

2018-2019 Pupil Progression Plan

Local Education Agency:

Central Community School System

Background and Purpose

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

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

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

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

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

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

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

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

Parental requests for kindergarten placement of students who would otherwise be eligible for first grade based on age will be considered on an individual basis.

Grade 1

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

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

The academic readiness screening instrument used for those students transferring from another state who are entering first grade and not meeting the requirements herein for kindergarten attendance will be

DIBELS and/or STAR-~~Early Literacy~~ Developmental Reading Assessment (DRA). These results will be used for planning instruction to meet the identified needs of the children.

II. Placement of transfer students

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

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

Students who do not have sufficient records will be required to take a placement test. These tests include tests similar to LEAP 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. A 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 Placement Review Team.

Any high school 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 (1/2) unit of credit shall be awarded for each successful semester completed of a full unit course.

Any high school student who transfers into the school with credits from a non-approved home study program shall be given a proficiency test to determine if credits shall transfer.

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

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Potential retentions must be discussed with parents by the end of the third nine weeks.

The decision for promotion following summer remediation for grades 6 and 7 will be made by the appropriate school staff at the school.

Change in grade placement must be determined within the first fifteen days of the student's attendance at the school in the current school year.

Students must meet state mandated attendance requirement.

The Placement Review Team will determine whether any student not meeting this criteria can be promoted.

~~Students must be **present** and **participate** in any state-mandated high-stakes tests to be considered for promotion. Students may **NOT** opt out of any state-mandated testing and remain a candidate for promotion. In the event that the current governor issues an executive order that allows parents the choice of their children's participation in testing, guidelines for compliance with that order will be established by the CCSS.~~

Students must participate in any state-mandated tests or will be required to participate in summer remediation. Central Community School System follows Louisiana Department of Education guidelines for administering state-mandated assessments. Physical illness may preclude participation in state-mandated tests as described below per Louisiana Department of Education guidelines.

- *Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.*

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,** and **U.** **Only S, and N (67% or higher) will be considered a passing score.**~~

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

- ~~S = 93%–100% Superior Progress~~
- ~~N = 75%–92% Normal Progress~~
- ~~U = 0–66% Unsatisfactory~~

E	93 – 100%	Exceeding Expectation
M	67 – 92%	Meeting Expectation
P	0 – 66%	Progressing Toward Expectation
Blank		No Evidence Yet
*	(asterisk)	Modified Assessment

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 PRT 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 Placement Review Team will determine promotion. *Reading levels will be measured using a variety of assessments. Scores from such assessments may be factored in to a child's reading grade.*
- Parents must be given a review of their child's progress at each conference period and he encouraged to be a part of the team to plan interventions to accelerate progress when needed.
- Students must meet state attendance requirements (cannot miss more than 10 days over the course of the 2017-18 school year).

Promotion Policies for Grades 6-8 7

- Retentions must be discussed with parents.
- Students must meet state attendance requirements (cannot miss more than 10 days over the course of the 2017-18 school year).
- Students in grades six and seven 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.
- A student will be promoted if that student makes a passing grade in 3 out of 4 core classes for each 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 2025 criteria will be followed for eighth grade students.
- 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. In the event that the current governor issues an executive order that allows parents the choice of their children's participation in testing, guidelines for compliance with that order will be established by the CCSS.
- Students must participate in any state-mandated tests or will be required to participate in summer remediation. Central Community School System follows Louisiana Department of Education

guidelines for administering state-mandated assessments. Physical illness may preclude participation in state-mandated tests as described below per Louisiana Department of Education guidelines.

- *Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.*

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
 - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
 - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
 - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.

- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

- To be promoted in grade 4, 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 Placement Review Team will determine promotion. *Reading levels will be measured using a variety of assessments. Scores from such assessments may be factored into a child's reading grade.*
- 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.
- 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.
- Students must meet state attendance requirements ~~(cannot miss more than 10 days over the course of the 2017-18 school year).~~
- Students who earn more than two scores of Unsatisfactory on the 4th grade LEAP test must participate in summer remediation. ~~Students who earn Unsatisfactory on both ELA and math portions of the 4th grade LEAP must participate in summer remediation.~~

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

a. Promotion of students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the

other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

Grade 8 Promotion/Placement Criteria

Regular promotion from grade 8 to grade 9

- A student must meet attendance and course requirements.
- 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.
- Student schedules will be built by high school personnel to ensure appropriate supports are provided.

~~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 Team.~~

b. High school promotion and transition considerations

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

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

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

1. [Complete the FAFSA](#); or

~~2. Complete the Louisiana TOPS form; or~~

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

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

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

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

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

Transfer students and SPED students will be classified on a case by case basis. For all others, student grade labels will be assigned according to the following:

~~1. Freshman (9th grade)...1st year high school students and any students with fewer than 5 Carnegie credits and without a high school math credit.~~

~~2. Sophomore (10th grade)...Students in at least the second year of high school with 5-10.5 Carnegie credits in their graduation pathways—and at least one math credit earned in high school.~~

~~3. Junior (11th grade)...Students in at least the third year of high school with at least 11 Carnegie credits in their graduation pathways, with at least 1 credit in *each* of the four core areas, and having passed at least two EOCs.~~

~~4. Senior (12th grade)...Students in at least the fourth year of high school who need 8 or fewer credits to graduate and have either attained all certifications required for graduation or are enrolled in courses that lead to required certifications.~~

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.

Student grade labels will be assigned according to the following:

- *Freshman (9th grade) 1st year high school students and any students with fewer than 5 Carnegie credits*
- *Sophomore (10th grade) Students in at least 2nd year of high school with 5–10.5 Carnegie credits*
- *Junior (11th grade) Students in at least 3rd year of high school with 11–16.5 Carnegie credits*
- *Senior (12th grade) Students in at least 4th year of high school with 17 or more Carnegie credits*

Freshman	9 th grade	<ul style="list-style-type: none"> • Enrolled in first year of high school • Fail to meet criteria for sophomore status
Sophomore	10 th grade	<ul style="list-style-type: none"> • Enrolled in at least the second year of high school • Earned 5 – 10.5 Carnegie credits in graduation pathway • Earned at least one math credit earned in high school
Junior	11 th grade	<ul style="list-style-type: none"> • Enrolled in at least the third year of high school • Earned at least 11 Carnegie credits in their graduation pathways • Earned at least one credit in each of the four core areas • Passed at least two EOCs.
Senior	12 th grade	<ul style="list-style-type: none"> • Enrolled in at least the fourth year of high school • Needing 8 or fewer credits to graduate • Attained all certifications required for graduation OR are enrolled in courses that lead to graduation.

Underclassmen who are actively pursuing early graduation may not enjoy senior privileges*, if they meet each of the following criteria:

1. Have no prior pattern of excessive absences
2. Have all of the following on his or her transcript:
 - i. 3 English credits,
 - ii. 3 math credits,
 - iii. a total of 4 science and social studies credits if on JumpStart pathway, a total of 5 if on TOPS University pathway,
 - iv. 1 foreign language credit if on TOPS University pathway,
 - v. 5 of the 9 required electives if on JumpStart pathway, and
 - vi. 1 health/PE credit

* Senior privileges include attendance at senior meetings, senior dress code, etc. Early graduates are not eligible for class officer positions, valedictorian, or salutatorian. An early graduate may not be part of the senior homecoming or prom courts but will be eligible for their "original" class courts.

If a student is within half a credit of meeting any of the requirements in number 2 and is using one of our online programs to attain that half credit, he will gain senior privileges once he has successfully completed at least 80% of that half credit course with at least a C.

No student can earn senior privileges under number 2 after the first week of the second semester. Those students may still participate in graduation, if all other requirements are met (including finishing online coursework by the given deadline), but they will graduate as juniors.

- **TOPS Tech (JumpStart) Pathway Placement:** While parents may elect to place students on a TOPS Tech (JumpStart) Graduation Pathway at any time, students will automatically be placed on a TOPS Tech (JumpStart) Graduation Pathway if they fail two or more core classes and do not recover those credits prior to the beginning of the next school year.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

Summer remediation

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

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

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

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

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

The CCSS student registration packet includes a Home Language Survey. Based on the results of the survey, students are flagged and screened **using the English Language Proficiency Screener (ELPS)** within thirty days for English proficiency. If results indicate that the student is limited in English proficiency, they will be tracked as LEP students, provided needed accommodations and administered the ELPT test. **The process is visually organized at <https://www.louisianabelieves.com/docs/default-source/english-learners/english-learner-identification-flowchart.pdf>.**

Progress is monitored 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. In Louisiana that assessment is the English Language Development Assessment (ELPT). School staff will be trained on ELPT using the ELPT Assessment Guide produced by the Louisiana Department of Education.

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 an 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 use realia, visual vocabulary supports, fiction and non-fiction reading and writing supports. Parents shall be invited to share language-based activities in their home language in the home.~~

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

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. To ensure that students are able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers, students are placed on a two-year monitoring cycle.

When LEP students score full English proficiency on the ELPT 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.

VIII. Alternative education placements

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

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

The Central Community School System offers an alternative, web-based educational platform. With counselor and administrator approval, students may enroll in the virtual school to complete **all (or the remainder)** of their core classes and electives. Students may not, however, use the virtual school, to take only certain classes except in cases of credit recovery courses or courses that are not offered at Central High School.

The Central Community School System also provides a Discipline Center **staffed by certified teachers**. This center provides the necessary resources for students to complete courses while serving suspensions from the traditional school setting.

Promotion policies for the Virtual Academy and Discipline Center do not differ from what was provided above.

IX. Due process related to student placement and promotion

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

The CCSS will follow the guidelines as required by the LDOE for ensuring the due process rights of regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan in regard to student placement.

X. Additional LEA policies related to student placement and promotion

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

Acceleration

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. The SBLC will make a recommendation to the Placement Review Team who will ultimately decide the placement for the student. 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 TV, 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. The implications of failing high school credit courses shall be communicated to the parent and student.~~ 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 courses.

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 point

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 Board of Regents**.
- 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 two Dual Enrollment courses per year** 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 or guardian will be responsible for tuition and/or associated fees for 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 all resulting fees.**

High School Credit for College Courses in Career Technical Education (Applies to Students Attending College Part Time / Career Technical Supplemental Course Academy)

The student shall meet the entrance requirements established by the college.

The principal of the school shall approve the advanced offering to be taken by the student in college or technical school.

The high school administrator shall establish a procedure with the college or technical school to receive reports of the student's class attendance and performance at six or nine-week intervals. If the LEA determines that such accelerated promotion would be advantageous for the student and the Placement Review Team is in agreement with this decision, 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 99th (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 metrics set forth by the partner institution.**

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.

Other Advanced Placement and Acceleration Policies

1. Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement,
2. No student will be considered for accelerated promotion more than (2) times total during the period of grades 1-8.
3. 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.

Credit Recovery Policy:

If a student fails a course with an average of 60% or greater, he or she may take the corresponding credit recovery exam **once** for that course. Any student interested in taking a credit recovery exam must register with the Guidance Department **and present documentation signed by the teacher indicating that the student is eligible to take the exam.** Credit recovery exams will only be administered during Saturday School twice

during the semester. If the student fails the credit recovery exam, he or she may recover the course credit through one of the three options described below:

If a student fails a course with 59% or less, he or she has three options:

1. Take the corresponding credit recovery course
2. Complete the Edgenuity course in its entirety through CCSS Virtual Academy (VA)
3. Retake the class.

Credit recovery courses are offered during the summer as well as during the school year. In order to pass the credit recovery course during the school year, students must master the material and complete a minimum of five hours of work per week, two of which must be on the CHS campus during the clinic hours (unit tests must be taken on campus during the clinic hours.)

The Guidance Department will monitor student progress on credit recovery courses. If the student does not invest the minimum hours required, he or she may enroll in VOS to complete the Edgenuity course in its entirety or retake the course.

Beginning January 2016:

~~Students with more than five absences (whether excused or unexcused) in a course during a semester will not be eligible to take the credit recovery exam. These students may recover course credit by one of the three options described above.~~

~~In accordance with Bulletin 741, §2302. Uniform Grading Policy, the K-12 letter grade scale is as follows: A (100-93), B (92-85), C (75-84), D (74-67), and F (66-0). The policy for Advanced Placement and Dual Enrollment courses are grade according to a 10-point scale as follows: A (100-90), B (89-80), C (79-70), D (69-60), and F (59-0).~~

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **Central Community School System 2018-2019** Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **July 16, 2018**

Dr. Jason Fountain
Superintendent

Dr. G. David Walker
Board President