

# *PUPIL PROGRESSION PLAN 2020 – 2021*

LIVINGSTON PARISH PUBLIC SCHOOLS





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

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

Questions about this document should be directed to [ppp@la.gov](mailto:ppp@la.gov).

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## Placement of students in Kindergarten and Grade 1

### Kindergarten

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

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

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

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

### Grade 1

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

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

Kindergarten: Age requirements that are aligned with the entry age for first grade must be met.  
First grade entrance: Evidence of academic and developmental readiness for initial placement will be made by SBLC and follow established SBLC protocols for team membership and attendance. Data sources for review may include STAR Enterprise Early Literacy Assessment, end of Kindergarten Benchmark Assessment, and/or DIBELS 8.

## Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

*Update to template for 2020-2021 school year:*

*Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.*

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

Requirements for transfer students seeking to enroll in grade 5 or grade 9 who have never been in membership (Student membership is determined when an enrolled student is identified by the following minimum identification elements: state identification number, full legal name, date of birth, gender, race, district and school code entry date, and grade placement) in a Louisiana public school(s), students who were in membership in a Louisiana public school(s) and still reside in Louisiana but attend an out-of-state school, or students who transferred from Louisiana nonpublic schools or from an approved home schooling program are as follows:

Students who seek to enroll in grade 5 or grade 9 after the conclusion of the 19 - 20 school year or after school year 20 - 21 begins must take and pass the following ELA and Mathematics Exams:

- **Grade 5** – District benchmark test(s)
- **Grade 9** – State Placement test(s)
- Attendance requirements and/or expulsion may also be considered criteria for retention.

### **Grades 9-12 Unapproved Schools**

- Livingston Parish Public Schools will not accept credit from any unapproved non-public school in or out of state.
- Credit will only be awarded to students who score at 75% or higher on locally developed proficiency exams, based on current curriculum guides and Louisiana State Standards in the Core Curriculum areas.

**Approved Home Study Programs** - A student entering a Livingston Parish public school at the secondary level (grades 9-12) from an approved Home Study program will not be granted units of credit unless the student requests and is administered a locally developed proficiency exam for each course to be evaluated.

Credit will only be awarded to students who score at 75% or higher on locally developed proficiency exams in the Core Curriculum areas, based on current curriculum guides and Louisiana State Standards.

Livingston Parish Schools may require all or some of the following from students applying for admission from home schooling in order to determine proper grade placement:

- Copies of the student's work
- Copies of standardized tests
- Attendance verification
- List of books and materials used
- Complete outlines of each subject-taught during the home-schooling period
- Statements by third parties who have observed the student's progress.

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

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

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

#### KINDERGARTEN

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Any child not able to meet kindergarten attendance requirements due to illness or extraordinary, extenuating circumstances as determined by the school governing authority (Child Welfare and Attendance Supervisor), shall be required to satisfactorily pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade. The school principal and the Child Welfare and Attendance Supervisor will work in collaboration to determine promotion due to illness, or extraordinary, extenuating circumstances.
3. Successful completion of kindergarten as demonstrated by student performance.
4. Students demonstrating lack of academic readiness for promotion to Grade 1 will have promotion decisions made by SBLC and follow established SBLC protocols for team membership and attendance. Data sources for review may include STAR Enterprise Early Literacy Assessment, end of Kindergarten Benchmark Assessment, and/or DIBELS 8.
5. Students who do not attend a full-day state approved kindergarten or did not receive credit for Kindergarten due to excessive absences will not be held to higher standards than those students who do.
6. The age requirements are aligned with the entry age for first grade.

## FIRST GRADE

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Must pass **4 or more** units of study: Basic subjects and unit value for each subject for grade 1:
  - ELA Block (2 units) OR Reading (1 unit) & Language (1 unit)
  - Mathematics (1 unit)
  - Social Studies (1/2 unit)
  - Science (1/2 unit)
  - Physical Education (1/2 unit)
  - Art/Music or Foreign Language (1/2 unit)

Students failing to earn units of study in ELA or Reading/Language will have the district created ELA benchmark assessment administered. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. (If a student has passed first grade by passing 4 or more units of study, but failed math, he/she **does not** have to be administered the District Math benchmark.)

## SECOND GRADE

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Must pass **4 or more** units of study: Basic subjects and unit value for each subject for grade 2 :
  - ELA Block (2 units) OR Reading (1 unit) & Language (1 unit)
  - Mathematics (1 unit)
  - Social Studies (1/2 unit)
  - Science (1/2 unit)
  - Physical Education (1/2 unit)
  - Art/Music or Foreign Language (1/2 unit)

Students failing to earn units of study in ELA or Reading/Language will have the district created ELA benchmark assessment administered. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. (If a student has passed second grade by passing 4 or more units of study, but failed math, he/she **does not** have to be administered the District Math benchmark.)

## THIRD GRADE

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exceptions can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

2. Must pass **MORE than 4** units of study:

Basic subjects and unit value for each subject for grade 3:

- ELA Block (2 units) OR Reading (1 unit) & Language (1 unit)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Physical Education (1/2 unit)
- Art/Music or Foreign Language (1/2 unit)

Students failing to earn units of study in ELA or Reading/Language will have the district created ELA benchmark assessment administered. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. (If a student has passed third grade by passing more than 4 units of study, but failed math only, he/she **does not** have to be administered the District Math benchmark.)

#### FIFTH GRADE

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

2. Must pass **MORE** than 4 units of study:

Basic subjects and unit value for each subject for grade 5:

- ELA Block (2 units) OR Reading (1 unit) & Language (1 unit)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Physical Education (1/2 unit)
- Art/Music or Foreign Language (1/2 unit)

Students failing to earn units of study in ELA or Reading/Language will have the district created ELA benchmark assessment administered. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. (If a student has passed fifth grade by passing more than 4 units of study, but failed math only, he/she **does not** have to be administered the District Math benchmark.)

#### SPECIAL CONSIDERATIONS:

5<sup>th</sup> grade students enrolled in a Middle School or Junior High Setting must meet the following academic criteria for promotion:

- a. In a six (6) period schedule, students must pass MORE than four (4) units of course work.
- b. In a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the Pupil Progression Committee will determine eligibility for promotion.

Students failing to earn units of study in ELA, and/or Mathematics may be considered for promotion if their cumulative score on the district created Unit Tests in the subject area in which the student failed to master the standards is 67% or higher. The combined score will be used to override classroom grades for pupil progression purposes.

## SIXTH GRADE

- Attendance: **MUST** be present a minimum of 167 days to be eligible to receive credit for the courses taken. Students in grade 6 following a junior high schedule will meet attendance requirements for junior high schools (see attendance requirements for grade 7 and/or grade 8). Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
- In a six (6) period schedule, students must pass **MORE** than four (4) units of course work.
- In a seven (7) period schedule, students must pass **MORE** than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.
- ELA Block (2 units)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Music/Art (½ unit)
- Foreign Language (½ unit)
- Health/Physical Education (½ unit)

## SPECIAL CONSIDERATIONS:

- Students failing to earn units of study in ELA, Mathematics, Science, and/or Social Studies will use the combined total points of the Unit Tests given at the end of each unit to calculate an average score (calculated using points earned/points possible) in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. The combined score will be used to override classroom grades for pupil progression purposes.
- Students who move to the school and do not have all Unit Tests and are in danger of not earning required units of study in a content area will be administered the Unit Tests that were not previously assessed.
- A student who has been retained in Grades K-3 will be retained not more than one (1) additional time for failure to meet academic requirements in Grades 4-6.
- A student who has not been retained for academic requirements in Grades K-3, may be retained twice in Grades 4-6, and will not repeat the same grade more than once.
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- Students with disabilities who participate in LAAI shall have promotion decisions determined by the IEP team.
- A student may be promoted although the recommendation for promotion that is in conflict with the criteria for promotion.

- This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee, which should discuss promotion or retention of a student and should not require the attendance of the Pupil Appraisal staff. This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. This provision is indicative of the fact that Livingston Parish will not fail to recognize a student as an individual.

#### SEVENTH GRADE

- Attendance: MUST be present a minimum of 167 days to be eligible to receive credit for the courses taken. Students in grade 6 following a junior high schedule will meet attendance requirements for junior high schools (see attendance requirements for grade 7 and/or grade 8). Exceptions can be made only in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
- In a six (6) period schedule, students must pass **MORE** than four (4) units of course work.
- In a seven (7) period schedule, students must pass **MORE** than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.
- ELA Block (2 units)
- Mathematics (1 unit)
- Social Studies (1 unit)
- Science (1 unit)
- Music/Art (½ unit)
- Foreign Language (½ unit)
- Health/Physical Education (½ unit)

#### SPECIAL CONSIDERATIONS:

- Students failing to earn units of study in ELA, Mathematics, Science, and/or Social Studies will use the combined total points of the Unit Tests given at the end of each unit to calculate an average score (calculated using points earned/points possible) in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. The combined score will be used to override classroom grades for pupil progression purposes.
- Students who move to the school and do not have all Unit Tests and are in danger of not earning required units of study in a content area will be administered the Unit Tests that were not previously assessed.
- A student who has been retained two (2) times during Grades K-6 for academic reasons may not be retained more than one (1) additional time for academic reasons in Grade 7.
- A student will not be in the same grade more than two years due to academic retention. A student who has not been retained or retained only one (1) time in Grades K-6 may be retained a maximum of two (2) times for academic reasons in Grades 7 and 8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- Students with disabilities who participate in LEAP Connect shall have promotion decisions determined by the IEP team.

## Promotion of students in grade 4

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

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

Promotion criteria for fourth grade students:

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. Must pass **MORE than** 4 units of study:  
Basic subjects and unit value for each subject for grade 4:
  - ELA Block (2 units) OR Reading (1 unit) & Language (1 unit)
  - Mathematics (1 unit)
  - Social Studies (1 unit)
  - Science (1 unit)
  - Physical Education (1/2 unit)
  - Art/Music or Foreign Language (1/2 unit)
3. Students who do not pass ELA based on academic criteria must be administered the 4<sup>th</sup> grade End of Year ELA benchmark assessment to determine if summer remediation is required.
  - Students must score a 67% or above to be considered for placement in grade 5 by the school Pupil Progression Committee.
  - Students scoring below 67% must attend summer remediation; regardless of LEAP 2025 scores.
4. Students who earn more than 4 units of study in 4<sup>th</sup> grade and fail math, are **not** required to be administered the 4<sup>th</sup> grade Math End of Year benchmark assessment. Students are not required to attend summer remediation but shall be offered the opportunity to participate.
5. Summer retesting of the District benchmark assessment is required and the Pupil Progression Committee at the school level will use a variety of data sources to determine if the student is ready to promote to grade 5.

#### **SPECIAL CONSIDERATIONS**

Students working under an IAIP during the 2019 – 2020 school year, should continue supports that are listed in the plan for the 2020 – 2021 school year.

Students who meet academic requirements in fourth grade and progress to 5<sup>th</sup> grade in the 21-22 school year but fail to meet assessment standards of basic or above on LEAP 2025 in the core areas after scores are released in summer 2021 must attend 10 hours of remediation prior to Oct. 1, 2021 in order to remain in 5<sup>th</sup> grade.

## Promotion and support of students in Grade 8

### Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other 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 in the spring may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

### Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

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

*Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation*

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

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

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

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

**Promotion of first time 8<sup>th</sup> grade students.**

1. Attendance: MUST be present a minimum of 167 days to be eligible to receive credit. Exception can be made only in the event of extended personal illness as verified by a physician and/or extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.
2. In a six (6) period schedule, students must pass **MORE** than four (4) units of course work.  
In a seven (7) period schedule, students must pass **MORE** than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, the SBLC/Building Level Committee will determine eligibility for promotion.
  - ELA Block (2 units)
  - Mathematics (1 unit)
  - Social Studies (1 unit)
  - Science (1 unit)
  - Music/Art (½ unit)
  - Foreign Language (½ unit)
  - Health/Physical Education (½ unit)
- If the student meets the attendance requirement and earns more than four (4) units of course work in a six (6) period schedule or five (5) units in a seven (7) period schedule, he/she is eligible for promotion.

- Students failing to earn units of study in ELA, Mathematics, Science, and/or Social Studies will use the combined total points of the Unit Tests given at the end of each unit to calculate an average score (calculated using points earned/points possible) in the subject area in which the student failed to master the standards. Students must score a 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade. The combined score will be used to override classroom grades for pupil progression purposes.
- Students who move to the school and do not have all Unit Tests and are in danger of not earning required units of study in a content area will be administered the Unit Tests that were not previously assessed. . Students must score a combined average of 67 % or higher on the given assessments in order to be considered for promotion.
- A student who has been retained for academic purposes in Grades K-3 will not be retained more than 1 additional time in Grades 4-6 and retained once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).
- A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.
- After completion of summer remediation and retest, students who do not meet the established promotional criteria will become a Transitional 9<sup>th</sup> grade student on a high school campus.
- After completion of summer remediation and retest, students who meet the established promotional criteria will be eligible to be promoted to 9<sup>th</sup> grade.

#### **SUMMER SCHOOL FOR CONTENT AREAS OTHER THAN ELA AND MATHEMATICS:**

- Have a review of the promotion decision, based on the stated criteria:
  - The review is the responsibility of the Pupil Progression Committee. The principal will coordinate the decision-making process of the committee and the parents in the best interest of the student involved.
  - **Meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction for students not passing grade level course work.**
  - Approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a conference between the parent and the principal to determine if the results of summer school can adequately meet the criteria for promotion.

### Summer Remediation and Promotion Eligibility Guidelines

- Students who pass ELA and/or mathematics courses **or** score at or above 67% on the district created **Unit Tests** are eligible for promotion.
- Students who do not pass ELA and/or mathematics courses(s) and score below 67% on the Unit Tests are required to attend summer remediation and retest.
- Parents will be notified of summer remediation attendance requirements by the home-based school in May and the appropriate documentation of notification will be provided to parents.

### Promotion Guidelines Following Summer Remediation

- Students who score Basic on the ELA and/or mathematics on the State Placement Test following Summer Remediation will be promoted to Grade 9.
- Students scoring Approaching Basic on the ELA and/or mathematics State Placement Test will be classified as a transitional 9<sup>th</sup> grade student. No Pupil Progression Committee meeting is required.
- Students who score Unsatisfactory on the ELA and/or mathematics on the State Placement Test will have promotion/classification determination made by Pupil Progression Committee as either retained in Grade 8 or promoted to High School with T9 Status.
- Pupil Progression committee shall include members from both the 8<sup>th</sup> grade school and the receiving school. Parents must be part of the Pupil Progression Committee and sign the appropriate documentation accepting the transitional 9<sup>th</sup> grade placement.

<b>Clarification – Transitional 9<sup>th</sup> Grade or 9<sup>th</sup> Grade (After State Placement Test following Summer Remediation)</b>		
<b><i>Summer Retest</i></b>	<b><i>Pupil Progression Committee</i></b>	<b><i>T9 or Grade 9</i></b>
<b>Scored Basic or Above</b>	Not Required	Grade 9
<b>Scored Approaching Basic</b>	Not Required	T9
<b>Scored Unsatisfactory</b>	SBLC/Pupil Progression Committee	T9 or Retained

## High School 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

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:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit 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.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

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.

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 Policy**

### **Nontraditional Courses**

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

**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.

**Credit recovery programs**

For a credit recovery program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

**Distance and E-Learning Environments**

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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

Below are detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for Grades 9-12.

Students in Grades 9-12 will be promoted when they have earned the required number of credits, as indicated below by obtaining a semester grade of “D” or better in each ½ unit or full unit course completed as determined by the teacher of the content area. Students may earn a ½ unit of credit in all eligible subjects to meet the required number of credits for students under the 23 or 24 unit plan:

<b>9<sup>th</sup> Grade</b>	<b>0</b>	<b>- 4.99</b>	<b>Units</b>
<b>10<sup>th</sup> Grade</b>	<b>5</b>	<b>- 10.99</b>	<b>Units</b>
<b>11<sup>th</sup> Grade</b>	<b>11</b>	<b>- 16.99</b>	<b>Units</b>
<b>12<sup>th</sup> Grade</b>	<b>17+</b>		<b>Units</b>

#### **REQUIRED UNITS BY AGE**

**5 Units by 17 years**

**10 Units by 18 years**

**15 Units by 19 years**

There is no limit to the number of times that a student can be retained in a grade level. However, if sufficient additional credits are earned by successfully completing courses through Livingston Parish Public Schools approved credit recovery, approved virtual school, approved correspondence, private piano instruction, and/or approved acceleration programs, the student shall be promoted at the beginning of each school year unless the student qualifies as a graduating senior. Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.

Students may graduate when they have successfully completed the required number of units as specified in Bulletin 741 and other BESE policies.

Eligibility for student participation in courses as specified in Bulletin 741 shall be a local administrative decision based upon middle school academic records and teacher recommendation providing all federal, state, and parish guidelines are not violated. In addition to completing a minimum of 23 or 24 Carnegie Units of credit as stated in Bulletin 741 and other BESE policies, students shall also be required to meet the Louisiana Assessment criteria to receive a high school diploma. Students must also complete all requirements of selected diploma pathway.

**The function as follows: individuals and/or committees in the decision-making process are:**

The individual teacher of each content area will make decisions for the course grade based on teacher-made and/or company-prepared tests, assignments, pupil participation, or any other proper evaluative criteria. However, before a teacher determines a semester grade in a course, attendance requirements must be met by the student.

Exception can be made only in the event of extended personal illness, verified by a physician or other extenuating circumstances approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

- Senior students are not to be dismissed from classes no more than 10 instructional days prior to the end of the school year.
- For distance learning courses, time requirements do not apply and must be preapproved and through a district approved provider (# 2326 Bulletin 741). Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.
- For credit recovery courses, follow the policy #2324 of Bulletin 741. Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.

**Credit Flexibility**

Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit by passing a course in which the student is enrolled and meeting instructional time requirements, once the school year has begun. Once students have attempted a credit through seat time they cannot be awarded a credit based on a proficiency exam. For additional details, see Bulletin 741 #2314.

Proficiency credit can be earned when a school official believes that a student has mastered eligible subject matter, **prior to attempting seat time**, and reached the same or a higher degree of proficiency as that of a student who has successfully completed an equivalent course at the regular high school or college level. Once these conditions are met, the school official may give such student a district approved proficiency examination for high school credit.

- Carnegie credit awarded will be added to the student's transcript using a "P" indicating the student passed the proficiency exam scoring 75% or higher. The assigned grade will not be included in the student GPA. The student should speak to the local administration or school counselor about the implications of receiving a "P", rather than a letter grade.
- Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.
- High school administration determines when and if a proficiency test can be administered.

### **Acceleration Grades 9-12**

- Students in grades 9-12 may be accelerated.
- Any student with prior approval who has earned high school credit through acceleration while enrolled at the middle school level will be granted the unit of credit. The unit of credit earned will be granted in accordance with procedures as outlined in Bulletin 741.
- Any student with prior approval of his high school principal and the district high school Supervisor of Curriculum will be granted units of credit upon successfully completing courses through the Livingston Parish Public Schools approved correspondence providers, summer school, and/or virtual schools. **Students must seek approval prior to enrolling in any program to be sure that the program is approved by Livingston Parish Public Schools.**

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

The following policies apply to students attending colleges or other postsecondary institutions on a part-time basis whether on the college campus or through dual credit programs on the high school campus.

- The principal of the high school shall approve in advance the course to be pursued by the student in college.
- The student shall meet entrance requirements as established by the college.
- The principal of the high school shall verify that the content of the college course meets the standards and grade-level expectations of the high school course for which the student is receiving credit.

- If attending on the college campus, the student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
- The high school administrator shall establish a procedure with the college to receive reports of the student's performance.
- College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary state organizations.
- Students may participate in college courses and special programs during regular or summer session if approved by the high school administration.

## Support for students

### School year support

The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

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

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

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

## **Summer remediation**

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

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

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

### **Students with disabilities**

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

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

## English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

### **Alternate Assessment (LEAP Connect) Curriculum**

(Incoming Freshmen in 2015-16 and beyond)

#### **Applied English - 4 Units**

Applied English I, II, III, IV

#### **Applied Math - 4 Units**

Applied Math I, II, III, IV

#### **Applied Science – 2 Units**

Applied Science I, II

#### **Applied Social Studies - 4 Units**

Applied Social Studies I, II

#### **Electives – 2-4 Units**

At least 2 of these credits must be earned in electives

#### **Career Credits – 7-9 Units**

At least 7 credits must be earned in workforce-readiness or career courses

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**Total - 23 Units**

**NOTE:** Regarding Academic Content Credit Areas: IEP Teams should determine the least restrictive environment and most appropriate course content for the students. Students may be enrolled and/or placed in either Carnegie credit courses or applied courses. For example, a student may (1) receive instruction in a regular English course but be enrolled in Applied ELA, (2) be enrolled and receive instruction in a Carnegie credit course, or (3) be enrolled and receive instruction in an Applied course.

**NOTE:** Regarding Career Credit Areas:

- A. The career program and course sequence must include: (1) interest assessment, (2) career-focused courses including, but not limited to, foundational workplace skills (including transitional courses), and (3) hands-on workplace experiences appropriate to their interest (community-based, where practicable).
- B. The student will be required to achieve an IEP-determined rating on a workforce readiness survey or specific career task analysis.
- C. The student must meet at least one of the three work- or career-related IEP goals:
  - 1. Employment in integrated, inclusive work environments, based on the students' abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the local school district.
  - 2. Demonstrates mastery of specific employability skills and self-help skills that indicate that the student does not require direct and continuous educational support from the school district.
  - 3. Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

**NOTE:** The IEP Team must complete an Individual Graduation Plan (IGP), in the eighth-grade year, prior to the student entering high school.

**NOTE:** The IEP Team must complete the Summary of Performance at the time of the IEP during the student's exiting year.

**NOTE:** The Certificate of Achievement will continue to be an exit document for students who do not complete the requirements given above.

## GRADING PROCEDURES FOR STUDENTS ASSESSED ON LEAP CONNECT

Students who are eligible for assessment with the Alternate Assessment (LEAP Connect) may have mild to significant disabilities, but qualify for the Alternate Assessment on evaluation-documented cognitive and/or adaptive behavior deficits of 2.0 or more standard deviations below the mean. Although qualifying at 3.0 or more SDs is automatic eligibility, qualifying at 2.0 to 2.9 SDs below the mean is determined by Alternate Assessment criteria. The IEPs of students assessed on Alternate Assessment will indicate the Least Restrictive Environment for instruction. Students assessed on Alternate Assessment may access the Louisiana Connectors (previously Louisiana Extended Standards) and/or the regular education curriculum.

The following guidelines are appropriate to those students who are following the Louisiana Connectors (previously Louisiana Extended Standards):

1. Students should not receive letter grades that fall below the average or “C” level. When students are consistently scoring in the “D” or “F” range, the IEP needs to be reconvened or amended to address additional deficit/need areas and/or to adjust the goals/objectives, accommodations/modifications, and/or situation and supports for instruction.
2. Grades should be given in all academic content areas (i.e., Math, Reading, English/Language Arts, Social Studies, Science) that are appropriate to the students’ grade level of performance and/or placement.
3. Letter grades of “A,” “B,” or “C” are appropriate to reflect the progress of students with significant disabilities/autism, who are addressing the Louisiana Connectors (previously Louisiana Extended Standards), with accommodations and modifications in regular education and/or special education settings.
4. Letter grade “A” applies to the progress and/or performance of students who exceed most standards.
5. Letter grade “B” applies to the progress and/or performance of students who meet most standards.
6. Letter grade “C” applies to the progress and/or performance of students who are working towards most standards.
7. Students who have minimal levels of success in progress and/or performance should not receive grades of “D” or “F” as the students:
  - a. should be given points for attendance and participation in activities directed by the teacher, even when there is limited success
  - b. can have extensive modifications and/or accommodations to ensure that the curriculum is presented in progressive steps toward grade-level access to the general education curriculum
  - c. employ different strategies for learning
8. Report cards should be marked to reflect:
  - a. Code 3/performance is below grade level
  - b. Code 15/student is working below grade level of their non-disabled peers

GRADING CATEGORIES FOR STUDENTS ASSESSED WITH ALTERNATE ASSESSMENT (LEAP CONNECT)	
Extended Standards Mastery	35% of grade
Skills	35% of grade
Participation/Completion	30% of grade

**GRADING CATEGORIES FOR STUDENTS ASSESSED WITH ALTERNATE ASSESSMENT (LEAP CONNECT):**

1. **“GLE Mastery”** includes but is not limited to:
  - a. PCI Program assessments (Reading and/or Math)
  - b. Unique Learning Systems assessment
  - c. News2You Program assessment
  - d. The STAR Program assessment
  - e. IEP Objective(s) that are student specific
  - f. Basic Picture Math Program assessment
  - g. LCCE and other Transition and Community-Based Program assessment
2. **“Skills”** includes but is not limited to:
  - a. PCI Program activities (Reading and/or Math)
  - b. Unique Learning Systems activities
  - c. News2You Program activities
  - d. The STAR Program activities
  - e. IEP Objective(s) activities that are student specific
  - f. Basic Picture Math Program activities
  - g. LCCE and Transition/Community-based Program assessments
3. **“Participation/Completion”** includes but is not limited to:
  - a. Homework
  - b. Bell work
  - c. Crafts
  - d. Behavior Logs
  - e. Attendance
  - f. Attention
4. **Assessments** may include, but are not limited to:
  - a. Rubrics
  - b. Checklists
  - c. Teacher-made tests
  - d. Progress monitoring
  - e. Ready-made worksheets from programs
  - f. Portfolios
  - g. Jobsite checklists
  - h. Activity logs

## Alternative education placements

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

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

### **Pathways Success Center**

The Pathways Program gives students another avenue for attaining employable work skills and earning recognized educational credentials to transition to the workforce or receive additional learning.

Student eligibility depends on grade level, academic testing, age, attendance, and behavior.

Students have the opportunity to work toward the HiSET and skill certificates.

### **Pine Ridge**

Pine Ridge is an alternate program for students in grades K– 12 who have been recommended for expulsion from school. Students who attend must remain in the program for a minimum of 45 successful days. Students in the program are provided instruction by certified teachers and drill instructors in core subject areas and limited electives. After successful completion of the program, students return to their school campus.

### **Graduation Alliance**

Graduation Alliance is a dropout recovery program allowing students an opportunity of earning a high school diploma. Students are recommended by the local high school based on credits, age, and academic environment. If approved for the program, students complete graduation requirements through an online platform. After completing coursework and assessment requirements for graduation, students earn a high school diploma from their homebased high school.

### **Homebound**

Homebound educational services are provided to students as required by the IEP team or homebound coordinator. Eligibility depends on medical information and other supporting documentation. Homebound instruction will be provided in the core academic subjects through a certified teacher and virtual platform. Homebased curriculum material will be determined by the homebound teacher and classroom teacher.

### Adult Education

Upon the request of the student's parent or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board, to attend an alternative education program.

Coursework in the alternate education programs is delivered through certified teachers and virtual instructional content based on state standards.

### Due process related to student placement and promotion

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

For students who are not successful in regular education, consideration should be given to determine if the student is eligible for Special Education Programs. Students who have a physical or mental impairment which substantially limits one or more major life activities, such as walking, seeing, speaking, breathing, or learning may qualify for reasonable accommodations within the classroom setting.

- A referral to the School Building Level Committee can be made by a parent or teacher.
- The SBLC committee should consist of the classroom teacher, referring teacher, administrator/designee, and parent/guardian.
- SBLC begins collecting information about the student from school records, teachers, administration, and parent.
- SBLC committee meets and reviews the concern(s) and all data.
- Action(s) based on data will be implemented i.e. academic/behavior interventions, referral for a 504 assessment, referral to FINS, placement change in schedule/class.

The IEP/IAP will clearly state the following:

- Exceptional students participating in the LEAP 2025 must be provided with accommodations as noted on the students' IEP, or if 504, on the IAP (Individualized Accommodation Plan).
- Required instructional accommodations will be provided on an individual basis.

- Quantitative and qualitative evaluative criteria will be used to measure progress.
- A student with disabilities will be reevaluated by a Pupil Appraisal team at least once every 3 years.

Out of System Review (OOSR) procedures for private evaluations/out of state evaluations for students with disabilities, talented, or gifted:

- If a student has a private/out of state evaluation, an OOSR will be conducted by the Pupil Appraisal Coordinator to determine if the evaluation meets criteria in [Louisiana Bulletin 1508](#).
- If the evaluation meets the criteria for a disability an initial offer of a Free Appropriate Public Education (FAPE) is made via an IEP.
- If the evaluation meets the criteria for gifted or talented an initial IEP is conducted.
- If the evaluation does not meet the criteria and the student has a current IEP, then interim services may be approved by the Director of Special Education.
- If the evaluation does not meet the criteria for a disability, gifted or talented, the OOSR will be provided to the School Building Level Committee (SBLC).

The continuum for services for a student with an IEP shall include:

- Inside the regular class 80% or more of the day
- Inside the regular class 40% - 79% of the day
- Inside the regular class less than 40% of the day
- Separate school
- Residential facility
- Hospital/Homebound
- Correctional Facilities

Additional LEA policies related to student placement, promotion, etc.

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

***Note: This may include course pre-reqs, class ranking, etc.***

### **Retention**

A student who has been retained for academic purposes in Grades K-3 will not be retained more than 1 additional time in Grades 4-6 and retained once in Grades 7-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three (3).

## Grading Policy

LPPS shall use the following uniform grading system for students enrolled in all grades K- 12 for which letter grades are used. LPPS 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	93 - 100
B	85 - 92
C	75 - 84
D	67 - 74
F	0 - 66

Grading Scale for Kindergarten	
Grade	Percentage
E	93 - 100
S	80 - 92
NI	67 - 79
U	0 - 66

Grading policies for grades/courses for which letter grades are not used:

- Nine weeks grades will be given in all classes. Interim reports will be issued after four and one-half (4½) weeks each nine weeks period.
- Grades will be determined as follows:
- Pre-Kindergarten---A portfolio assessment will be kept for each child
- Kindergarten—At least one grade per subject each week using the following: E (Excellent), S (Satisfactory), N (Needs Improvement), U (Unsatisfactory)

## GRADING PROCEDURES FOR GRADES 1-8

- Nine weeks grades will be given in all classes. Interim reports will be issued after four and one-half (4½) weeks each nine weeks period.
- Grades will be determined as follows:
  - Grades 1--8
    - All student work to be graded will be assigned a point value which could be weighted by category. The number of points assigned will be determined by the classroom teacher.
    - The nine weeks grade will be calculated by dividing the total points earned by the total points possible in non-blocked courses.
    - Courses that are blocked, in grades 1 – 5, i.e. English Language Arts will have their 9 weeks grade calculated using a weighted formula in which Reading is 60% of the total grade, English is 40% of the total ELA grade for grades 1-5.

A weighted grade format will be used for assigning student grades in core content courses (ELA, Math, Science, Social Studies) in grades 6-8.

- Major and Minor Assessments (MMA) are weighted at 80% of the total grade.
  - Unit Tests are weighted at 10%. At least one Unit Test will be administered each nine week grading period.
  - Participation/Completion grades (PC) are weighted at 10% of the total grade.
- Letter grades are to be assigned according to the parish grading scale.
- Grades for all subjects should be entered electronically into the parish Power School Program. A hard copy of grades must be printed every 4 ½ weeks and kept in a Grade Binder. Record at least one grade per subject each week in non-blocked courses.
- For ELA, two grades per week are required. It is recommended that a minimum of one grade be recorded from the reading standards and one grade from the English standards each week. All graded work must be evenly distributed throughout the semester and assigned an appropriate point value in the appropriate weighted category.

- To determine the final grade for the year's work, use scale for total points for four grading periods.
  - The student must pass at least two (2) nine (9) weeks grading periods.
  - If the last nine weeks grade is an "F", the student must have at least a one (1) point average or a total of four (4) points in order to pass.

If the last nine weeks' grade is a "D" or better, the student will pass with a total of three (3) or more points for the four grading periods.

- The grading procedures for middle school courses which generate high school credits will follow the grading procedures set forth for middle schools courses with the added requirement that the student demonstrate proficiency on either the Louisiana Department of Education LEAP 2025 exam or a state approved proficiency test in that subject when the proficiency test in that subject is available. Middle school students will be awarded a grade P or F on their high school transcript for Carnegie courses completed in middle school.

<b>GRADING SCALE FOR ELEMENTARY AND MIDDLE SCHOOLS</b>		
<b>Grade</b>	<b>Average</b>	<b>Total Points for Four Grading Periods</b>
<b>A = 4</b>	<b>93-100</b>	<b>14-16</b>
<b>B = 3</b>	<b>85-92</b>	<b>10-13</b>
<b>C = 2</b>	<b>75-84</b>	<b>6-9</b>
<b>D = 1</b>	<b>67-74</b>	<b>3 or 4-5</b>
<b>F = 0</b>	<b>0-66</b>	<b>0-2 or 3</b>

### **Grades 7 & 8**

Seventh and Eighth grade students may be allowed to take Carnegie credit courses if they meet the following requirements:

- Meet state requirements as mandated in Bulletin 741.
- Be recommended by the principal and teacher. This recommendation will be based upon attitude, grades, attendance, and maturity.
- Have parental approval and cooperation.
- Only students in grades 7 and 8 may receive Carnegie credits provided the student has met the time requirement for the class and has mastered the high school course standards for the course taken based and earn a score of 75% or higher on the state approved proficiency test and must score at approaching basic or above on the Louisiana Department of Education EOC/LEAP 2025 exam.

Students enrolled in Algebra I must obtain an achievement level of Approaching Basic or above on the LEAP 2025 to receive credit in Algebra I

Students who did not demonstrate proficiency (Basic or Above on LEAP 2025) in any core subject area on LEAP are not eligible to take a middle school course for Carnegie credit in that area in which they were non-proficient.

### High School Grading Procedures

1. Semester grades will be given in all classes with three (3) interim reports during each semester. Interim reports will be issued as follows:

- A. After 4½ weeks
- B. After 9 weeks
- C. After 13½ weeks

The semester report card will be a cumulative grade of the entire semester's work based on points earned divided by points possible by weighted categories. (See Item 2)

2. Grades (A, B, C, D, F) will be determined as follows:

**All high school courses will use a weighted grade format for assigning student grades.**

Semester grade will be determined by dividing the total points earned by the total points possible by weighted categories. Letter grades will be assigned according to the different grading scales based on the type of course each student is enrolled in.

All student work to be graded will be assigned a point value and entered into one of four weighted categories.

- a) At least two grades per week must be entered into PowerSchool.
- b) At least two grades per category must be entered into Power School every 4½ weeks (each interim period)

Weighted Categories for each High School Course:	Abbreviation	Weights for each Category:
Major Assessments	MA	40%
Assessed for Accuracy (Quizzes, Labs, Projects, etc.)	ACC	35%
Participation / Completion	PC	10%
End of Semester Assessment	SEM EX	15%

Grade Categories for LAA1 and Act 833 students Per Bulletin 741 LAA1 and Act 833 students are assessed at 5% on EOC & LEAP 2025 Assessments) (Algebra I, Geometry, English I, English II, English III, U.S. History, and Biology):

Weighted Categories for each High School Course:	Abbreviation	Weights for each Category:
Major Assessments	MA	40%
Assessed for Accuracy (Quizzes, Labs, Projects, etc.)	ACC	40%
Participation / Completion	PC	15%
End of Semester Assessment	SEM EX	5%

Regular Classes		Advanced Level Classes*		College Board Advanced Placement Classes	
Grade/Point Value	Average	Grade/Point Value	Average	Grade/Point Value	Average
A = 4	93-100	A = 4	90-100	A = 5	90-100
B = 3	85-92	B = 3	80-89	B = 4	80-89
C = 2	75-84	C = 2	70-79	C = 3	70-79
D = 1	67-74	D = 1	60-69	D = 2	60-69
F = 0	0-66	F = 0	0-59	F = 0	0-59

A "P" has no numerical value in calculating the grade point average of a high school student.

**\*Honors, High School Gifted Courses, Advanced Placement, Dual Enrollment or College Prep Classes for students enrolled in high school. Each high school administration will determine if the 10-point grading scale is appropriate for advanced level classes, which includes honors courses and high school gifted courses.**

**Weighted GPA:** GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The weighted GPA is based on grade points on all courses attempted on the 5.0 scale and 4.0 scales. A "P" has no numerical value in calculating the grade point average of a high school student.

**Unweighted GPA:** GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The unweighted GPA calculates all courses attempted on a 4.0 scale. A "P" has no numerical value in calculating the grade point average of a high school student.

When calculating grades to determine the semester letter grade, .50 and above will always be rounded off to the next highest number.

*Example: 92.5% = 93% = A, 66.50% = 67% = D*

## Grade Point Average

A student's overall GPA is based on semester grades. A grade point average is defined as an average of all subjects using the grade/point value listed above in the chart. No rounding off will occur when determining grade point average. Example: A 1.6 GPA cannot be rounded off to a 2.0.

When calculating the grade point average for athletic purposes only, a student must achieve at least a C average. A C average is defined by LPPS as a GPA of 1.50 to 2.49. No rounding off will occur when determining athletic eligibility.

## CLASS RANKING

The Livingston Parish School Board, in order for class ranking to be determined on a uniform and consistent basis throughout the parish, shall require graduating seniors in high schools to be ranked based on the quality points a student earns in Grades 9-12 as listed on the student's official high school transcript. The student who earns the most quality points will be ranked number one in the graduating class. For rank in class purposes only quality points based on a maximum of 28 credits for high schools on a seven period day or 32 credits for schools on a block schedule will be considered. Transfer grades will be weighted only in the subjects weighted in the district.

Students with a grade point average of 3.75 - 4.0 shall be recognized as graduating *Summa Cum Laude* and students with a grade point of 3.5 - 3.749 shall be recognized as graduating *Magna Cum Laude*. There shall be no selection of a valedictorian.

## CLASS RANKING CRITERIA

Criteria to be used in ranking students shall be as follows:

- A. Total quality points from all subjects attempted in grades 9-12.
- B. "F" grades count as zero (0) quality points.
- C. Only semester grades shall be used.
- D. Total quality points shall be computed at the end of the second semester of the senior year.
- E. The following grade scale shall be used:

Regular Classes		College Board Advanced Placement Classes (starting in 2014-15)		Advanced Level Classes*	
Grade/Point Value	Average	Grade/Point Value	Average	Grade/Point Value	Average
A = 4	93 - 100	A = 5	90 - 100	A = 4	90 - 100
B = 3	85 - 92	B = 4	80 - 89	B = 3	80 - 89
C = 2	75 - 84	C = 3	70 - 79	C = 2	70 - 79
D = 1	67 - 74	D = 2	60 - 69	D = 1	60 - 69
F = 0	0 - 66	F = 0	0 - 59	F = 0	0 - 59

\*Each high school principal will determine if the 10-point grading scale is appropriate for advanced level classes. (Honors, High School Gifted Courses, Dual Enrollment, or College Prep Classes)

NOTE: Any course for which credit is earned through credit examination or proficiency examination and a pass/fail grade is assigned **will not** be considered in determining class ranking.

### **TIES IN RANKING**

Ties in ranking of graduating students shall be broken by using the following order of priority:

1. The highest composite ACT test score will be used if all candidates have taken the ACT.
2. If a tie still exists, then the number of College Board Advanced Placement course taken will be used.
3. If a tie still exists, the total number of scaled score points on all the State Standardized Tests (6 EOC/LEAP2025 tests) will determine the rank in class.

Students electing to take non-credit classes will negatively impact their rank-in- class. A student electing short day in the senior year may earn fewer quality points than seniors taking full schedule of credit classes.

# ***DISTRICT FORMS***





## School Building Level Committee Meeting Transitional 9<sup>th</sup> Grade Recommendation / Determination

<b>Student</b>		<b>Entry Year</b>	
<b>Originating Middle School</b>		<b>High School</b>	<b>SBLC Meeting Date</b>

<b>Reason for Referral</b>	<input checked="" type="checkbox"/>	Academic
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### EXPLAIN REASON FOR REFERRAL

### PEOPLE IN ATTENDANCE (Name and Relationship to Student)

	Admin. - MS
	Admin. - HS

### DATA REVIEWED

<input type="checkbox"/> Report card(s)	<input type="checkbox"/> Observations
<input type="checkbox"/> Unit Test Data	<input type="checkbox"/> Medical Information
<input type="checkbox"/> LEAP Scores	<input type="checkbox"/> Discipline Records
<input type="checkbox"/> Attendance Records	<input type="checkbox"/> Functional Behavior Assessment
<input type="checkbox"/> Intervention Results	<input type="checkbox"/> Behavior Plans
<input type="checkbox"/> Work Samples	<input type="checkbox"/> Other:
<input type="checkbox"/> Curriculum Based Assessment (CBA)	<input type="checkbox"/>

### MEETING NOTES

### RECOMMENDATION (Check each statement below indicating you have read and understand the criteria.) To be completed before the end of the school year.

<input type="checkbox"/>	Students who did not meet promotion requirements <b>MUST</b> attend summer school AND retest to be eligible for promotion to high school.
<input type="checkbox"/>	If a student scores Basic or higher on the State Placement Test he/she will be promoted as a 9 <sup>th</sup> grade student.
<input type="checkbox"/>	If the student scores Approaching Basic on the State Placement Test he/she will be promoted as a transitional 9 <sup>th</sup> grader and will be provided transitional 9 <sup>th</sup> grade support.
<input type="checkbox"/>	If the student scores Unsatisfactory on the State Placement Test a PPC meeting will be held to make a promotional decision. <b>PPC Grade Determination Portion of This Form Will Be Completed – Page 2 (Sending and Receiving Principal and Parent)</b>

### SIGNATURE OF UNDERSTANDING

<b>Parent/Guardian</b>		<b>SBLC Chairperson/Counselor</b>	
<b>Principal</b>		<b>Date</b>	

**PPC GRADE DETERMINATION MEETING** (Mandatory for all students who attended summer school AND scored unsatisfactory on the State Placement Test)



<b>Student</b>		<b>SBLC Meeting Date</b>	
<b>Student's Score on Placement Test</b>			

PEOPLE IN ATTENDANCE (Name and Relationship to Student)		
		Admin. - MS
		Admin. - HS

**SBLC GRADE DETERMINATION MEETING** (Mandatory for all students who attended summer school unsatisfactory on the State Placement Test. This section is completed after summer remediation and retesting results are available.)

<input type="checkbox"/>	Student enters high school as a 9 <sup>th</sup> grader
<input type="checkbox"/>	Student enters high school as a transitional 9 <sup>th</sup> grader and will be provided transitional 9 <sup>th</sup> grade support
<input type="checkbox"/>	Student is retained in 8 <sup>th</sup> grade.

MEETING NOTES

Required Signatures for Grade Placement Determination:			
<b>Parent/Guardian</b>		<b>SBLC Chairperson/Counselor</b>	
<b>Principal</b>		<b>Date</b>	



## NOTIFICATION OF RETENTION AND APPEALS PROCESS

Dear Parent/Guardian:

This is to inform you that \_\_\_\_\_ will be retained in Grade \_\_\_\_\_.

If you wish to appeal the decision relative to the placement of this student, the due process procedure is listed below. The procedure must be followed in sequential order.

1. A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends and holidays) of official notification of retention or failure of a course. If official notification is given through the postal services two (2) additional days will be given to insure delivery.
2. The Building Level Committee will act on the appeal within five (5) school days after receipt of the written request. The parents will be notified of the time of the hearing and may be present.
3. The principal will be responsible for notifying the parent(s) or guardian of this decision within three (3) days.
4. Any appeal beyond the Building Level Committee must be submitted in writing within seven (7) days to the Parish Superintendent or Assistant Superintendent for review by the Central Office Review Committee. (Livingston Parish School Board - P.O. Box 1130 - Livingston, LA 70754)
5. The Central Office Review Committee will act on the appeal within ten (10) days after receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present.
6. The Parish superintendent or the assistant superintendent will notify the parent(s) of this decision within three (3) days.

School: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form

\_\_\_\_\_ shall be placed on an individual academic improvement plan in partnership with Livingston Parish because he/she did not attain basic proficiency in at least two core subject areas in the previous school year.

In accordance with the requirement of Bulletin 1566 §701 and §703, your child has the right to at least two or more of the following interventions:

- Strategic classroom placement
- Access to instruction leveraging a high-quality (tier 1) curricula during school hours
- Additional in school support where below grade level instruction does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in a high-quality summer program that uses a high-quality (tier 1) curricula or learning program.

Further, the parent/legal guardian of \_\_\_\_\_ understands:

Initial	
	Student is entitled to participation in an academic improvement plan that is co-developed between the parent/legal guardian and the school.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian, <u>in collaboration with the school</u> , select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by accessing resources available in the Family Support Toolbox Library and/or provided by student's school.
School System Promotion Policy per Pupil Progression Plan:	
<ol style="list-style-type: none"><li>1. Students must attend 167 days.</li><li>2. Students must pass more than 4 units of study.</li><li>3. Students failing to earn units of study in ELA and/or Math will have the district created benchmark assessment administered in the subject area in which the student failed to master the standards. Students must score 67% or higher in order to be given consideration by the school's Pupil Progression Committee to promote to the next grade.</li></ol>	

# Parent/Legal Guardian Agreement Form and Individual Academic Improvement Plan

Complete the form for each subject area identified as below "Basic".

<u>Student Name and Grade:</u>			<u>School:</u>		
<u>Subject Area of Need:</u> (circle all that apply) ELA    Math    Social Studies    Science					
<u>Beginning level of proficiency:</u>			<u>Target level of proficiency:</u>		
ELA	Approaching Basic	Unsatisfactory	ELA	Basic or above	
Math	Approaching Basic	Unsatisfactory	Math	Basic or above	
Social Studies	Approaching Basic	Unsatisfactory	Social Studies	Basic or above	
Science	Approaching Basic	Unsatisfactory	Science	Basic or above	
<b>Parents and the school, in collaboration, select two or more options from the intervention list. Check the boxes below for each selected intervention and complete the requested information.</b>					
<input type="checkbox"/> Enrollment in a summer program ELA/Math		Teacher name(s): Summer Program Curriculum: ELA-Wit & Wisdom Math-Ready Math Progress Monitoring Plan: District Benchmark/Ready math Diagnostic			
<input type="checkbox"/> Additional In-school support  ELA/Math/SS/Science		Teacher name(s): Define supports: Intensive Academic Support Interventions, Reflex Math, Moby Max, tutoring Other _____ Progress Monitoring Plan: STAR reports, LEAP 360, Benchmarks, Reflex Math report, Ready Math Diagnostic			
<input type="checkbox"/> Guaranteed access to a tier 1/high quality curriculum ELA/Math/SS/Science		Curriculum: ELA-Wit & Wisdom Tier I Curriculum Math-Ready Math Social Studies-State provided Scope and Sequence with embedded resources Science-Discovery Ed correlated with State Standards and embedded resources			
<input type="checkbox"/> Strategic classroom placement ELA/Math/SS/Science		Teacher name(s):			

I am a parent or legal guardian of the student referenced above and I understand my rights as it related to promotion and retention; and I have participated in the selection of interventions and agreed to this course of action for my student.

Parent/Legal Guardian Name (printed):	
Parent/Legal Guardian Signature:	Date:
School Administrator Signature:	Date:

School: \_\_\_\_\_

Principal's Printed Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



Date:     /     /     .

**PLEASE PRINT:**

45  
Updated 5/4/20

**Revision 1: 7-21-2020**

<b>School:</b> _____
<b>Principal's Printed Name:</b> _____
<b>Principal's Signature:</b> _____



Date:     /     /

[illegible]

## PROMOTION / RETENTION CONFLICT REPORT

The Livingston Parish Pupil Progression Plan provides for the promotion or retention of a student in Grades K-8 although this action may be in conflict with the established criteria. This form is provided for submitting the list of students and the reason for a recommended action in conflict with the established criteria. Return the original of this form to the Director of Curriculum by the last day of the school session. The student(s) whose name(s) are listed below have been promoted in conflict with the established criteria for promotion. (Indicate "none" if needed).

School: \_\_\_\_\_

Principal's Printed Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



Date: \_ / \_ / \_

**PLEASE PRINT:**

### PROMOTION IN CONFLICT REPORT

Student				Conflict
Last Name	First Name	LASID	Grade	(not related to attendance or previous retentions)

**PLEASE PRINT:**


### RETAINED IN CONFLICT REPORT


Student				Conflict
Last Name	First Name	LASID	Grade	(not related to attendance or previous retentions)

## LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Livingston Parish Public Schools 2020-2021 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: August 6, 2020.

  
Alan Murphy, Superintendent

  
David "Bo" Graham, Board President





*Livingston*  
**M.A.D.E.**

Make a Difference Every Day!