



BEAUREGARD PARISH SCHOOL DISTRICT

2023-2024 Pupil Progression Plan

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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*.

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 pre populated. 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

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

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

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

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

Pursuant to R.S. 17:151.3 (D), every parent or legal guardian of a child who is eligible to attend full-day kindergarten for the 2022-2023 school year or thereafter, as a prerequisite to enrollment in any first grade of a public school, shall send such child, beginning with the 2022-2023 school year, to attend public or private full-day kindergarten when such instruction is offered in the public schools. Notwithstanding the provisions of this Section or any other provision of law to the contrary, a parent or legal guardian shall have the option to defer enrolling his child in kindergarten for one year if either of the following applies:

- a. The child is four years of age on the first day of the school year.
- b. The child is enrolled in a prekindergarten program.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

II. Promotion of Students in Kindergarten and Grades 1, 2, 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.

The School Building Level Committee (SBLC) is composed of the principal, teacher, counselor, and other professional staff members such as: reading specialist, language/speech therapist, curriculum specialist in language arts, master-degreed teacher in reading/language arts, special education staff member, school psychologist, educational diagnostician, occupational therapist, medical personnel/medical doctor, pupil appraisal team members, and/or parent. This committee reviews student data to make decisions regarding retention or promotion of individual students. The SBLC uses the criteria on the Pupil Progression Records for Grades K,1,2,3,5,6,and 7 (Appendix B) to guide decisions. Student attendance records, age, and past grade retentions are also considered.

- A student may be retained no more than one year in grades K-3.
- A student may be retained no more than one year in grades 4-7.
- Retention concerns will be addressed on an individual basis.

Students with disabilities eligible under IDEA who do not meet the promotional standard shall have promotion decisions determined by the IEP team.

Acceleration (K-8)

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

Students enrolled in **kindergarten** may be accelerated in the following ways:

- Acceleration to first grade in the areas of reading and math based on a score one grade level or more above kindergarten on the Stanford Early School Achievement Test, evidence of maturity to adapt to a structured learning environment exists when

the student is enrolled in kindergarten from three to four weeks and a transfer to first grade is recommended, and other evaluation data where appropriate.

- Acceleration will be determined by a committee composed of the principal, parent, teacher, and special education personnel. The principal has the final recommendation on acceleration.
- Placement in the Gifted Program in Beauregard Parish under the guidelines stated in Bulletin 1508 shall be determined by individual evaluation and the IEP team.

Students enrolled in **grades 1-8** may be accelerated in the following ways:

- Gifted Program placement according to the guidelines stated in Bulletin 1508 as determined by individual evaluation and IEP team decision or an enrichment program with specified extension activities for students performing on an advanced level.
- The Gift of Time Program may be offered for qualifying junior high students (grades 6 and 7) who did not attain promotional status.
- Credit for approved summer school shall be pre-approved by the principal where the student was most recently enrolled.
- Acceleration will be determined by a committee composed of the principal, parent, teacher, counselor, and special education personnel. The principal has the final recommendation on acceleration.

III. Promotion of Students in Grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third 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 literacy 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 relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- 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 on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may 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 grade students who have been identified for the purposes of this section. Such a 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 literacy 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 plan.
- Students who do not meet the promotion requirements may be placed in the higher grade if justification is presented to and approved by the SBLC. The grade level Instructional Supervisor may be contacted if the decision is challenged.

IV. Promotion of Students in Grade 4

Each LEA shall identify 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 fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a 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.

The School Building Level Committee (SBLC) is composed of the principal, teacher, counselor, and other professional staff members such as: reading specialist, language/speech therapist, curriculum specialist in language arts, master-degreed teacher in reading/language arts, special education staff member, school psychologist, educational diagnostician, occupational therapist, medical personnel/medical doctor, pupil appraisal team members, and/or parent. This committee reviews student data to make decisions regarding retention or promotion of individual students. The SBLC uses the criteria on the Pupil Progression Records for Grade 4 (Appendix B) to guide decisions. Student attendance records, age, and past grade retentions are also considered.

Students with disabilities eligible under IDEA who do not meet the promotional standard shall have promotion decisions determined by the IEP team.

Individual Academic Improvement Plans (IAIPs) for Struggling Fourth Graders

Struggling fourth graders will be identified when fourth grade LEAP results are released in the summer in order to develop individual academic improvement plans (IAIPs). Fourth grade LEAP 2025 test results along with classroom grades and other academic data will be used to determine eligibility for the IAIP. The IAIP will be reviewed with and signed by the parent or legal custodian, and the plan will be updated yearly (before the next LEAP administration) to remain in effect until the student meets academic expectations. IAIPs will comply with the instructional support requirements as outlined in Bulletin 1566, § 705.

- If LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources to review the clear and convincing evidence of student learning from that school year to make a decision.
- Further, if LEAP scores are not available, the school will work with the parent or legal guardian to consider all available evidence of student learning to determine if an Individual Academic Improvement Plan (IAIP) is needed.

V. Promotion and Support of Students in Grade 8 and High School Considerations

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 subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments 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, 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

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.

The School Building Level Committee (SBLC) is composed of the principal, teacher, counselor, and other professional staff members such as: reading specialist, language/speech therapist, curriculum specialist in language arts, master-degreed teacher in reading/language arts, special education staff member, school psychologist, educational diagnostician, occupational therapist, medical personnel/medical doctor, pupil appraisal team members, and/or parent. This committee reviews student data to make decisions regarding retention or promotion of individual students. The SBLC uses the criteria on the Pupil Progression Records for Grade 8 (Appendix B) to guide decisions. Student attendance records, age, and past grade retentions are also considered.

- Students with disabilities eligible under IDEA who do not meet the promotional standard shall have promotion determined by the IEP team.

- If LEAP scores are not available to guide promotion/placement decisions, the SBLC will use multiple data sources to review the clear and convincing evidence of student learning from that school year to make a decision. The grade level Instructional Supervisor may be contacted if the decision is challenged

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/post-secondary 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:

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.

2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all requirements for an NCAA-approved core course.

- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.

2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Acceleration (High School)

Beauregard Parish shall follow the policies and procedures established in Bulletin 741 [Louisiana Handbook for School Administrators](#) and other local requirements for student acceleration.

Students enrolled in grades 9-12 may be accelerated in the following ways:

- High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when it is determined at the parish level that a student has completed a commensurate course of study for which he/she claims credit and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.
- The testing instrument and the passing score shall be submitted for approval to the Bureau of Secondary Education, State Department of Education, and the course title, year taken, P/F (Pass or Fail), or A, B, C as predetermined by the school and unit of credit earned shall be entered on the [Certificate of High School Credits](#) (transcript). MPS (minimum proficiency standards) shall be indicated in the remarks column.
- Students shall **not be** allowed to take proficiency examinations in courses previously completed in high school or at a level below or above that which they have completed. Credit for approved summer school shall be pre-approved by the principal where the student was most recently enrolled.

Beauregard Virtual Courses and Acceleration

High school students who are enrolled in a Beauregard Parish high school may (if approved and with guidance from the school's counselor) take virtual courses via the Beauregard Virtual Program in order to accelerate their program of study. Beginning with the fall semester of the 10th grade year, students may enroll in a maximum of one (1) additional virtual course for new credit during each school year (Part A in the fall and Part B in the spring) and a maximum of a one-half (1/2) additional virtual course for new credit in the summer.

Students may take one (1) whole credit in the summer with approval of the school's principal. Core courses for which a LEAP 2025 assessment is required will not be approved under this provision.

Credit Recovery

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

Credit Recovery Grading Scale

C 75% & Above

D 67% - 74%

F 0% - 66%

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

Instructional Time Recovery

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

Student Classification

9th Grader Students who have earned fewer than six (6) credits

10th Grader Students who have earned six (6) or more credits

11th Grader Students who have earned twelve (12) or more credits

12th Grader Student who have earned seventeen (17) or more credits

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

Grades K-8/State-approved Schools

Students transferred within the school system or from a state-approved school, in- or out-of-state, will be allowed credit for work successfully completed in the former school. When an entering student transfers from one school to another, the student should have a transcript showing the record of attendance, achievement, and grades earned. Students will be placed in the same grade they were in at the former school. A reading placement inventory and past school records will be used to determine the reading level in which the student will be placed.

If, after nine weeks, the student's performance indicates an inability to perform successfully at the assigned grade level, the School Building Level Committee, composed of the principal, student's teacher, counselor, and special education support personnel, will assess the student's needs and make recommendations. All of the school's resources will be used to ensure the student's successful performance. The parents shall attend a conference to inform them of the decision made by the School Building Level Committee for placement.

Eligible exceptional students from state-approved schools should be placed with a revised IEP. The Interim IEP will be developed and implemented (with the approval of the district Director of Special Education) to provide temporary special educational service concurrent with the evaluation of a student suspected of being exceptional, who has been receiving special education in another state or school system or who possesses a severe low incident impairment documented by a qualified professional within the state.

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

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

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

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

For placement into 5th grade:

Students in grade 5 transferring to the LEA 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.

Louisiana residents transferring into local school systems after summer remediation but prior to October 1st are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.

Records for students transferring from previous schools shall be addressed as follows:

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

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

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

The principal of any approved school receiving a student from a non-approved school or Home Study Program, in- or out-of-state, will require the student to take a credit examination in each subject for which the student has completed a commensurate course of study and credit is claimed, as well as the applicable grade- level LEAP as specified in Bulletin 741. The school issuing the high school diploma must account for all credit required for graduation.

A student transferring from a foreign system will be allowed credit for work successfully completed as determined by the school. If the student proves to be Limited English Proficient, the principal will adhere to standards in the Limited English guidelines.

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

For Placement into 9th Grade or Transitional 9th Grade

Louisiana residents transferring into the LEA after summer remediation but prior to October 1st are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.

Students who have not met the passing standard may be placed in transitional 9th grade by the SBLC committee, which will consider evidence of student learning to include applicable state required test results, ELA and math classroom assignments, and course grades. Those students may take courses for Carnegie credit. The student must enroll in a remedial high school course for the subject in which they did not meet the promotion criteria.

Review of Placement - Procedures Used to Monitor Student Placement

Annual reports of student placement/promotion shall be prepared by the principals and submitted to the assistant superintendent.

In the annual reports, the description of current education performance must be updated. The overall educational needs, long-term educational goals, related evaluation standards and procedures must be reassessed with appropriate modifications made.

Interviews and conferences with the assistant superintendent, instructional supervisors, principals, teachers, and parents will be conducted on the parish and local school level.

Individual Review upon Request

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

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

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

The following guidelines shall apply:

- Students may take LEAP during the spring test administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system or the Beauregard Parish District Test Coordinator to register for the test.
- The nonpublic school and parent(s) (or home school parent[s]) are responsible for providing to the District Test Coordinator, at least ten (10) working days prior to the testing date, appropriate documentation required for requested standard testing accommodations.
- Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to the SBESE policies and the local PPP. Beauregard Parish may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
- Louisiana residents* transferring into local school systems after summer remediation (if applicable) but prior to October 1st are required to provide proof of placement, i.e., transcripts, report cards, standardized test data, etc. and/or take a placement test.
- The Promotion and Support Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems, including students with disabilities.

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

Beauregard Parish Foreign Exchange Student Criteria

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

All applications and supporting documentation shall be submitted to the Beauregard Parish School Superintendent's appointed designee by April 15th of the year the student is applying for acceptance. All applications shall be reviewed AFTER April 15th each year, and approval decisions will be made by the superintendent's designee and the principal of the school where admission is being requested. The superintendent's designee shall inform the sponsoring representative in writing of acceptance or rejection of an applicant by June 1 of the program year.

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

Program Requirements

- The sponsoring agency must ensure that the host family, as well as the local agency representative, be of good reputation and character by securing two (2) personal letters of reference for each host family from the school or community attesting to the host family's good reputation and character.
- The sponsoring agency must ensure that the host family is able to provide a safe, comfortable, and nurturing home environment.
- The sponsoring agency must submit a student's application for approval to the Beauregard Parish School Superintendent's designee no later than April 15th to be considered for the following school year.
- The Beauregard Parish School Board will accept the standard application from the sponsoring agency provided the following items are included:
 - Student's name and mailing address
 - Parent/Guardian names, mailing address, contact information
 - Emergency contact(s) name, mailing address, contact information
 - Copy of the student's passport

- A writing sample from the student in English and in the student's own handwriting
- Official transcript of prior education from the student's home school translated into English
- English language proficiency evaluation
- Medical history and health assessment
- Immunization records
- Names, mailing address, and contact information of the host family
- Two (2) letters of reference for the host family

Student Requirements

A student must be 16 years old on or before September 1st of the year of enrollment and will be enrolled below the senior level. The student may be required to participate in state testing.

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

Students must not have previously graduated from high school or its equivalent in their home country.

An official transcript of prior education from the student's home school and an English translation of the same reflecting the exact number of hours/minutes per week/course, course content, and grades/credits earned converted to a 4.0 scale in Standard English form is required. The official transcript must be received no later than **April 15** of the year the student is applying for acceptance.

Students must reside with a legal adult resident in Beauregard Parish and possess a J-1 visa and must not have spent previous time in the United States as part of a foreign exchange program.

Students must have average or above average grades in their home school and must not be receiving special professional assistance to function in a regular academic program.

Students must submit evidence of proof of English language proficiency (such as 3 or more years of English language instruction in speaking, listening, reading, and writing) and possess sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular educational program without special professional assistance.

Students must submit a copy of their health immunization records, translated into English, along with the initial application. Evidence of health and accident insurance covering the duration of student's visa, and a copy of the student's J-1 visa must be provided to the school's registrar at the time of registration.

Exchange Student Status

Students will be treated as regular full-time students and are responsible for complying with all parish policies and regulations regarding attendance, academic standards, discipline, and rights and responsibilities. Students shall meet all LHSAA requirements to be eligible for athletics.

Students must pay all fees and school incurred expenses that are required of other students enrolled in Beauregard Parish schools.

Students will not qualify for admission into such programs as special education for handicapped pupils, English as a Second Language for students who are not able to function on grade level, nor shall the Beauregard Parish school system pay for students to attend other schools or institutions of higher education.

The sponsoring agency via the local agency representative must notify the school immediately if there is a change regarding the host family and must supply two (2) letters of reference to the superintendent's designee and the school for the new host family.

The Beauregard Parish School System reserves the right to deny applications from any sponsoring agency that does not comply with the requirements set forth in this document.

The Beauregard Parish School System, through its superintendent, reserves the right to deny applications from any sponsoring agency due to unforeseen circumstances that may arise.

VII. Support for students

School year support

- The LEA will develop an 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 support 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.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student's literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CXV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.

- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. 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.

Students with Disabilities

Students with disabilities eligible under IDEA who do not meet the promotional standard shall have promotion decisions determined by the IEP team.

English Learners

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

Home Language Survey Indicators:

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

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

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

Elementary

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

Consideration shall be given to include the following:

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

Secondary

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

XI. 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)

Alternative Schools/Programs

Setting

Grades 6 through 12 (occasional 5th grade students) for both regular and special education students will be served. Facilities for extremely defiant students will be located at Beauregard Alternative Program. Students in these settings will not be required to follow the guidelines as stated for the other students.

Entrance

Regular education students will follow the guidelines set up by the Beauregard Parish Discipline Handbook. The superintendent/designee will determine when to place a student in the Alternative Program. Special education students will be placed by the IEP team in conjunction with the superintendent/designee.

Curriculum

High School Students:

- English – 4 units
- Science – 4 units
- Math - 4 units
- Social Studies - 4 units
- Electives - General electives (3) or basic study skills for special education students

Middle School Students:

- Math - Grades 6-8
- Science - Grades 6-8
- ELA - Grade 6-8
- Social Studies - Grades 6-8
- Electives - General electives or basic study skills for special education students

Beauregard Alternative Program (BAP) coursework is guided by the Louisiana State Student Standards, and instructional materials used are the same as those used in all Beauregard schools.

Logistics

Length of assignment to BAP

- High School (9-12) Minimum of one semester
- Middle School (4-8) Minimum of nine weeks

Promotion

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

XII. Due Process related to student placement and promotion

Policies on Due Process

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

Upon receiving notification of placement of a child, a parent, child, or teacher may, within five (5) school days, request a conference concerning the child's placement in a remedial/compensatory program.

If the child, parent or teacher is not satisfied with the explanation provided by the principal, a formal appeal may be filed with the School Building Level Committee within five (5) school days following the conference with the principal.

The formal appeal must be in writing and should be sent to the School Building Level Committee by certified mail.

The School Building Level Committee must act upon the child, parent, or teacher's appeal within five (5) school days of receipt of the appeal and inform the parents or teacher in writing of their decision in the matter.

If the child, parent, or teacher wishes to appeal the decision of the School Building Level Committee, they may do so in writing within five (5) school days after the decision. The appeals shall be heard by the Parish Due Process Committee.

No change will be made in a child's placement until appeals have been heard.

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

Due process for qualified disabled students will be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 as outlined in Beauregard Parish's "Guidelines for the Implementation of 504."

XIII. Additional LEA policies related to student placement and promotion

Grading Policy

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

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

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

- S = Satisfactory (75% Mastery or above)
- N = Needs Improvement (Grade range = 74% - 67%)
- U = Unsatisfactory (Grade range = 66% or below)

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

Grading Policy for LEAP 2025 End-of-Course (EOC) Tests

Students enrolled in a course for which there is an EOC test must take the EOC test.

The EOC test score shall count as a percentage of the student's final grade for the course.

- The percentage shall be 15%.
- For students with disabilities identified under IDEA who meet the LAA 2 / Act 833 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5% of the students' final grade for the course.
- The grades assigned for the EOC test achievement levels shall be as follows:

EOC Achievement Level 4-Level Tests	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F
EOC Achievement Level 5-Level Tests	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	F

- The LDOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)
- For an EOC course in 2010-2011 and beyond being taught all year long, four (4) nine-week grades and an EOC exam grade will be earned. Four (4) nine-week grades will be averaged and count as 85% of the final grade; each state-administered EOC test will count as 15% of the final course grade.

(See example-other grading policies)

Grading Procedures

Beauregard Parish Schools

Kindergarten classes:

Foundational Skills for Reading/Math – Uniform Grade Scale for Regular Courses will be followed with 75% or above being considered as 'Passing'

Language Arts/Oral Language/Fine Motor Development/Physical Development/Social Development

- S = Satisfactory (75% Mastery or above)
- N = Needs Improvement (Grade range = 74% - 67%)
- U = Unsatisfactory (Grade range = 66% or below)

Note: 75% constitutes a passing grade

GRADES 1-5 Grading Procedures:

- A school may elect to give nine-weeks exams each grading period. Grades on exams will be reflected in the nine-week grade.
- A minimum of nine (9) grades shall be awarded per nine weeks with at least five (5) grades awarded by progress report time. Grades should be spaced appropriately over the nine (9) week period in order to reflect the student's progress over time. These may include chapter tests, pop quizzes, homework, class participation, etc. Number grades will be used to record grades in grade books during the nine-week grading period. No number grade lower than "50%" will be recorded in the grade book, except with concrete evidence verifying a lower grade. (EX: NO effort, no work turned in, unexcused absences, cheating, refusal to do work, totally inappropriate answers, plagiarism)

*NOTE: The grading procedure for out-of-school suspensions will be in accordance with Senate Bill 223, ACT No. 240

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

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

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

Grade scale will be Table 1

100 - 93 - A

92 - 85 - B

84 - 75 - C

74 - 67 - D

66 - 0 - F

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

Table 2

A - 4

B - 3

C - 2

D - 1

F - 0

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

Table 3

A - 4.0 - 3.50

B - 3.5 - 2.50

C - 2.4 - 1.50

D - 1.4 - 0.60

Course grades will be determined by averaging four (4) nine-weeks grades (Table 3)

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

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

Documentation must be present in grade books for *Unsatisfactory* or *Needs Improvement*. All other courses will be assigned a letter grade only.

Progress reports will be sent to parents following the fourth week of each grading period or any time student performance changes significantly. Exceptions to the above will be made only under extenuating circumstances as determined by the principal with the approval of the Superintendent's designee.

Banner Roll and **Honor Roll** students will be named at the end of each nine-week period. Students in grades 1-5 will be named to **Banner Roll** if no grade for the nine-week grading period is less than "A" or "S" and to **Honor Roll** if no grade is less than "B" or "S." Not included in the **Banner Roll/Honor Roll** is handwriting.

Banner Roll/Honor Roll recognition is not a factor in determining promotion/retention.

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

GRADES 6-12 Grading Procedures

Nine-Week Grading Procedures:

- A minimum of nine (9) grades shall be awarded per nine weeks with at least five (5) grades awarded by progress report time. A minimum of eighteen (18) grades shall be awarded per nine weeks for blocked courses with at least nine (9) grades awarded by progress report time. Grades should be spaced appropriately over the nine (9) week period in order to reflect the student's progress over time. These may include chapter tests, pop quizzes, homework, class participation, etc.
- A weekly test schedule will be printed in parish/school handbooks and utilized parish-wide unless extenuating circumstances are approved by the principal.
- Number grades will be used to record grades in grade books during the nine-week grading period. No number grade lower than "50%" will be recorded in the grade book, except with concrete evidence verifying a lower grade.

(EX: No effort, no work turned in, unexcused absences, cheating, refusal to do work, totally inappropriate answers, plagiarism)

*NOTE: The grading procedure for out-of-school suspensions will be in accordance with Senate Bill 223, ACT No. 240.

A school may elect to give nine-week exams each nine-week grading period. Grades on exams will be reflected in the nine-week grade. The nine-week grade will be recorded as a letter grade in the grade book and on the report card, i.e., A, B, C, D, or F. A letter grade will be recorded on the cumulative record card. *"+" and "-" symbols shall not be affixed to any letter.* Grade scale to use in determining nine-week grades is as follows:

Table 1 (Grades 6-12)

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

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

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

Number values (Tables 1 and 2) will be assigned throughout the nine-week grading period.

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

A student will be named to **Banner Roll** if no grade for the nine-week grading period is less than "A" and to **Honor Roll** if no grade is less than "B". Students receiving an "I" at the end of the nine-week grading period will not be considered for **Banner Roll/ Honor Roll** unless the "I" is made up within one school week after the end of the grading period.

Dropping a Class - A student wishing to drop a class must do so prior to the beginning of the 4th nine-week grading period.

Noncredit courses will be recorded on the transcript as Pass/Fail.

Seniors and English IV - Senior students must take English IV for the full year regardless of their English IV Dual Enrollment status.

Example: A student takes a DE course - English IV/English 102 during the fall semester and does not wish to take a Dual Enrollment English for the spring semester. The student would be required to schedule a regular English IV class for the spring semester.

Final Course Grade Procedure for Courses Weighted on a Four (4) Point Scale

A final test will be given for all courses. The grade will appear on the report card and will count as one-seventh in determining the course grade for the subject except for EOC courses for 2010-2011 and beyond. **Final tests will be submitted to the principal for approval prior to being administered.**

A final test schedule will be developed by each school and submitted to the Superintendent for approval. Final tests shall be administered during the regular school day. Final course grades will be determined as follows:

Table 3

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

Nine-week grades and final test grade will be assigned a point value (Table 3)

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

Ex.:

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

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

Ex:	9 Wk.		9 Wk.		9 Wk.		9 Wk.		EOC	FINAL GRADE
	B		C		A		B		B	
	3	+	2	+	4	+	3			3
<hr/>										
					$12 \div 4 = 3.0$				3.0	
					$3.0 \times 85\%$				$3 \times 15\%$	
					2.55		+		.45	$= 3.0 = B$

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

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

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

Table 4

A - 4.0 - 3.5

B - 3.4 - 2.5

C - 2.4 - 1.5

D - 1.4 - .6

F - Less than .6

Note: A student must pass according to the following:

- In a course having two (2) nine-week grades and a final, two of the three shall be passing grades and the numerical grade average shall be at least .6.

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

Quality Points for Courses on the 4 Point Scale

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

Beauregard Parish Courses Weighted on a Five (5) Point Scale (Begins with the Freshman Class of 2018-2019 and Beyond)

In order to create incentives for students to take more rigorous courses, beginning with the students entering the 9th grade in 2018-2019 and graduating in the 2021-2022 school year and thereafter, certain designated Advanced Placement (AP) and Dual Enrollment (DE) courses will be weighted on a five (5) point scale and must meet ALL of the following criteria as applicable:

- To qualify for the five (5) point scale, courses must be Advanced Placement (AP) or Dual Enrollment (DE) AND listed on the TOPS Core Courses Approved by BESE and Board of Regents for Calculation on 5.00 Point Scale document.
- Qualifying courses must be:
 - Taken on a Beauregard Parish high school campus and taught or proctored by BP instructors during the regular school year; or
 - Taken as part of the LUSA, LSUE, or McNeese University Early College Admissions Program during the senior year.

NOTE: Only general education Dual Enrollment courses listed on the *Beauregard Parish Dual Enrollment Matrix* will be eligible to add to a student's Beauregard Parish School System official transcript. This document will be revised yearly to include eligible courses scheduled for the upcoming school year. *Not all dual enrollment courses qualify for the 5-point weight.* The Matrix indicates course weights and grade scale used.

Quality Points for Courses on the 5 Point Scale

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

Final Course Grade Procedure for Courses Calculated on the 5 Point Scale

A final test will be given for all courses. The grade will appear on the report card and will count as one-seventh in determining the course grade for the subject except for EOC courses for 2010-2011 and beyond. **Final tests will be submitted to the principal for approval prior to being administered.**

A final test schedule will be developed by each school and submitted to the Superintendent for approval. Final tests shall be administered during the regular school day.

Final course grades will be determined as follows:

Table 5	Nine-week grades and the final test grade will be assigned a point value (Table 5)
A – 5	
B – 4	
C – 3	
D – 2	
F – 0	

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

Ex.:

9 Wk. B				9 Wk. C				9 Wk. A				9 Wk. B				Final Exam B	Course Grade B
4	+			3	+			5	+			4	+		4		
(1.5x4)				(1.5x3)				(1.5x5)				(1.5x4)					
6.0	+			4.5	+			7.5	+			6.0	+		4		$28 \div 7 = 4.0 = B$

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

Ex:	9 Wk.		9 Wk.		9 Wk.		9 Wk.		EOC		FINAL
	B		C		A		B		B		GRADE
	4	+	3	+	5	+	4		4		B
								<hr/>			
						16 ÷ 4 = 4.0		4.0			
						4.0 x 85%		4 x 15%			
						3.40		.60		= 4.0 = B	
						+					

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

Ex.:	9 Wk.		9 Wk.		Final Exam	Course Grade
	B	+	A	+	C	B
	4 (3)	+	5(3)	+	3	
	12	+	15	+	3	$30 \div 7 = 4.286 = B$

Use **Table 6** to convert from the numerical average to the final letter grade for course average.

Table 6

A – 5.0 – 4.5

B – 4.4 – 3.5

C – 3.4 – 2.5

D - 2.4 - 1.2

F - Less than 1.2

Note: A student must pass according to the following:

- In a course having two (2) nine-week grades and a final, two of the three shall be passing grades and the numerical grade average shall be at least 1.2.
- In a course other than an EOC course in 2010-2011 and beyond having four (4) nine-week grades and a final, three of the five grades shall be passing, one of which shall be the final nine-week grade or the final exam, and the numerical grade average shall be at least 1.2..
- In an EOC course having four (4) nine-week grades and an EOC test, three of the five grades shall be passing, and the numerical grade average shall be at least 1.2.

GRADE POINT AVERAGES

Transfer grades are to be recorded on cumulative records when received from sending schools as: A,B,C,D or F. “-”and “+” are not honored.

Beginning with the freshmen class of 2018-2019 and beyond, transfer grades for courses weighted on a 5 point scale will be evaluated by the receiving school to determine which courses will remain at the 5 point weight and which will be converted to a 4 point weight. Only courses that are equivalent to courses taught at the receiving school will be considered for the 5 point weight. NOTE: Courses taken at other academic institutions that do not satisfy graduation requirements will not be added to the student’s official high school transcript. (Example: A course taken over the summer at a nearby or online university would not be added to the transcript.)

Valedictorian, Salutatorian, Cum Laude Recognition, and Ranking

The criteria for class rank including the elimination of valedictorians and salutatorians beginning with the graduating class of 2024 and beyond the graduating class of 2023-2024 top honor graduates will be recognized at graduation ceremonies.

Summa Cum Laude	4.000 or Greater GPA
-----------------	----------------------

Honor graduates will be recognized in Senior Awards ceremonies by the following status:

Summa Cum Laude	4.000 or Greater GPA
Magna Cum Laude	3.7500 – 3.999 GPA
Cum Laude	3.5000 - 3.7499 GPA

Denial of Credit Due to Attendance

When credit is denied due to attendance in courses for which a Carnegie unit is pursued, the grade of “F” will be recorded on the student’s transcript along with a comment on the grade report reflecting reason for failure.

Graduation Ceremony Participation

Only students who are graduating from a Beauregard Parish school may participate in that school’s graduation ceremony.

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

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

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

APPENDICES

Appendix A: Definition of Terms

Appendix B: Pupil Progressions Record

Documents for K-8 Appendix C: Beauregard

Parish Academic Support Plan

APPENDIX A

APPENDIX A

Definition of Terms

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

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

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

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

LEAP Summer Remediation Program—the summer school program offered by the LEA for the specific purpose of preparing students to achieve proficiency in English language arts, mathematics, science, and/or social studies.

Louisiana Educational Assessment Program (LEAP)—the state's testing program that includes grades 3-10 in core academic subjects of English language arts, mathematics, social studies and science.

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

Pupil Progression Plan—the comprehensive plan developed and adopted by each local education agency which shall be based, in significant part, on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by BESE.

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

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

Remediation—see *Remedial Programs*.

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

Local Terms

Academically Able Student - One who is functioning at grade level as determined by the local school system and who has maintained a grade point average of 3.0 or above with no final grade lower than 3.0 in each subject. For special education students identified in accordance with the Pupil

Appraisal Handbook, the IEP team shall determine the student's eligibility, provided the student is performing at grade level.

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

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

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

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

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

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

Parish Due Process Committee - A committee appointed by the Superintendent to hear Due Process appeals from the School Building Level Committee. Appeals to the Parish

Due Process Committee must be made within five (5) days after the School Building Level Committee decision is made known.

APPENDIX B

Beauregard Parish Pupil Progression Record - Grade K

Pupil's Name _____ Grade _____ Teacher _____

DOB _____

LANGUAGE ARTS

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

MATHEMATICS

Master 75% of Skills on Math Module Tests (0-1 point) _____

Teacher Recommendation (0-1 point) _____

TOTAL _____

This student will be:

Promoted _____ or Referred to the SBLC or IEP Team for Retention/Promotion Decision _____

If the student does not have at least two (2) points above, the decision to retain or promote will be made by the SBLC or IEP team. Indicate the decision below and outline the reasoning/recommendations:

Principal _____ Date _____

Signatures of School Building Level Committee:

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Beauregard Parish Pupil Progression Record - Grade 1 & 2

Pupil's Name _____ Grade _____ Teacher _____

DOB _____

Grade Retention History _____

LANGUAGE ARTS

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

Attain a Minimum of 75% in Classroom
Performance (Course Grade of C or Above) (0-1 point) _____

MATHEMATICS

Master 75% of skills on Math Module Tests (0-1 point) _____

Attain a Minimum of 75% in Classroom
Performance (Course Grade of C or Above) (0-1 point) _____

Teacher Recommendation (0-1 point) _____

TOTAL _____

This student will be:

Promoted _____ or Referred to the SBLC or IEP Team for Retention/Promotion Decision _____

If the student does not have at least three (3) points above, the decision to retain or promote will be made by the SBLC or IEP team. Indicate the decision below and outline the reasoning/recommendations:

Principal _____

Date _____

Signatures of School Building Level Committee:

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Beauregard Parish Pupil Progression Record - Grades 3 & 5

Pupil's Name _____ Grade _____ Teacher _____

DOB _____

Grade Retention History _____

Report Card Final Grades:

Language Arts _____

Science _____

Mathematics _____

Social Studies _____

To be considered for promotion, a student must meet **at least one of the two** criteria below:

- Earned at least a D (.6) in English Language Arts AND mathematics
- Earned at least a D (.6) in three of the four core subjects below:
Language Arts, Mathematics, Social Studies, Science

This student will be:

Promoted _____ or Referred to the SBLC or IEP Team for Retention/Promotion Decision _____

If the student does not meet one of the two promotional criteria above, the decision to retain or promote will be made by the SBLC or IEP team. Indicate the decision below and outline the reasoning/recommendations:

Principal _____

Date _____

Signatures of School Building Level or IEP Team:

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Beauregard Parish Pupil Progression Record - Grade 4

Pupil's Name _____ Grade _____ Teacher _____

DOB _____

Grade Retention History _____

Report Card Final Grades:

Language Arts _____

Science _____

Mathematics _____

Social Studies _____

To be considered for promotion, a student must meet **at least one of the two** criteria below:

- Earned at least a D (.6) in English Language Arts AND mathematics
- Earned at least a D (.6) in three of the four core subjects below:
Language Arts, Mathematics, Social Studies, Science

This student will be:

Promoted _____ or Referred to the SBLC or IEP Team for Retention/Promotion Decision _____

If the student does not meet one of the two promotional criteria above, the decision to retain or promote will be made by the SBLC or IEP team. Indicate the decision below and outline the reasoning/recommendations:

Principal _____

Date _____

Signatures of School Building Level or IEP Team:

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Beauregard Parish Pupil Progression Record - Grades 6 & 7

Pupil's Name _____ Grade _____ Teacher _____

DOB _____

Grade Retention History _____

Report Card Final Grades:

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

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

This student will be:

Promoted _____ or Referred to the SBLC or IEP Team for Retention/Promotion Decision _____

If the student does not meet the promotional criteria above, the decision to retain or promote will be made by the SBLC or IEP team. Indicate the decision below and outline the reasoning/recommendations:

Principal _____

Date _____

Signatures of School Building Level or IEP Team:

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Beauregard Parish Pupil Progression Record - Grades 8

Pupil's Name _____ Grade _____ Teacher _____

DOB _____ Grade Retention History _____

Report Card Final Grades:

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

To pass academically, a student must make **at least a D (.6) in four subjects, three of which must include: Language Arts, Mathematics, Social Studies, or Science**

Promotion Policy for First Year 8th Grade Students

1. If the student passes academically and meets the promotional standard (score of "Basic" achievement level in either ELA or math and "Approaching Basic" in the other subject) after taking the eighth grade state assessments, he/she is promoted to the 9th grade.
2. If the student passes academically and scores below the accepted standard on the state assessments, he/she may be placed on a high school campus in the transitional ninth grade as long as the student participates in summer remediation activities.
 - a. Students who participate in the LEAP Connect assessment will have promotion decisions made by the IEP team.
 - b. A SBLC committee will consider transitional waivers for all students based on evidence of student learning including state-required tests, ELA and math classroom assignments, course grades, and benchmark assessments. This committee will determine remediation performance and promotion based on the above criteria.
3. If the student fails academically, he/she will be required to attend remediation and a promotion decision will be determined by a SBLC. A transitional waiver may be awarded based on state-required test performance, as well as ELA and math classroom assignments, course grades, benchmark assessments and remediation performance.

Promotion Policy for Second Year 8th grade Students

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

This student will be:

Promoted _____ or Referred to the SBLC or IEP Team for Retention/Promotion Decision _____

If the student does not meet the promotional criteria above, the decision to retain or promote will be made by the SBLC or IEP team. Indicate the decision below and outline the reasoning/recommendations:

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

APPENDIX C

**Beauregard Parish Academic Support Plan
For Core Classes
Grades 4-8 and High School Subjects**

Based upon individual student test data and other diagnostic data, a student who fails to attain proficiency in one or more core academic subjects will receive additional instructional support. The following procedures will be implemented by school personnel as appropriate:

- Beginning with students entering 4th grade, classroom teachers will review individual student LEAP 2025 test data from the year before, as well as current diagnostic data, in order to determine students in need of additional instructional support in one or more of the core subjects. A score of “Approaching Basic” or “Unsatisfactory” in a core subject is a good indicator that a student may be in need of additional instructional support but should not be the sole determining factor. Report card grades and beginning-of-year diagnostic data should also be considered.
- A folder will be maintained by the classroom teacher for students who are determined to need additional support. The folder will include the individual Test Score Card report (available to print in JCAMPUS) and individual student reports from any beginning-of- year diagnostic testing.
- A copy of the student’s Individual Academic Improvement Plan (IAIP) should be included in the folder if applicable. IAIPs are written at the beginning of the 5th grade year and are updated yearly until the student demonstrates proficiency in the subject(s) targeted.
- IEPs will guide instructional supports for students with disabilities.
- As the school year progresses, student work, including class assignments and periodic progress on lab programs (i.e., Study Island, LEAP 360, Exact Path, etc.), should be included in the folder in order to show evidence of advancement toward proficiency in the subject(s) for which additional instructional support is needed.
- Evidence of parent conferences should be included in the folder, and the classroom teacher should refer to the contents of the folder when meeting with parents or school personnel regarding individual student progress.
- Folders should be available for review by the SBLC when determining promotional decisions as well as the need for an IAIP (Individual Academic Improvement Plan) as referenced in Bulletin 1566 §701.
- IAIPs will be written for qualifying students after the completion of 4th grade in preparation for entering 5th grade. IAIPs will remain 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 IAIP.
- At the end of the school year, the student’s attendance record and final report card should be included in the folder, and the folder should be submitted to the principal.

Academic Support Plan

School _____

Year _____

Give a brief explanation of your program design and amount of time each student spends on academic support activities, including remediation and RTI, daily/ weekly.

Total number of students receiving additional support in English Language Arts _____

Total number of students receiving additional support in Mathematics _____

Total number of students receiving additional support in Science _____

Total number of students receiving additional support in Social Studies _____

SCHEDULED RTI/REMEDIATION CLASSES (Carnegie Unit or other)

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

English Language Arts	_____	_____
-----------------------	-------	-------

Mathematics	_____	_____
-------------	-------	-------

Science	_____	_____
---------	-------	-------

Social Studies	_____	_____
----------------	-------	-------

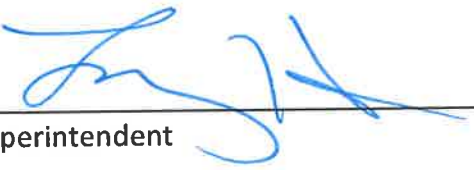
Please return completed form to the Central Office by October 15th each year.

Revised 2020

IV. Assurances and Submission Information

Assurance is hereby made to the Louisiana Department of Education that this Beauregard Parish School Board 2023-2024 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:



Superintendent



Board President