

2022-2023 Pupil Progression Plan

Local Education Agency:

Rapides Parish School Board

Background and Purpose

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

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

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

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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.

- Rapides Parish will use the Kindergarten Skills Assessment in ELA and mathematics as the academic readiness screening instrument for students entering first grade.
 - The kindergarten student will score a minimum of 85% on the English Language Arts and mathematics sections of the Kindergarten Skills Assessment.
 - Students who score below proficient on the screening test will receive RTI services.

II. Placement of transfer students

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

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

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

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

- Consideration for the transfer of students can be found [here](#).

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

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

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

Promotion decisions will be based on student achievement on grade-appropriate skills and attendance. The [Rapides Parish School Board Grading Policy](#) will be used to record student performance and attendance.

- Students with Disabilities
 - Promotion decisions for all students with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and talented and who has no other exceptionality, will be made by the SBLC.
- Administrative promotions will be made through the SBLC process, and should consider the following factors:
 - Student's chronological age in relation to peer group
 - Achievement test scores
 - Parental input
 - Provision for remediation
 - Social maturity
 - Physical maturity
 - Attendance
 - Health problems
 - Psychological testing, if available

Retention Policy K-8

- A student in grades K-3 may only be retained once. It is not recommended that a kindergarten student be retained.
- A student in grades 4 through 8 may only be retained once.
- Pending a review by the SBLC, students may be retained if they meet the following conditions:
 - a. fail two major subjects: ELA and Math
 - b. fail one major subject and two minor subjects, or
 - c. fail to meet attendance requirements.

Schools will utilize strategies from their Multi-Tiered Systems of Support (MTSS) plan to intervene in mathematics, reading, and English Language Arts. Students' progress will be monitored periodically between grading periods to determine the effectiveness of intervention strategies utilized. Student intervention may continue, change, or discontinue based upon student progress, monitoring results and academic performance. Research based programs and strategies will be utilized by teachers to provide for additional instruction both in the regular classroom (Tier I) and in pull-out settings for those who need additional instruction (Tier II and Tier III).

Literacy Support Standard for Grades 3 and 4 - Updated February 2023

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

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

IV. Promotion and support 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 a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

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

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 of fourth grade students will be based on student achievement on grade-appropriate skills, attendance, and the state-mandated requirements on LEAP 2025. The Rapides Parish School Board Grading Policy will be used to record student performance and attendance.

- First time fourth graders are expected to meet state-mandated requirements of scoring “Basic” in at least two core academic subjects (ELA, Math, Science and Social Studies) on the 4th grade LEAP 2025 assessment.
- In the absence of test scores, the school shall make promotion decisions based on a preponderance of evidence of student learning.
- Retention decisions are determined by the SBLC.
- Upon receipt of state assessment scores, if the student fails to meet the requirement of “Basic” and is promoted or retained:
 - The student shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student’s parent or legal custodian by October 1st.
 - The plan must outline at least two allowable interventions/supports that include:
 - Enrollment in a summer program
 - Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
 - Additional in-school support
 - Guaranteed access to tier 1/high quality curriculum
 - The plan shall remain in effect until such time as the student performance in the identified subject(s) increases to appropriate levels.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

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 8th grade students will be based on student achievement on grade-appropriate skills, attendance, and the state-mandated requirements on LEAP 2025. The Rapides Parish School Board Grading Policy will be used to record student performance and attendance.
- The decision to retain a student in 8th grade must be in consultation with the student's parents. Students who are retained in the 8th grade must be provided an Individual Academic Improvement Plan (IAIP).
 - The school will develop the plan with the student's parent or legal custodian by October 1st, and it shall be signed by all parties.
 - The plan must outline at least two allowable interventions/supports that include:
 - Enrollment in a summer program
 - Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient"
 - Additional in-school support
 - Guaranteed access to tier 1/high quality curriculum
 - The plan shall remain in effect until such time as the student performance in identified subject(s) increases to appropriate levels.

- Upon receipt of state assessment scores, if the student fails to meet the state mandated requirements, they must participate in remediation. Remediation will occur between the end of LEAP 2025 testing and October 1 of the following academic year.
- Upon entering the 9T transitional program, students will receive instruction in the ninth grade curriculum, and be enrolled in a remedial course in ELA (technical reading) and/or mathematics (technical math) for the subject in which the student did not demonstrate proficiency, as documented in the Individual Graduation Plan (IGP).

High School Considerations

High school promotion and transition considerations

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

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

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

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending 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 asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, 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.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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.

- Click [here](#) for high school information including course credit, diploma options, post-secondary credit requirements, and graduation ceremony requirements.

VI. Support for Students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - The Individual Academic Improvement Plan will be reviewed with and signed by the student’s parent or legal custodian by October 1st.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.
- The plan shall remain in effect until such time as the student performance in identified subject(s) increases to appropriate levels.
- In addition, identified students will be placed in Tier II interventions where skill deficits will be addressed.
- A thirty minute daily remediation period has been built into all K – 8 schools to address student specific deficiencies.
- After school remediation programs will be available through Title I at Title I schools, and special education funds.

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.
- **K-8 Summer Remediation**
 - In the absence of state test scores, schools will use a preponderance of evidence such as: 3rd grade state assessment scores, diagnostic & interim data, and grade-level performance to identify potential students for summer remediation.
 - Prior to the end of the school year, identified students will receive notification from their school recommending summer remediation.
 - In-school support of students will begin upon identification after state testing.
- **High School LEAP 2025 (EOC) Summer Remediation Program**
 - During the month of June, a minimum of 30 hours of summer remediation is available for students not passing LEAP 2025 (EOC) exams.

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).
- Promotion decisions for all students with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and/or talented and who has no other exceptionality, will be made by the SBLC.
- SBLC is a general education, data driven, decision-making committee. The SBLC reviews and analyzes all data to determine the most beneficial option for the student. It is a committee composed of building level professional personnel including the chairperson, principal and/or designee, referring teacher, and other appropriate personnel.
- The SBLC should consider the following factors when a student is being considered for administrative promotion to the next grade.
 - Student's chronological age in relation to peer group
 - Achievement test scores
 - Parental input
 - Provision for remediation
 - Social maturity
 - Physical maturity
 - Attendance
 - Health problems
 - Psychological testing, if available

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.

- Promotion and Placement information for English Learners can be found [here](#).

VIII. Alternative Education Placements

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

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

- Information regarding the Rapides Virtual Program (RVP) can be found [here](#).
- Rapides Alternative Positive Program for Students (RAPPS)
 - The Rapides Alternative Positive Program for Students provides educational services for expelled students in grades K-12. For more information about RAPPS, click [here](#).
- GED (HiSet)
 - In accordance with ACT 732 of the 2010 Regular Session of the Louisiana Legislature, the governance of Adult Education and GED (HiSet) testing has been transferred to the Louisiana Community and Technical College System.
 - The Rapides Parish School Board will work closely with the Louisiana Technical College System and recommend students to the Adult Education Program based on rules and regulations governing the program through the LCTCS Board of Supervisors Policy.

IX. Due Process related to student placement and promotion

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

- Due Process Policy
 - A review of policies in the Pupil Progression Plan 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 may be initiated by the student's parents/guardians by submitting a written request to the student's principal.
 - Grievance Procedure:
 - Upon receipt of this request, the principal will initiate a conference within 10 school days. The principal will invite the parent/guardian, as well as the appropriate teacher(s) or supervisor, or both, to attend the conference.
 - The principal has five (5) days following the initial conference to render a decision concerning the grievance.
 - In the event the aggrieved person is not satisfied with the disposition of his/her grievance, or if no decision has been rendered within the five (5) days by the principal, the aggrieved person may appeal to the Superintendent within ten (10) days. The appeal must be in writing and give details as to why the decision was unsatisfactory.

**Superintendent of Schools
Rapides Parish School Board
P.O. Box 1230
Alexandria, LA 71309-1230**

- Within ten (10) days from the receipt of the written referral, the superintendent will meet with the "party of interest" for the purpose of arriving at a mutually satisfactory solution to the grievance problem and render a written decision.
- In the event the aggrieved person is not satisfied with the request, the superintendent will place the grievance on the agenda for the next regularly scheduled meeting of the

Rapides Parish School Board.

- The portion of the meeting that pertains to the grievance will be a closed meeting if requested (See Policy, File: BCBK). Minutes of the closed meeting will be kept and a copy afforded the aggrieved person.
- Due process procedures for exceptional students must be consistent with those described in the approved *Individuals with Disabilities Education Act (IDEA Part B* and Louisiana Bulletin 1706) and Louisiana Educational Rights of Children with Disabilities handbook.
- Due process procedures are consistent with those described in *Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act, IDEA Part B* and Louisiana Bulletin 1706.
- The Rapides Parish School District's policies on due process procedures as related to student placement are as follows:
 - Regular education students
 - No change in placement of a student shall be made without official notice to parent or guardian.
 - Students with disabilities
 - The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in individuals with Disabilities Education Act (IDEA) and Louisiana Bulletin 1706) and Louisiana Educational Rights of Children with Disabilities handbook.
 - Section 504 students
 - Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD and other related disorders).

X. Additional LEA policies related to student placement and promotion

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

- Elementary Program of Studies Requirements click [here](#).
- Middle School Program of Studies Requirements click [here](#).

Acceleration

○ Grades K-8 Acceleration

A request to consider acceleration for students K - 8 must be presented to the SBLC from a parent, teacher(s), or student.

○ Criteria for Acceleration

- Academic Maturity: The SBLC should utilize state standardized test scores, course grades, district assessments, benchmarking data, and other pertinent information.
- Social Maturity: student's interest should be the same as those of the older students.
- Emotional Maturity: student should have a high degree of persistence, drive, and motivation for learning. Student should be able to withstand frustrations inherent in addressing new, more difficult tasks.
- Attendance: student should attend school regularly to achieve skills necessary for academic success.

- After review of all information, the SBLC shall submit a written recommendation to all parties. All documentation shall remain in the student's permanent record.

- If acceleration is recommended, the SBLC shall design a written plan for acceleration.

● Gifted Services and Acceleration

- For students identified as gifted, the IEP team makes recommendations for acceleration based on criteria outlined above.

● Grades 9 - 12 Acceleration

The district follows the procedures outlined in Bulletin 741 for acceleration in grades 9-12 concerning proficiency exams, college credit, advanced placement, virtual learning approved by the principal.

- Lesson Plan Policy
 - All teachers must have daily, dated lesson plans that must adhere to the following criteria:
 - Utilize a common school-wide template with components to be determined school administration.
 - Lesson plans must be recorded.

- Glossary of Terms related to Pupil Progression can be found [here](#).

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Rapides Parish School Board 2022-2023 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: 3/7/23



Superintendent



Board President

LEA assurances and submission information - Literacy Addendum

Assurance is hereby made to the Louisiana Department of Education that the Rapides Parish School Board 2022-2023 Pupil Progression Plan has been amended to reflect the aforementioned addendum titled **Literacy Support Standard for Grades 3 and 4** found on page 7.

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: 3/7/23



Superintendent



Board President