

**2023-2024
PUPIL PROGRESSION PLAN**



Local Education Agency:

CITY OF BAKER SCHOOL SYSTEM

AUGUST 2023

Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#).

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

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

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I PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1

KINDERGARTEN

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

GRADE 1

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

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

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the City of Baker School System 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

In compliance with ACT 372, any child who meets the age requirement for enrollment in kindergarten will be tested using a nationally recognized screening for readiness. Teaching Strategies Gold will be the screening instrument used to screen students entering kindergarten. The assessment will be administered to all kindergarten students during the first 30 days of school. The results of the screenings will be used by teachers to determine individual instructional needs.

If a student's results on the Teaching Strategies Gold assessment do not indicate kindergarten readiness, the School Building Level Committee (SBLC) will review the initial screening results to determine the most appropriate setting for the student.

Early entry into Kindergarten for students that have been evaluated and identified as gifted in accordance with the Louisiana Department of Education regulations shall be recommended by the Supervisor of Exceptional Student Services to the Superintendent or designee with concurrence of the School Building Level Committee (SBLC), inclusive of the principal, kindergarten teacher(s), parent(s), school counselor, and a member of the Pupil Appraisal staff.

GRADE 1

For those students required to pass an academic readiness screening administered by the City of Baker School System (CoBSS), a district-approved benchmark assessment will be administered during the first 30-days of school. Students must show evidence of academic and developmental readiness to confirm placement in first grade. The results of the screening will be used by teachers to determine individual instructional needs.

II. PROMOTION FOR STUDENTS IN KINDERGARTEN AND GRADES 1, 2, 5, 6, AND 7

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

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, 5, 6, and 7.

KINDERGARTEN

To be promoted to first grade, evidence of academic readiness should be indicated on the kindergarten report card, and the student must meet state attendance requirements.

Evidence of academic readiness to determine promotion is outlined below:

- Master 67% of skills in English Language Arts
- Master 67% of skills in Mathematics
- Read on level as determined by end-of-year assessments
- Meet attendance requirements

Each Kindergarten content/skill area as indicated on the report card will be marked with the symbol O, S, N, and U. Only O, S, and N (67% or higher) will be considered a passing score.

Achievement/Grade Indicator	Equivalent Percentage	Achievement Results
O	93%-100%	Outstanding
S	75%- 92%	Satisfactory
N	67%- 74%	Needs Improvement
U	0%- 66%	Unsatisfactory

- **Outstanding** - Student's academic performance significantly and consistently demonstrates knowledge, application, and mastery of skills and concepts taught to date.
- **Satisfactory** - Student's academic performance meets the expectations of skills and concepts taught to date.
- **Needs Improvement**- Student's academic performance indicates areas of needed improvement in meeting grade level skills and concepts taught to date.
- **Unsatisfactory** - Student's academic performance is below grade level expectations of skills and concepts taught to date. Progress indicates student may not meet grade level standards by the end of the year.

The City of Baker School System does not recommend retention for kindergarten students. However, retention in kindergarten may be made by the recommendation of the School Building Level Committee (SBLC) and/or parental consent on a case-by-case basis. Potential retentions recommended by the School Building Level Committee (SBLC) must be discussed with parents by the end of the **third nine weeks**.

In addition, the Louisiana Department of Education's approved universal literacy screener (Dibels 8), will be administered to all Kindergarten through Grade 3 students during the first 30 days of school as well as at mid and end of-year periods.

GRADES 1ST AND 2ND

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirement as reflected by passing grades in English/language arts and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/language arts and mathematics) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an "F" is earned in both 3rd and 4th nine weeks in the same subject (English/language arts and mathematics). Potential retentions recommended by the School Building Level Committee (SBLC) must be discussed with parents by the end of the **third nine weeks**.

The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students' academic portfolio and;
- Significant academic improvement is evident (as shown by the student's summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student's data and academic portfolio.

In addition, the Louisiana Department of Education's approved universal literacy screener (Dibels 8), will be administered to all Kindergarten through Grade 3 students during the first 30 days of school as well as at mid and end of-year periods.

GRADE 5th

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of English/language arts, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/language arts, mathematics, science, and social studies) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an "F" is earned in both 3rd and 4th nine weeks in the same subject (English/language arts, mathematics, science, and social studies).

With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed; or by School Building Level Committee if he/she attends a district-provided summer program (if available) and demonstrate proficiency in subject(s) failed.

A student who will be twelve (12) on or before September 30 may be considered for promotion to the next grade by the School Building Level Committee and/or principal. In order for this promotion to take place, the principal of the middle school of which the student will attend must agree to this placement.

If there is not an agreement between the elementary and middle school principals, then the Supervisor of Exceptional Student Services and Supervisor of Accountability, Assessments, and Evaluations will make the final decision on promotion.

GRADES 6th AND 7th

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of English/Language Arts (ELA), mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/Language Arts (ELA), mathematics, science, and social studies) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3rd and 4th nine weeks in the same subject (English/Language Arts (ELA), mathematics, science, and social studies).

With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed or by SBLC if he/she attends a district-provided summer program (if available) and demonstrates proficiency in the subject(s) failed.

With prior approval of the principal, a student who fails three (3) promotional subjects may be considered for promotion by attending a state approved summer school or by SBLC if he/she attends a district provided summer program (if available) for two (2) of the failed subjects. If (2) two of the (3) three failed subjects are math or English/Language Arts, the student must take math and English/Language Arts. If the student passes the two courses in the state approved summer school or shows proficiency in the two courses in the district provided summer school (if available), the student will be assigned to the higher grade level and may be scheduled into an additional academic subject (English/Language Arts (ELA), mathematics, science, and social studies) in lieu of physical education to complete the course requirements for the subject failed (Ex., Mathematics 7, Science 7, Social Studies 7, and Mathematics 6).

If a student fails sixth and/or seventh grade twice or two or more years behind in grade level placement, the student will be referred to the School Building Level Committee for appropriate remediation. Students failing during the school year should be discussed during School Building Level Committee meetings. All retained students are referred to the SBLC the following year prior to September 30th for review and/or revisions. During the SBLC meeting, the student will be provided an **individual academic improvement plan**.

ADDITIONAL CONSIDERATIONS FOR STUDENTS IN KINDERGARTEN AND GRADES 1, 2, 5, 6, AND 7

Attendance Requirement: All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

If a student is retained, the following guidance must be reviewed for promotion considerations.

Note: The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students' academic portfolio and;
- Significant academic improvement is evident (as shown by the student's summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student's data and academic portfolio.

If an individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or the School Building Level Committee, a request for review of a school-based decision should be submitted in writing to the Supervisor of Accountability, Assessments, and Evaluations and approved by the Superintendent or designee.

III. PROMOTION OF STUDENTS IN GRADE 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
 - The student shall be provided with focused literacy interventions and supports based on the **science of reading** designed to improve foundational literacy.
 - The student shall be identified as requiring an **academic improvement plan** in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
 - The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.

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

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

To be promoted to the next grade, a student must meet state attendance requirements and achieve the minimum course requirement as reflected by passing grades in English/language arts and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/language arts and mathematics) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3rd and 4th nine weeks in the same subject (English/Language Arts (ELA) and mathematics). Potential retentions recommended by the School Building Level Committee (SBLC) must be discussed with parents by the end of the **third nine weeks**.

Attendance Requirement: All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

If a student is retained, the following guidance must be reviewed for promotion considerations.

Note: The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students’ academic portfolio and;
- Significant academic improvement is evident (as shown by the student’s summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student’s data and academic portfolio.

In addition, the Louisiana Department of Education’s approved universal literacy screener (Dibels 8), will be administered to all Kindergarten through Grade 3 students during the first 30 days of school as well as at mid and end of-year periods.

IV. PROMOTION OF STUDENTS IN GRADE 4

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

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate

an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring **an academic improvement plan** in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department **shall audit** a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

To be promoted to the fifth grade, a student must have (4) four quality points in all four (4) academic subjects of English/language arts, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/Language Arts (ELA), mathematics, science, and social studies) must be earned to pass. However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3rd and 4th nine weeks in the same subject (English/Language Arts (ELA), mathematics, science, and social studies).

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends an approved summer school and passes the subjects failed or by School Building Level Committee if he/she attends a district provided summer program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who fails three (3) or more promotional subjects is ineligible for promotion, unless the student attends summer school and passes two (2) out of three (3) subjects. If (2) two of the (3) three failed subjects are math or English/Language Arts, the student must take math and English/Language Arts.
- Criteria above must be met for promotion. In determining placement, the SBLC shall review the student's academic performance. The SBLC must convene and develop an Individual

Academic Improvement Plan (IAIP) for all students who have not met an acceptable level of performance and/or scored below Basic on the state test in at least two core academic subject areas. The plan shall continue until the student scores Basic or above in the content area for which the plan is written.

ADDITIONAL CONSIDERATIONS:

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or School Building Level Committee. A request for review of a school-based decision should be submitted in writing to the Supervisor of Accountability, Assessments, and Evaluations and approved by the Superintendent or designee.

If a student scores below Basic in two or more core subjects, an **Individual Academic Improvement Plan** is **required** for each of those subjects.

The City of Baker School System’s Individual Academic Improvement Plan (IAIP):

- An IAIP with a focus on literacy proficiency will be written for all 3rd grade students who are performing below grade level as indicated on the literacy benchmark assessments and for all Grade 4 students who have scored below the “Basic” achievement level in at least two core academic subjects on LEAP 2025 state assessments.
- The following types of instructional supports are considered for plan development:
 - **High-quality curriculum:** Students are taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
 - **Highly-effective teacher:** Students are placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on a value-added model or has proven success with teaching students who struggle academically in the past.
 - **Additional in-school support:** Students are provided with additional learning minutes. These minutes should come from available time during the school day using daily targeted small-group intervention and/or before and after school literacy intervention provided by a teacher or tutor with specialized literacy training.
 - **Summer program:** Students are enrolled in a summer program. In that summer program, the student is taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
 - **At-home literacy programs:** Parent and/or legal custodian of students are included in literacy workshops for the student and/or web-based and parent-guided home literacy activities.

Action Step #1: Identify Students:

Identify students using all available information about student learning and the results/roster provided by the LDOE.

Action Step #2: Engage Family and Create a Plan:

Engage family at school level to discuss intervention options for the student. Create an individual academic improvement plan in partnership with teacher and family. Parent/legal guardian signs individual academic improvement plan parent/legal guardian agreement form.

Action Step #3: Determine Status:

Continue individual academic improvement plan until the student meets expectations, and per school system policy, determine final retention or promotion status.

Attendance Requirement: All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

If a student is retained, the following guidance must be reviewed for promotion considerations.

Note: The following should be reviewed by the School Building Level Committee with administrative approval for additional and alternative promotional decisions:

- Student meets above average (85%) attendance and student demonstrates academic engagement in approved summer program as evident by the students’ academic portfolio and;
- Significant academic improvement is evident (as shown by the student’s summer program pre- and post-assessments results) and;
- School Building Level Committee conducts a meeting to make retention/promotional decisions based on a review of multiple sources of student’s data and academic portfolio.

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

The City of Baker School System, 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 City of Baker School System 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.

The City of Baker School System 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 the City of Baker School System eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of the City of Baker School System (LEA) 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 City of Baker School System (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 City of Baker School System after summer remediation has taken place, the City of Baker School System (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 STUDENTS AT THE END OF EIGHTH GRADE

To be promoted at the end of eighth grade, a student must have a passing final average in all four (4) academic subjects of English/Language Arts (ELA), mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (English/Language Arts (ELA), mathematics, science, and social studies) must be earned to pass.

However, a student may be retained or given promotion requirements by the SBLC if an “F” is earned in both 3rd and 4th nine weeks in the same subject (English/Language Arts (ELA), mathematics, science, and social studies).

With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the T9 program or ninth grade (contingent on state test results) if he/she attends a state-approved summer school and passes the subject(s) failed or by the School Building Level Committee if he/she attends a district provided summer program and demonstrates proficiency in subject(s) failed.

Attendance Requirement: All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System’s Superintendent or designee and Department of Child Welfare and Attendance.

Additional Considerations

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or the School Building Level Committee. A request for review of a school based decision should be submitted in writing to the Supervisor of Accountability, Assessments, and Evaluations and approved by the Superintendent or designee.

Transitional Ninth Grade

During the summer between the end of the eighth-grade year and the beginning of the student's Transitional Ninth Grade year, sending and receiving schools will collaborate with each other and the district to plan to support the needs of each student being placed in Transitional Ninth Grade. There are many forms of support that may be beneficial to meeting the individual needs of Transitional Ninth Grade students. One possible example for accomplishing this is the creation of a support team.

Similar to planning for student supports, sending and receiving schools will collaborate with each other and the district to plan the student's academic pathway during the summer between the end of the eighth-grade year and the beginning of the student's Transitional Ninth Grade year. Decisions concerning a student's pathway must be made on an individual basis taking into account the previous guidance to determine the most beneficial pathway for each student.

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 the City of Baker School System (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

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

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

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

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

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

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

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to

begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit Recovery Programs

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

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

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

Information for school administrators

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

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.

In order to be promoted from one grade classification to another in any type of schedule (4X4, AB Block, six-period day, seven-period day, etc.) a student must have earned Carnegie units of credit, as follows:

PROMOTION	
Grade Classifications (From - To)	Total Earned Carnegie Units of Credit
9 to 10	5 units
10 to 11	11 units
11 to 12	17 or more units

In order to be classified as a 12th grader, a student must be able to meet all state and diploma requirements for graduation in the spring of the academic year. Proficiency is required in all course work attempted. Currently this proficiency is measured by a quality point system equating to letter grades.

In order to pass a course, students must earn a minimum of a 1.0 average. Averages of less than 1.0 may not be rounded up to attain a 1.0 average.

For courses lasting one marking period, the letter grade the student earns for the marking period will become the student's final average for the courses. (e.g., 4X4 Block Schedule - half credit courses)

Carnegie unit courses offered in the City of Baker School System are either half credit or full credit

courses. If a student is unsuccessful in a half credit or full credit course(s), he/she may be rescheduled in that course if the school's master schedule allows. In order to receive credit for any Carnegie unit course, students must meet both the grading and attendance requirements.

Students who fail either half of a full credit Carnegie unit course must validate the half failed in order to receive the full credit; this can be accomplished during summer school or through a computer-based state approved credit recovery program during the school year, if scheduling permits.

In addition to completing the required Carnegie units, students must pass the required assessments to earn a standard high school diploma.

LEAP 2025 HIGH SCHOOL GRADING REQUIREMENTS

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (Bulletin 741, Section 2318). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School test scores into the final course grade.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93, 85, 75, 67, 0), and the corresponding letter grade. The City of Baker School System will apply fifteen (15%) percent of the student's High School LEAP 2025 test score toward the student's final grade for the course.

LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
US History	Advanced	774-850	93-100	A
	Mastery	750-773	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	711-724	67-74	D
	Unsatisfactory	650-710	0-66	F
Biology	Advanced	772-850	93-100	A
	Mastery	750-771	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	707-724	67-74	D
	Unsatisfactory	650-706	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the Mastery achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is $87*0.20 + 89*0.80 = 88.6$, which is a B.

VI. PLACEMENT OF TRANSFER STUDENTS

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

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

Transferring students

Transferring students must present an official withdrawal form and any disciplinary records from the school from which they are leaving in order to register at the new school.

Transferring students must show proof of residency within the City of Baker School System in order to register at the new school.

The parent/legal guardian of the transferring student should sign a release form indicating legal permission to release student records from the school last attended.

When a student transfers, the student must provide verification of residence and proof of guardianship (i.e., birth certificate, court custody assignments, and state assigned guardianship).

A properly certified transcript will be required with the student's record of attendance, levels of achievement, history of immunization, and units of credits earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by Pupil Appraisal and the Supervisor of Exceptional Student Services.

The school's designated registrar will provide the parent/guardian with information on registration policies, procedures, student placement, and testing policy.

Transfers from a State-Approved School (public/nonpublic)

A transferring student entering grades 4, 6, 7, or 8 is not required to take a placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the previous system.

If the transferring student has not taken the state test, he/she will have to take and pass the English Language Arts and Mathematics portions of the state placement test before he/she can enroll in 5th or 9th grade.

The following rules apply for transfer students entering grades 10, 11, or 12:

- Is not required to take the LEAP 2025 High School assessment for courses he or she has already successfully completed for Carnegie credit.
- Shall be required to take the LEAP 2025 High School assessment for courses he or she previously took but did not pass.
- May choose to take a LEAP 2025 High School assessment for a course he or she already successfully completed if he/she scored Unsatisfactory on an LEAP 2025 High School assessment in another course and the student must pass the LEAP 2025 High School assessment for one of the LEAP 2025 High School assessment pairs to meet the Louisiana Department of Education's graduation requirements.

Students, who are receiving special education in one school system in Louisiana and transfer to the City of Baker School System, will be placed in an appropriate class setting within (5) five days after

enrollment and/or (5) five days after receiving jurisdiction of the student's IEP in SER (Special Education Reporting) system.

Approved Out-of-State School (public/nonpublic)

Students entering grades 4, 6, 7, or 8 from an approved out of state public/nonpublic or out of country school may not be required to take the placement test before enrolling in these grade levels. Students will be placed according to the grade level attended from the out of state/country system as identified on an official academic transcript. The transferring student will be allowed credit for work completed in the previous school.

If the transferring student has not taken the state test, he/she will have to take and pass the English Language Arts and Mathematics portions of the state placement test before he/she can enroll in 5th or 9th grade.

Home Study and Unapproved School (public/nonpublic) Grades 4-9

Students entering grades 4, 6, 7 or 8 from an unapproved school must take and pass a placement test before enrolling in these grade levels.

Students entering 5th or 9th grade:

- If the transferring student has not taken the state test, he/she will have to take and pass the English Language Arts and Mathematics portions of the state placement test before he/she can enroll in 5th or 9th grade.

Home Study and Unapproved School (public/nonpublic) Grades 10-12

Students entering grades 10, 11, or 12 will be screened with a proficiency exam to determine general level student achievement according to the following criteria:

- If the parent provides extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, then the student will be administered the appropriate Carnegie unit proficiency exam to determine if Carnegie units can be awarded for each of the subjects taught during home study.
- The principal shall request the proficiency examination from the appropriate central office unit. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams.
- After the student has demonstrated a passing score on the proficiency examination, then the

course title earned shall be entered on the Certificate of High School Credits (transcript). Minimum proficiency standards must be indicated in the remarks column designated as a "P" for passing (proficiency grades are not included in GPA calculations). The school issuing the high school diploma must account for all credits required for graduation and document when and where this credit was earned.

- The student shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which the student has completed.
- The student shall not be allowed to take proficiency examinations in art, music, health, or physical education.
- If the parent is unable to provide extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, the student will not be administered the proficiency exam and the student will be admitted as a freshman (9th grade).

VII. SUPPORT FOR STUDENTS

School year support

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

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

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

than 35 percent of total instructional minutes.

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

Summer Remediation

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

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

VIII. SUPPORT STANDARD FOR GRADES KINDERGARTEN-3

Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall

- Provide information on activities that can be done at home to support the student’s literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

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

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

X. PROMOTION AND PLACEMENT OF CERTAIN STUDENT POPULATIONS

Students with disabilities

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

English learners

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

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.

Students with Disabilities

Alternative pathways may be available for promotion and placement for students with disabilities.

Students with disabilities attending summer remediation will receive instructional support as defined within the student's Individualized Education Plan (IEP).

English Learners

Each student entering the City of Baker School System for the first time must complete the Home Language Survey (HLS). This completed survey is the official language screening form and must be kept in the student's cumulative folder.

Any student whose Home Language Survey (HLS) indicates a primary or home language other than English, regardless of whether or not the student speaks English, is offered language support services. The student is identified as an English Language Learner and the English Language Proficiency Screener (ELPS) is completed. All domains of English are assessed: listening, speaking, reading, and writing. English Language Learner status and proficiency level are determined and the student is categorized as Non-Proficient, Approaching Proficiency or Proficient in English. All English Language Learners are offered English Second Language Program participation.

Students who are identified as non-English speakers or English Language Learners shall be offered Specialized language services which address their instructional needs in acquiring the English Language and academic content.

Specialized Language Services Refusals

If a parent refuses the alternative language program (ESL), the child will be placed in his or her district school in the general program. The English Learners (EL) Accommodation Plan form is completed by the teacher, English Second Language Teacher, student, and parent within the first 30 days of school. The child will receive appropriate accommodations and support. Students who refuse services will continue to be federally identified as an English Language Learner (ELL) and are required by the state of Louisiana to take the annual English Language Proficiency Test (ELPT) which measures the student's

English language proficiency and is a determining factor in his/her exit status the following school year.

Monitoring of Exited Students

At the beginning of each school year, the English Second Language Office will inform schools of all former English Language Learners who have met the state exiting criteria and are now in Monitor Year One (M1) or Monitor Year Two (M2). M1 and M2 students' academic achievement is monitored by the school lead English Second Language Teacher, core teachers, and guidance office. The team will meet to determine if further services are required for the exited student's success. If, and/or when, any exited English Language Learner shows signs of academic distress, the school is to reconnect them with the English Second Language Teacher for continued support.

Reclassification

A student exited from the program may be re-enrolled in an English Second Language Program if evidence indicates that the student is not academically successful.

XI. ALTERNATIVE EDUCATION PLACEMENTS

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

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.

Alternative School Placement

Non-traditional options include the following:

Alternative Learning Center

The Alternative Learning Center is designed for the City of Baker School System students in grades K-12 who have been assigned to alternative educational setting due to long-term suspension and/or recommendation for expulsion due to infractions stated in the Students' Rights and Responsibilities Handbook. The vision of the Alternative Learning Center is to actively engage students and families in the learning process and to provide quality educational experiences in a safe and supportive environment that instills the value of service to our community and lifelong learning.

HiSet Skills Pathway

The HiSet skills pathway is an alternative to a regular education program. A student who pursues this pathway will, if successful, receive a Louisiana Equivalency Diploma (HiSet) and/or a State-Approved or Locally Designed Skills Certificate.

XII. 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.

Regular Education Students

The steps to be followed by a student, parent, or teacher requesting a change in a student's grade placement are:

School Level

A change in grade placement level may be requested to the principal and School Building Level Committee within the first marking period of enrollment.

Central Office

If the principal does not concur with the request, the person making the request may petition the Supervisor of Exceptional Student Services and the Supervisor of Accountability, Assessments, and Evaluation. If the Supervisor of Exceptional Student Services and the Supervisor of Accountability, Assessments, and Evaluation do not concur with the request, the person making the request may petition the Superintendent or designee to review all transcripts and all pertinent data related to the case. The request for appeal must be made within 14 calendar days, not including weekends and holidays, following the conference with the Supervisor of Exceptional Student Services and the Supervisor of Accountability, Assessments, and Evaluations.

Students with Disabilities

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509.

Section 504 Students

Due to process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the Parental Rights for Exceptional Students Booklet distributed to parents at the time parental permission is requested.

English Language Learners

Due process procedures for English Language Learners whose parents may also be limited English proficient are in accord with those described in the Louisiana Department of Education's English Language Learners Handbook.

Hearings

If at any time the parents cannot come to an agreement with the school regarding their child's education, they have the right to ask for an impartial hearing. The hearing may be held on a matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Either party aggrieved by the hearing decisions maintains the right to Judicial Review. To obtain a hearing, the parent should make a written request to the Louisiana Department of Education. An impartial hearing officer will be assigned to preside over any such hearing and arrive at a decision. To ensure impartiality, a hearing officer may not be:

- An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- Anyone who has a personal or professional interest which would conflict with objectivity in the hearing.

Hearing Rights

Rights to which both the parents and the school are entitled included the right to:

- Be accomplished and advised by legal counsel and by persons with special knowledge of the problems of children with disabilities.
- Present evidence, cross-examine, and compel the attendance of witnesses.
- Receive a written or recorded verbatim record of the hearing.
- Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing.
- Have their child attend the hearing.
- Open the hearing to the public.

XIII. 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.

City of Baker School System Grading Scale: Grades 1st - 12th SY:2021-2022

UNIFORM GRADING SYSTEM (A, B, C, D, F) BULLETIN 741		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

Honors Grading Scale 2022-2023

UNIFORM GRADING SYSTEM (A, B, C, D, F) BULLETIN 741		
Grade	Percentage	Quality Points
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0

Grading Procedures: All school courses will use a weighted grade format for assigning student grades. A 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 grading scales, depending upon the type of course each student is enrolled in (regular or honors).

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

Grades 1st – 5th: Nine Weeks Grading Periods

- a.) At least two grades per week must be entered into JCAMPUS.
- b.) At least two grades per category must be entered into JCAMPUS every 4 ½ weeks (each interim period).

Grades 6th – 12th: Six Weeks Grading Periods

- a.) At least two grades per week must be entered into JCAMPUS.
- b.) At least two grades per category must be entered into JCAMPUS every 3 weeks (each interim period).

K-12 District Wide Grade Distributions		
I	Major Assessments	45%
Major Assessments: End of Module Assessments/Unit Assessments and Mid-Module Assessments/Chapter Tests		
II	Minor Assessments	40%
Minor Assessments: Focusing Task Questions, Quizzes, Performance Tasks, Labs, Projects/Presentations, etc.		
III	Participation/Tasks Completion	10%
Participation/Assignment Completion: Warm-Ups/Entrance/Exit Tickets, Bell Ringers/AIM/Bridge, Guided Practice, etc.		
IV	Homework	5%
Homework: Independent Practice, IXL, ACT Mastery Prep, Home-based projects, etc.		

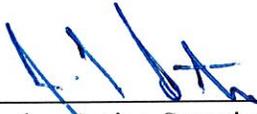
NOTE: High School LEAP 2025 Grading Requirements: The City of Baker School System will apply fifteen (15%) percent of the student's High School LEAP 2025 test score toward the student's final grade for the course.

Attendance Requirement: All students must meet state attendance requirements. All attendance guidance and protocols for meeting state attendance requirements are subject to the governance and regulations set forth by the City of Baker School System's Superintendent or designee and Department of Child Welfare and Attendance.

XIII. LEA ASSURANCES AND SUBMISSION INFORMATION

Assurance is hereby made to the Louisiana Department of Education that the City of Baker School System 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: August 1, 2023



James T. Stroder, Acting Superintendent



Joyce Burges, Board President

APPENDIX

DISTRICT DOCUMENTS & FORMS

City of Baker School System K-3 Literacy Plan

SUMMARY

Our mission for City of Baker School System (CoBSS) is providing a quality education for all students...empowering excellence. The City of Baker School System District Literacy Plan describes current efforts to support this mission and to reach the goal that each student in the City of Baker School System will read at or above grade level by Third Grade. This meets the requirements of Louisiana State Law (R.S. 24.4) enacted because research consistently supports the foundational importance of early reading success. This plan is ongoing and will be updated yearly.

INTRODUCTION

The City of Baker School System community is committed to ensuring that each student reach or exceed grade level standards and benchmarks. These benchmarks are crucial in reading; research strongly points to the fact that students who are not reading at or above grade level by Third Grade have difficulty catching up later in school.

The goal for all students to be reading on grade level by Third Grade requires sustained engagement and commitment from our community of stakeholders. The City of Baker School System curriculum is designed to provide a solid base for instructional planning. School board members can make policy decisions and provide resources to support and maintain an excellent program that meets our students' needs. Administrators and the Systems Accountability Committee can provide resources and equipment needed to support and maintain an excellent program that meets our students' needs. Teachers use research-based instructional strategies and engage in professional development on scientifically based reading instruction. Parents/guardians can talk to and read with their children at home, thereby building strong foundational literacy skills. Students can engage in literacy play and study. With ongoing support and engagement from all of our stakeholders in the literacy needs of our children, we believe that we can prepare each student to achieve success.

STATEMENT OF LITERACY GOALS

City of Baker School System is devoted to ensuring that all students are grade-level proficient in reading. We realize that all students are unique and that each arrives with certain literacy capacities. For example, some Kindergarteners know letter names, some read fluently, and some are beginning to develop print awareness.

We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students in grades K-3 is grounded in:

- Ongoing assessment of each student
- Louisiana Student Standards in English Language Arts

- Instructional Leadership Teams
- Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)

ASSESSING LITERACY PROFICIENCY

Assessments

CoBSS uses multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained professionals. These provide teachers, parents/guardians and students with specific information beginning the first month of Kindergarten and continuing over the course of each year. Teachers also informally assess and work with students to build confidence and a love for reading. The table below outlines the assessment schedule and the areas addressed by each in grades K-12.

Grade	Assessment	Areas Addressed	Timeline
K-8	NWEA Measures of Academic Progress	Foundational Skills Language and Writing Skills Literature and Informational Text Vocabulary Use and Functions	30-60 minutes Fall, Winter, Spring
6-12	Reading Inventory Phonics Inventory	Proficiency Fluency Comprehension Foundational Skills	15-30 Minutes Fall, Winter, Spring
K-3	Louisiana State Approved Literacy Screener: Dibels 8	Skills Inclusive of: Nonsense Word Fluency Oral Reading Fluency First Sound Fluency Letter/Name Fluency Whole Word Re-Tell Maze Phoneme Segmentation Correct Letter Sounds	3-8 Minutes Fall, Winter, Spring
K-12	Progress Monitoring	MAP Skills Checklists MAP Screener Read 180 IRLA	At least one per instructional unit

DEFINING PROFICIENCY

Our definition of “proficiency” is based on NWEA MAP benchmarks at each grade level and percentile rank based on national norms. We also use multiple data points (IRLA Louisiana State Approved Literacy Screener, classroom assessment, teacher observation, etc.) to further define proficiency. The table below provides specific targets that demonstrate risk of not reaching end-of-grade level proficiency.

GRADE	ASSESSMENT	High Risk	Some Risk	Low Risk	Advancing Proficiency
K-8	NWEA Measures of Academic Progress	<15th Percentile	15-40th Percentile	40-70th Percentile	>70th Percentile
K-5	American Reading Company's Independent Reading Level Assessment	2 Years below Grade Level	1 year below Grade Level	At or just below current Grade Level	Above Grade Level
K-3	Louisiana State Approved Literacy Screener: Dibels 8	Achievement Level, Per LDOE's Guidance			
8-12	Read 180 System 44	At-Risk Grade Level Dependent	Basic Grade Level Dependent	Proficient Grade Level Dependent	Advanced Grade Level Dependent

INTERVENTION

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. Intervention services are for students who score in the lowest quartile (25th percentile and below) but can include students performing below norm/grade level.

Results from assessments outlined above are frequently disaggregated and analyzed at the district, site, program and classroom levels, and are monitored for grade-level performance. This analysis occurs in school and program improvement/curriculum planning. The results guide instructional decision-making. As well, this analysis identifies students in need of additional instruction and time to reach grade level proficiency in reading as well as those who require extensions. Students enter and exit interventions

throughout the school year to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to achieve grade level benchmarks.

PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports and teacher communications at least three times per year. Parents/guardians are informed primarily by the classroom teacher, who also communicates with the intervention teachers. Parents/guardians are informed of the assessment data in a timely manner via fall and winter parent/teacher conferences, report cards and electronic communication. Each elementary school also offers monthly newsletters, online resources posted on the district website, parent advisory groups, parent literacy workshops, and parent-teacher conferences where a variety of supportive literacy resources are available.

Teachers provide progress updates regarding reading abilities to parents/guardians at conferences in the fall and spring, which most parents/guardians attend. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. Interpreters are provided for parents/guardians who request them.

When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.

The District Literacy Plan information is available to parents on the [City of Baker School System website](#). The district and the elementary school websites offer additional resources and tools for parents/guardians, caregivers and/or community members to support literacy at home. Some websites staff and parents may choose to access in regards to literacy development include:

- [Parent and Family Engagement](#) at Ed.Gov
- [Reading Rockets](#)– Resources for teaching kids to read and helping those who struggle
- [Read Write Think](#)– Resources for developing literacy inside and outside of school
- [PBS Kids](#)– Reading Games and Activities
- [Help Me Grow](#): Parent Resources on Reading, Literacy Development, and More

CORE INSTRUCTION, INTERVENTIONS, AND SUPPORTS

CoBSS uses the Tier 1 curriculum for literacy instruction, which provides a solid base for all students. The curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. There are also specialized instructional materials for English Language Learners as well as an intervention materials. This curriculum has been

aligned to the LSS and incorporates scientifically based reading instruction. Teachers receive training on how to consistently implement this program. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Grade levels spend a minimum of two hours daily on reading instruction employing whole group, small group and individual instruction as needed.

CoBSS's framework for literacy development provides a tiered model of instruction and supports for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 12. The goal for all students (whether those below, at or above grade level) is to make one or more year of growth in reading every year.

All students are instructed in their targeted growth areas by a teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs. Models of intervention include, but are not limited to:

- Additional instructional flexible group with classroom materials
 - Example: Phonemic Awareness lessons
 - Example: Phonics work with Phonics Readers and making words
 - Example: Fluency work with repeated reading of classroom text
 - Example: Comprehension work with strategy application, discussion and writing to read strategies
- Direct instruction with a research-based reading intervention program and practice with teacher
 - *IRLA* (phonics/word recognition, phonological awareness, print concepts, fluency, and text comprehension)
 - *Read 180*
 - *System 44*

TIERS OF INSTRUCTIONAL SUPPORT

Tier One: Core Classroom Instruction

Tier one instruction is the core instructional program for all students. All classroom teachers are expected to employ best-practices instruction and the district adopted materials. Teachers teach students in flexible groups and with leveled text that allows students to practice and build reading skills and strategies. Teachers create flexible groups using assessment data to support student growth. Students in Kindergarten through Third Grade receive two hours of literacy instruction per day. The students who

are not yet reading at grade level need supported interaction with grade-level and above-grade-level texts in order to:

- build background knowledge,
- experience excellent writing and language models,
- build oral language and vocabulary through rich discussions,
- meaningfully engage with text through a variety of genres.

Tier Two: Additional Instruction and Intervention

The second tier of instruction includes targeted interventions for students who may need more time and may need supplemental or different materials or instruction to accelerate growth and reach grade level benchmarks. The goal of reading is making meaning from text; therefore, all interventions are designed to support achieving the goal of comprehension. Depending on a student's needs, the intervention may focus on increasing capacity in phonemic awareness, phonics/word study, vocabulary, fluency, or comprehension.

Our program provides individual and small group reading instruction to students in grades K-5 who qualify for additional reading support based on screening results from MAP scores and teacher input. At CoBSS, small group instruction, tutoring groups outside of regular classrooms, and delivery of IRLA within classroom are all methods used to address unfinished learning.

Tier Three

In the third tier, students receive increased instruction and may use a supplemental curriculum to meet standards and make one year or more of academic growth. They may be taught by a special education teacher, classroom teacher, or a trained para-professional within the classroom. City of Baker School System provides a comprehensive program for students with disabilities.

IDENTIFICATION AND SUPPORT FOR STUDENTS WITH DYSLEXIA

Students who demonstrate persistent difficulty with phonological awareness and processing language despite ongoing interventions but have strengths in oral communication, reasoning, and complex thinking may exhibit characteristics of dyslexia. These students will be further assessed for characteristics of dyslexia using a screening tool developed by the district following guidance from the Louisiana Department of Education. For students with these and other observable behaviors, interventions at any tier will focus on increasing accuracy and efficiency in decoding and will include appropriate accommodations for slow and labored reading rates (i.e. alternate forms of text, extended time, smaller reading chunks).

PROFESSIONAL DEVELOPMENT

The district-wide calendar sets a minimum of 6 days of professional learning each year. Each school site embeds professional learning time into a combination of meeting schedules for all staff, grade-level teams, and professional learning communities. In addition to a variety of literacy-focused professional development activities designed and facilitated by each school, the district is engaged in an in-depth study of literacy practices as part of a continuous improvement process for instructional review.

SCIENTIFICALLY BASED READING INSTRUCTION

Scientifically-based reading instruction is consistently implemented throughout the elementary grades. The CoBSS Language Arts Curriculum Grades K-5 is comprehensive and standards-based. Each aspect of the curriculum has been aligned at each grade level with and are engaged in Language Arts instruction a minimum of 120 minutes each day in Kindergarten, First, Second, and Third Grade.

We have reviewed the state standards and aligned current materials to grade level standards. In order to implement the Louisiana Student Standards in City of Baker School System, teachers:

- Use Tier 1 curriculum as identified by the Louisiana Department of Education
 - Employ flexible grouping, small group instruction and guided instruction
 - Utilize classroom assessments
 - Employ district approved interventions
-

STUDENT SUPPORT SYSTEM FOR ENGLISH LEARNERS

CoBSS has made resources available to all staff to respond to our students' diverse needs. Currently, staff receives training and support in the literacy needs of their English Learners on an as-needed basis. Based on current data, additional training and support may be needed. The district employs EL teachers to provide specific instruction for EL students.

ASSESSMENT METHODS AND DATA

Throughout the school year, teachers, administrators and school staff are involved in regular data reviews to help inform instruction. These regular reviews of student data ensures that each student, regardless of their level of reading ability, receives appropriate instruction geared to meet their needs. Where student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions will be employed.

REFLECTION AND REVIEW

Our interventions are working for most, but not all students. We will continue to improve our ability to use data to ascertain student learning objectives, personalize the intervention, and measure its effectiveness. Continued staff collaboration between classroom teachers, interventionists, and specialists to align instruction and intervention, with parents/guardians as partners, will allow us to continue to increase the number and percentage of students reading well by third grade.

Individual Academic Improvement Plan (LDOE’s Template)

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below “Basic.”

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
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Complete the template for each subject area identified as below “Basic.”

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
---------------------------------	-------

Complete the template for each subject area identified as below “Basic.”

Student name and grade:

Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
---------------------------------	-------

Complete the template for each subject area identified as below “Basic.”

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
---------------------------------	-------

Complete the template with Social, Emotional, and Behavioral screener results and a plan of interventions and/or services.

Student name and grade:	
Date Screener Administered:	__/__/__(XX/XX/XXXX)
Social, Emotional, and Behavioral Screener Used:	_____
Screener Score/Result:	_____
Recommended Type of Intervention(s) (Use the Student Engagement and Success Vendor Guide and select all intervention types that apply):	<input type="checkbox"/> Social and Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Other _____
Recommended Tier of Support:	<input type="checkbox"/> Tier 2 _____ (Name of Intervention) <input type="checkbox"/> Tier 3 _____ (Name of Intervention)
Referral to an external service provider:	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate provider: _____
Start date of intervention:	_____
Update on intervention outcomes: (Should be used for progress monitoring and updated after intervention is implemented)	

*Attach additional pages as necessary.

Well-Being Leadership Team Signature:	Date:
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Principal Signature:	Date:
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**Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form**

_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

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

- High-quality curriculum: Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- Highly-effective teacher: Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- Additional in-school support: Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- Summer program: Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may 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 doing accessing resources available in the Family Support Toolbox Library and/or provided by student’s school.

School System Promotion Policy per Pupil Progression Plan: (LEAs insert here)

--

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- High-quality curriculum
- Highly-effective teacher
- Additional in-school support
- Summer program

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:
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School Administrator Signature:	Date:
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Individual Graduation Plan

BASIC INFORMATION											
Name:				9th Grade Entry Date:			<input type="checkbox"/> Academic Support Plan Attached				
High School Attending:				Originating Middle School:							
EDUCATION GOALS											
Diploma Pathway		<input type="checkbox"/> TOPS University Diploma				<input type="checkbox"/> Jump Start TOPS Tech (Career) Diploma					
Diploma Endorsements		<input type="checkbox"/> Community Service Diploma Endorsement			<input type="checkbox"/> State Seal of Biliteracy		<input type="checkbox"/> STEM Diploma Endorsement				
Financial Aid & Scholarships		<input type="checkbox"/> TOPS Honors		<input type="checkbox"/> TOPS Performance		<input type="checkbox"/> TOPS Opportunity		<input type="checkbox"/> TOPS Tech Early Start		<input type="checkbox"/> TOPS Tech	Financial Aid/Completion Date: _____
COLLEGE & CAREER GOALS											
Career Specialty/Occupation [Option 1]:					Career Specialty/Occupation [Option 2]:						
Career Cluster* [Option 1]: -					Career Cluster* [Option 2]: -						
Jump Start Graduation Pathway: Choose one					Jump Start Graduation Pathway: Choose one						
Post-High School Workforce Plans: <input type="checkbox"/> On-the-Job Training <input type="checkbox"/> Military <input type="checkbox"/> Employment					Certifications: <input type="checkbox"/> Statewide <input type="checkbox"/> Regional <input type="checkbox"/> Complementary						
COURSE PLANNING											
Subjects	6th–8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker					
						Min Req	Earned	Enrolled	Must Complete		
English						4					
Mathematics						4					
Science											
Social Science											
Health						.5					
Physical Education						1.5					
World Languages											
Arts											
Electives/CTE											
Electives											
Credit Totals											
EXTRACURRICULAR & EMPLOYMENT ACTIVITIES											
Extracurricular						Awards/Industry-Based Certifications					
Employment											
Community Service											
ASSESSMENTS											
Academic							Personal				
College & Career Readiness						ACT				ACT Engage	
						WorkKeys				ASVAB	
LEAP 2025	English	English I	English II							Skills Inventory	
	Math	Algebra I	Geometry			US History				Career Interest	
	Science		Biology							Learning Styles	
Diagnostic	Social Studies									ONET Profiler	
Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses					
Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit		
SIGNATURE APPROVALS											
						Dates LWC data provided:					
	6th–8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date	
Student											
Parent											
Counselor/Advisor											

School Building Level Committee Recommendation Form
 CITY OF BAKER SCHOOL SYSTEM
 SBLC Meeting Summary and Status



CITY OF BAKER SCHOOL SYSTEM

SBLC Meeting Summary and Status

Date: _____ Meeting #: _____

Student:		Student ID#:	DOB:
Grade:	Teacher:	School:	RTI: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes: Tier <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Special Education Student: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list exceptionality:		504 Student: <input type="checkbox"/> Yes <input type="checkbox"/> No	Retained: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which grade:

Name _____	Parent/Guardian _____	Name _____	SBLC Coordinator _____
Name _____	Classroom Teacher _____	Name _____	Speech Pathologist _____
Name _____	Principal/Designee _____	Name _____	Position _____
Name _____	Pupil Appraisal Representative _____	Name _____	Position _____
Name _____	Special Education Representative _____	Name _____	Position _____

Check all appropriate boxes of concern discussed at meeting:

Academic Difficulties		Communication Difficulties	
Reading Difficulties		Emotional Concerns	
Mathematics Difficulties		Behavior Concerns	
Written Language Difficulties		Attentional/Focus Concerns	
Listening Comprehension Difficulties		Gifted	
Dyslexia		Talented <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Theater/Drama	
Developmental Delays		Motor Difficulties <input type="checkbox"/> Fine or <input type="checkbox"/> Gross	
Sensory Processing Difficulties		Health Concerns	
Hearing Difficulties		Administration of Medication	
Visual Difficulties		Other:	

Recommendations

- Tier 1 and 2 RTI interventions
- Tier 3 RTI interventions
- Interventions were successful, further evaluation not necessary; continue regular education **without** modifications/accommodations.
- Interventions were successful, further evaluation not necessary; continue regular education **with** modification/accommodation plan developed.
- 504 evaluation and modification/accommodation plan needed (initial or review)
- Individual evaluation for special education needed. (Pupil Appraisal team member required).
- Support services needed. (Pupil Appraisal team member signature required).
- Conduct Screenings: _____

Additional Information: _____