

In the areas of Mathematics, English Language Arts, Science, and Social Studies teachers will incorporate the following highly effective teaching strategies throughout the school year in preparation for GEE, LAA2, and EOC testing. These same strategies will be used in our remediation programs in the month of June, 2014. Our goal is having 5% more students scoring at the proficient level than last year.

- Student selection criteria
Students with Approaching Basic and/or Unsatisfactory scores on their practice EOC, GEE, Plan test, STAR reading assessment or teacher recommendation.

- Pupil/Teacher ratio

12 to 1

- Instructional time

We offer 50 hours of remediation instruction.

- Selection criteria for teachers and/or paraprofessionals

Teachers will be certified in the subject area and level they are tutoring.

- Materials and methodology to be used

Each teacher will use a variety of materials. All teachers will use Pass on Paper, Released Test Items, Practice Tests in the State Assessment Guides, etc. All teachers will have access to a classroom set of the GEE Coach and Strategies for Success books. The teachers and students will also have use of the computer lab in the library for the Louisiana PASS website.

Mathematics

- Hands-on investigations in which students collect data enabling them to find patterns and develop formulas
- Use of graphing calculators to allow students to make connections among visual, tabular, graphical, and symbolic representations of data and to model real-life situations
- Demonstrations (teacher or student) accompanied by recorded observations
- Cooperative group work in which each student has assigned tasks
- Visual models such as sketches, diagrams, DVD segments, or computer models and simulations
- Use of graphical organizers such as graphs, concept maps, Venn diagrams, data tables, etc.
- Reading and interpreting graphs, charts, and tables to draw conclusions or solve problems
- Student developed presentations and peer tutoring (communicating information or discoveries and defending one's position on an issue)

English Language Arts

- Collaborative learning and reciprocal teaching
- Scaffolding and "chunking the text"
- Graphic organizers

- Vocabulary cards
- Sound modeling (note taking, summarizing, paraphrasing, questioning, guided reading and writing, effective oral and written communication, etc.)
- Integration of technology
- Project-based learning with presentations
- Connecting information to real life experiences

Science

- Hands-on, minds-on science experiences or investigations
- Demonstrations (teacher or student) accompanied by recorded observations
- Cooperative group work in which each student has assigned tasks
- Visual models such as sketches, diagrams, DVD segments, CD Rom segments, streaming video illustrations, computer models, or laser disk segments
- Use of graphical organizers such as graphs, concept maps, Venn diagrams, mind maps, data tables, etc.
- Reading and interpreting graphs, charts, and tables to draw conclusions or solve problems
- Student developed presentations and peer tutoring (communicating information or discoveries and defending one's position on an issue)
- Multi-station set up for lab activities, materials examination, technology use, etc.
- The use of scenarios, descriptions of investigations, and story-telling
- Provide practice writing objective observations, hypotheses (If-then statements), analyses (explain what the data or observation showed/justify conclusion) and logical conclusions (A one-sentence statement that the data supported or did not support the hypothesis).

Social Studies

- Use of primary resources for gathering information and analysis.
- Cooperative group work in examining laws, policies, historical accounts, etc.
- Peer tutoring
- Examine events to determine the cause(s) and effect(s) or consequence(s).
- Developing and writing summaries.
- Controlled debates (with rules).
- Use of graphical organizers such as graphs, geographical maps, concept maps, Venn diagrams, data tables, sequencing or flow charts, etc.
- Story telling and use of media to relate time eras, events, or occurrences followed by questions and a debriefing discussion.
- Student presentations (oral communication) or role-playing.
- Developing and proposing alternative solutions to current issues and societal problems.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply

In addition to our after-school and summer remediation program, Central High offers a semester class for elective credit called Mathematics Remediation.

- Documentation of students' and parents' refusal to accept remediation

A district parental letter is disseminated to parents. The letter is signed and returned by the parent accepting or denying the services.

- Plan for coordination of state, federal, and local funds for remediation

State, Federal and local funds are used to purchase teaching materials. Federal and local funds are allocated for teachers' stipends to provide remediation during the school year and for summer programs.

- Evaluation plan for documenting evidence of achievement/growth of students

Our core teachers are implementing common assessments as a form of documenting evidence of achievement/growth of students. The teachers will have common planning in order to analyze the student data and discuss alternative methods of instruction. With the implementation of our Ninth Grade Academy, the ninth grade teachers have teaming time everyday in order to further evaluate every student with academic, behavior, and social issues.

VIII. 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.

Students may be placed in the Alternative School setting, Virtual School setting or may receive Homebound instruction. The criteria for participation in these placements are determined by the student's needs, exceptionality or by virtue of consequence for a disciplinary action.

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

The Central Community School System offers an alternative setting within the district for students that have been expelled from the regular school setting or are serving a long term suspension. Students are assigned to this setting either by the principal of the school or following an expulsion hearing.

The Central Community School System also provides a Virtual School setting for students residing in the Central Community School district.

What is the Central Community Virtual Opportunities School (VOS)?

The VOS is an educational option to traditional public schools. Courses are delivered through a web-based program which is available to students 24/7. The students are able to have online discussions and submit lessons electronically. These courses can be completed anytime and anywhere that has internet access and their progress is monitored through a series of benchmarks as well as mid-term and culminating exams.

What is the target audience for VOS?

VOS is open to students in grades 6 - 12 who reside within the Central Community School District. Students will be considered on a case-by-case basis and the selected students will need to possess the following:

- ❖ Self-motivation
- ❖ A desire to learn independently
- ❖ Good time management skills
- ❖ Computer literate – Access to a computer if working at home
- ❖ A preference for learning that can be done anytime and anywhere versus a traditional classroom setting.
- ❖ Ability to complete assignments on time
- ❖ Ability to read and comprehend complex materials

What are the criteria for enrollment?

Students desiring to participate in the VOS must complete the application process for the school district. The student will become an attendee of the appropriate Central school. The student must have a 2.0 GPA and 95% attendance from his/her previous school. If a student does not meet this criteria, then a meeting will take place with the VOS Coordinator.

What enrollment options are available?

Full-Time Virtual – students will complete all courses through the virtual learning program. All 6th, 7th and 8th grade participants must be full-time virtual and must take the courses assigned in accordance with Bulletin 741. Exceptions must be approved by the superintendent with recommendation from the principal of the assigned school site.

Blended Model – students will complete coursework through a combination of traditional and virtual curriculum. Only high school students are eligible to participate in the blended model.

What is the location of the VOS?

The Central Community Virtual Opportunities School (VOS) is located at the Central Office at 10510 Joor Road, Suite 300.

Hours of Operation: 7:30 A.M. – 2:30 P.M. Monday – Friday

Days of Operation: The site will follow the Central Community School System’s calendar for school days and holidays. However, students will have virtual access at any time, 24/7.

Who will staff the VOS?

VOS will be facilitated by a certified teacher.

How will students get to VOS?

It will be the parent’s responsibility to get their child to VOS.

What are the attendance requirements?

The Central Community VOS will follow the Distance Education Policy as per Bulletin 741 (§2395) regarding attendance. Class/seat time is waived and students work at their own pace from home or the virtual site. The student must be willing to complete 5 hours of work per course per week.

How will student grades be reported/recorded?

e2020 progress reports and status reports will be sent to parents on a weekly basis. High school students will receive a Central Community report card at the end of each semester. Sixth, seventh and eighth students will receive a report card at the end of each grading period.

CURRICULUM

Educational courses and software management will be provided by e2020 www.education2020.com.

Education 2020 (e2020)

- ❖ Content for grades 6-12
- ❖ Lessons contain student-centered objectives across Bloom’s Taxonomy of Learning Domains

- ❖ Prescriptive, formative and summative assessments
- ❖ Individualized study plan
- ❖ Direct instruction by highly qualified teacher
- ❖ On-demand feedback
- ❖ eWriting and eNotes
- ❖ Show me tutorials
- ❖ Integrated online content
- ❖ Reports to monitor performance and progress
- ❖ Progress reports sent to parents, school administrators, and counselors
- ❖ Attendance is automated
- ❖ Determines activity levels and idle time
- ❖ Management system to assign courses, course lessons, and assessments
- ❖ Grades issued by Distance Education Provider
- ❖ Includes National Test Prep, ACT Prep, EOC Prep, High Stakes Testing Prep and GED Prep
- ❖ Additional Uses
 - Dropout Prevention
 - Credit Recovery
 - Alternative and At-Risk Options
 - Summer School
 - Adult Education

LIST OF COURSES

e2020

A course catalogue is available at the VOS.

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

There are no adult education programs offered at this time.

IX. Other Policies and Procedures

A. Policies on Due Process

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

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

- Regular education students

The CCSS will follow the guidelines as required by the LDOE for insuring the due process rights of regular education students in regard to student placement.

- Students with disabilities

The CCSS will follow the guidelines as required by the LDOE for insuring the due process rights of students with disabilities in regard to student placement.

- Section 504 students

The CCSS will follow the guidelines as required by the LDOE for insuring the due process rights of 504 students in regard to student placement.

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).

A. Admission of International Exchange Program Students

This policy applies to International Exchange Program students from other countries that are sponsored by approved foreign exchange agencies.

1. Agency requirements

- a. Foreign exchange agencies must be registered with the Director of Student Services and must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.
- b. The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Director of Student Services.
- c. The sponsoring agency must have a local representative who resides within 20 miles of Central Community School System, and who is available to meet with school personnel, the student, and the host family.

2. Student requirements

- a. The exchange student must reside with a legal resident of Central Community School System.
- b. The student must possess a J-1 visa.
- c. As of September 1 of the program year, the student must meet junior placement status.

- d. The student must not have received a high school diploma or its equivalent from his/her home school.
- e. The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- f. As required by the International Exchange Agencies, the student must have 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 education program without special services such as Special Education or English As a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.
- g. An official transcript from the student's home school must be sent to and received by Central High School by August 1 of the student's attendance year in order to determine placement.

Student's will be placed in grades according to Carnegie unit totals as indicated in CCSS Pupil Progression Plan.

- No student will be classified as a 12th grader for the purpose of receiving a diploma unless all Carnegie unit requirements (minimum of 4500 minutes of instruction per .5 Carnegie unit) for Louisiana high school graduation can be met by the spring graduation date.
 - Students must meet all state and local requirements for graduation.
- h. All exchange students will be scheduled in English III, (which includes the study of American Literature), American History, Civics, and Free Enterprise unless these or equivalent courses were completed as evidence by the home country school transcript. The principal may approve alternative course schedules for exchange students.
 - i. By August 1 of the attending year, the student must present the following documents to Central High School with a request to attend Central Community Schools:
 - J-1 visa;
 - Health and immunization records;
 - Evidence of health and accident insurance for duration of stay;
 - The name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative;
 - Two character references from the home school;
 - A notarized temporary custody agreement between the exchange

- student's parents/guardian and the host family; and
- Official transcript from student.

3. Suspensions, Revocation, or Dismissal

Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the Central Community School System are subject to having their relationship with the system terminated. Exchange students are subject to the same discipline policy to which regular students must adhere.

B. Science Education Act

Textbooks and instructional materials are chosen and approved by the school principal in accordance with BESE Bulletin 1794, sections §305, Textbooks and Materials of Instruction, §315, Establish Criteria and Procedure for Evaluation and Selection of Textbooks and Materials of Instruction, §319 with approval from the Assistant Superintendent for Instruction and final approval of the Superintendent of Schools.

“To enact R.S. 17:285.1, relative to curriculum and instruction; to provide relative to the teaching of scientific subjects in public elementary and secondary schools; to promote students' critical thinking skills and open discussion of scientific theories; to provide relative to support and guidance for teachers; to provide relative to textbooks and instructional materials; to provide for rules and regulations; to provide for effectiveness; and to provide for related matters.”

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
 1. **Acceleration** – Advancement of a pupil at a rate faster than usual in or from given grade or course. This may include gifted students identified according to Bulletin 1508.
 2. **Alternate Assessment** – The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
 3. **Alternative to Regular Placement** – Placement of students in programs not required to address the state content standards.
 4. **Certificate of Achievement** – An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions. (See provisional certificate of achievement).
 5. **CRT** – Criterion-Referenced Tests.
 6. **ESOL** – English for Speakers of Other Languages.
 7. **Extra-Curricular Activities** – Those activities, which are under the supervision and/or coordination of the school instructional staff, and are considered valuable for the overall development of the student.
 8. **Home Study Plan** – A program in which an approved curriculum can be implemented under the direction and control of a parent, a tutor, or a court appointed guardian under Louisiana law.
 9. **iLEAP** – Integrated Louisiana Educational Assessment Program.
 10. **Instructional Time** – Scheduled time designated for teaching courses outlined in the Program of Studies.
 11. **LEAP (Louisiana Educational Assessment Program)** – The state's

norm-referenced testing program (iLEAP) in grades 3, 5, 6 & 7 and the Criterion-Referenced Testing Program in grades 4 & 8 including English/Language Arts, and mathematics and the Graduation Exit Examination grades 10 & 11 (written composition, English/Language Arts, mathematics, science and social studies). The iLEAP will be given in Grade 9.

12. **LEAP Summer School** – The summer school program offered by the District for the specific purpose of preparing students to pass the LEAP test in English/Language Arts or mathematics.
13. **LEP** – Limited English Proficiency.
14. **LSBESE** – Louisiana State Board of Elementary & Secondary Education.
15. **Louisiana’s Tuition Opportunity Program** – Scholarships awarded based on ACT scores, GPA and Carnegie units.
16. **Promotion** – A pupil’s placement from a lower to a higher grade based on local and state criteria contained in the guidelines.
18. **Provisional Certificate of Achievement** – A certificate for eligible students, who are disabled under criteria in the Pupil Appraisal Handbook, who were in an Alternative to Regular Placement program during the 1997-98 school year as documented in the IEP, who were enrolled in grades 9, 10, 11 during the 1998-99 school year and whose IEP team determined that the student would not be eligible to participate in alternate assessment.
19. **Pupil Progression Plan** – “The comprehensive plan developed and adopted by each parish or city school board with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement the standards approved by the State Board of Elementary and Secondary Education; particular emphasis shall be placed upon the student’s mastery of the skills of reading, writing, and mathematics before he or she would be recommended for promotion or placement provided that other factors shall be considered.” (ACT 750)
20. **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, compensatory programs and/or remediation, and acceleration.
21. **Remedial Education Programs** – Local programs designed to assist students, including identified students with disabilities, and Non/Limited English Proficient (LEP) students to overcome their educational deficits identified as a result of the state’s criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:396, 397 24.4 and Board Policy).

22. **Retention** – Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in the guidelines.
 23. **SBLC** – School Building Level Committee.
 24. **School Days** – The daily period of time established by the District as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities.
 25. **State Content Standards** – Specific levels of attainment of skills and objectives as established in the mandated state curriculum guides (Benchmarks).
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
1. **Above Level Placement** – A student who has a stanine of 5 or above in math and reading on an Achievement Test, IOWA Test, and one of the following indicators: test data, such as Criterion-Referenced Test, and teacher recommendation based on level of achievement, emotional, and academic maturity, and study habits. Other demonstrations of high achievement, intellect, and leadership, ability may be used. Written consent must be obtained from a parent or legal guardian who requests above level placement of students not recommended by school principal.
 2. **Academically Able** – A student who maintains a grade of “C” or above on grade level standards according to adopted textbooks and state curriculum guides in the content area in question. Indicators could include grade from the progress report, standardized test scores, and LEAP CRT results where applicable.
 3. **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. Students who score well on Advanced Placement examinations receive college credit for AP courses taken while they are still in secondary school.
 4. **BESE** – Board of Elementary and Secondary Education.
 5. **Bulletin 741** – Louisiana Handbook for School Administrators containing regulations used in the administration of elementary, secondary, and adult education programs.

6. **CAWSC** – Community Association for the Welfare of School Children.
7. **CCSS** – Central Community School System.
8. **Carnegie Unit** – Unit earned based on the successful completion of a course in grades 9 – 12. Students in grades 7 and 8 also eligible to receive Carnegie units in certain classes that meet state requirements.
9. **Connections Process** – Program for overage students to obtain a high school diploma, GED, or State-approved Skills Certificate.
10. **Credit** – Term that means the same as Carnegie Unit.
11. **Credit Examination** – An examination that will test the mastery of the performance objectives in the state (curriculum guide) for a particular subject. Credit shall be granted on a pass or fail basis only.
12. **Criterion Referenced Test (CRT)** – A summary test designed to measure how well a student meets the criteria of specific skills.
13. **Early College Admissions Program** – A college program through which superior high school students that have completed their junior year in high school may be allowed to enroll in regular college classes.
14. **Grade Level or Above** – A student who has exhibited proficiency on grade level competencies with respect to a skill as indicated according to adopted textbooks and comprehensive curriculum. Indicators could include grades from progress reports, test scores, and LEAP results.
15. **GED (General Education Development Test)** – A national test which high school persons who want to receive a high school equivalency diploma may take.
16. **Individualized Educational Program (IEP)** – A written program, which sets forth the approach, which will be taken to ensure that the child will be provided an appropriate, free public education.
17. **District** – Local education agency (Central Community School System).
18. **Literate** – Having the ability to apply academic skills to everyday life situations. (Based on ACT 750 – Section 24.4, p.3)
19. **LSYOU** – Louisiana State Youth Opportunity Unlimited.
20. **Office of Academic Accountability** – The office that coordinates testing and program evaluation.
21. **PPP** – Pupil Progression Plan

- 22. Placement Review Committee** – A school level committee made up of the principal, assistant principal, guidance counselor and the principal’s designee to make grade level placement decisions for students.
- 23. Proficiency Exam** – An examination that will test the mastery of the performance objectives in the state curriculum guide for a particular subject. Credit shall be granted on a pass/fail basis only.
- 24. Pupil Appraisal Handbook** – A bulletin published by the State Department of Education, which defines the criteria for all exceptionalities recognized by the state of Louisiana.
- 25. Quality Points** – Numerical value assigned to the letter grades earned by students when they successfully earn a credit or unit. Usually A=4, B=3, C=2, D=1, F=0.
- 26. SDE** – State Department of Education
- 27. SLS** – Second Language Specialist
- 28. Stanine** – An expression of test results in nine equal steps ranging from 1 (lowest) to 9 (highest). Stanine scores are relatively easy to use because they are all one-digit numbers and help to broadly identify area of curricular strengths and weaknesses. Stanines 1-3 represent well below average; Stanine 4 is slightly below average; Stanine 5 is average; Stanine 6 is slightly above average; Stanines 7-9 are well above average.
- 29. Student Permanent Cumulative Record** – The official record of the student’s work year by year throughout his/her school life, K-12.
- 30. System Level Committee** – A committee composed of the School Building Level Committee, Assistant Superintendent(s) a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.
- 31. TABE** – Test of Adult Basic Education
- 32. Weighted Credit/Weighted Quality Points** – Numerical value assigned to the letter grades “A”, “B”, or “C” earned by a student in honors, gifted, and Advanced Placement Courses. Quality points are issued as follows: A=5, B=4, C=3, D=1, F=0