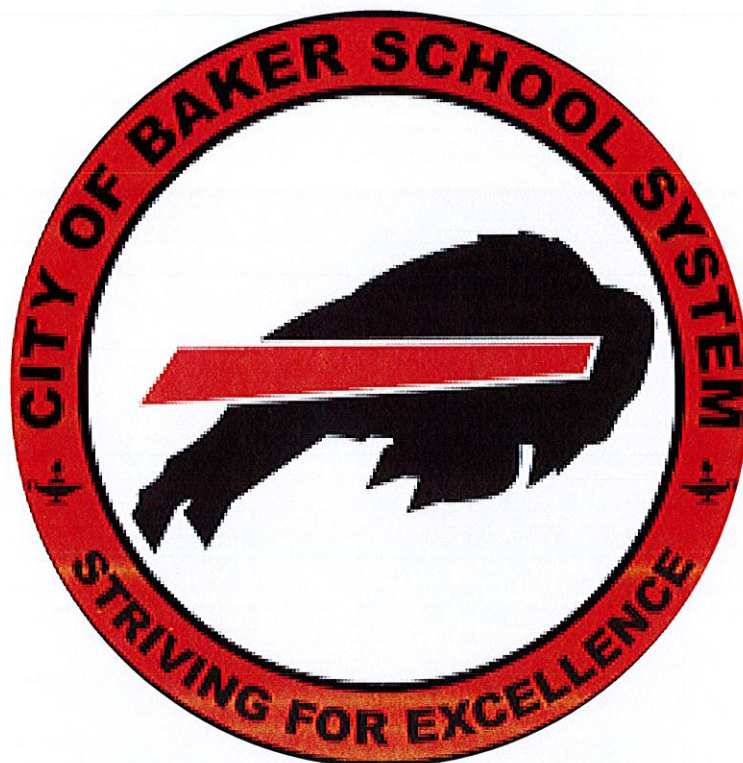


2024



CITY OF BAKER SCHOOL SYSTEM

2024-2025 Pupil Progression Plan

SEPTEMBER 2024

Background and Purpose

Louisiana state law (R.S. 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). The plan shall address student placement and promotion and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

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

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

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

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

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I. PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1

KINDERGARTEN

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

GRADE 1

Any child admitted to kindergarten pursuant R.S. 17:151.3 (D) 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 regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

KINDERGARTEN

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 AND RETENTION OF STUDENTS IN GRADES K, 1, 2, 3, 4, 5, 6, AND 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

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. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section V. Support for Students.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.

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:

- Achieve 60% of skills in English Language Arts
- Achieve 60% of skills in Mathematics
- Read on level as determined by end-of-year assessments (DIBELS 8.0)

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 (60% or higher) will be considered a passing score.

Achievement/Grade Indicator	Equivalent Percentage	Achievement Results
O	100% - 90%	Outstanding
S	89% - 80%	Satisfactory
N	79% - 60%	Needs Improvement
U	59% - 0%	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, (Dibels8), 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 that the student has earned a minimum of 60% in English/language arts and mathematics relative to grade appropriate skills.

Currently, this promotion process 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 (Dibels8), 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 4th

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). In addition and as an exception, the student may also be retained if he/she earns an F in the 1st, 2nd, and 3rd marking periods in the same subject (English/Language Arts (ELA), mathematics, science, and social studies), but completes the 4th marking period with an A, (4-quality points).

- 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 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 assessments and for all Grade 4 students who have scored below the "Mastery" 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.

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present for the required time listed in Bulletin 741 Section 2314 B & C. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year.

A K-8 student accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie: 5 unexcused absences in the first semester and 5 unexcused absences in the second semester. The student will be issued an "F" on their report card.

A student in a high school course accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie, 5 unexcused absences in the first semester and 5 unexcused absences in the second semester.

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/or misses no more than two (2) days and 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.

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.

ADDITIONAL CONSIDERATIONS FOR STUDENTS IN KINDERGARTEN AND GRADES 1, 2, 4, AND 5

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.

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present for the required time listed in Bulletin 741 Section 2314 B & C. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year.

A K-8 student accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie: 5 unexcused absences in the first semester and 5 unexcused absences in the second semester. The student will be issued an "F" on their report card.

A student in a high school course accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie, 5 unexcused absences in the first semester and 5 unexcused absences in the second semester.

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/or misses no more than two (2) days and

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.

PROMOTION AND MANDATORY RETENTION OF STUDENTS IN GRADE 3

Except for mandatory retention consideration as described below, 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.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he is found to meet at least one of the good cause exemptions in Bulletin 1566 – Pupil Progression Policies and Procedures, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section V. Support for Students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an expanded academic support plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

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 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 expanded academic support plan shall continue to be in effect until such time as the student achieves a score of “Mastery” 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 grade 3.

GRADE 3rd

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.

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present for the required time listed in Bulletin 741 Section 2314 B & C. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year.

A K-8 student accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie: 5 unexcused absences in the first semester and 5 unexcused absences in the second semester. The student will be issued an “F” on their report card.

A student in a high school course accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie, 5 unexcused absences in the first semester and 5 unexcused absences in the second semester.

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/or misses no more than two (2) days and 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.

PROMOTION OF STUDENTS IN GRADES 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 any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

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.

III. PROMOTION AND SUPPORT OF STUDENTS IN GRADE 8 AND HIGH SCHOOL CONSIDERATIONS

REGULAR GRADE 8 PROMOTION

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

GRADE 8 PROMOTION WAIVERS

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

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

TRANSITIONAL 9TH GRADE

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

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in

transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

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

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

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

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

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

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.

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days) per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present for the required time listed in Bulletin 741 Section 2314 B & C. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year.

A K-8 student accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie: 5 unexcused absences in the first semester and 5 unexcused absences in the second semester. The student will be issued an "F" on their report card.

A student in a high school course accumulating more than 5 unexcused absences in a semester course or 10 unexcused absences in a year-long course will NOT receive credit for the course: ie, 5 unexcused absences in the first semester and 5 unexcused absences in the second semester.

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: The [linked memorandum](#) outlines the updated FAFSA policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the Free Application for Federal Student Aid (FAFSA) application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of local education agencies (LEAs) to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact ldefinancialaid@la.gov with questions.

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

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

CREDIT RECOVERY COURSES AND UNITS

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.

3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standard aligned pre-assessment to identify unfinished learning and a standard aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

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

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

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

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

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

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

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

CREDIT RECOVERY PROGRAMS

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

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

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

Information for school administrators

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

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

COMPONENTS AND REQUIREMENTS OF THE EARLY GRADUATION PROGRAM:

Appropriate completion of high school shall not be withheld from a student if the student has met all academic and attendance requirements. However, students must earn all required credits with appropriate documents signed by parents confirming an approved pathway to completion as outlined in graduation requirements (Bulletin 741) at the time of graduation. If all state graduation requirements have been met, the student shall be afforded the opportunity to earn their diploma and graduate early if they so choose.

In order to encourage and facilitate early graduation of students seeking such completion, the district's policies have been modified to reflect the following for early graduation:

- High School credits earned during the middle school years will be counted in the credits required for high school graduation.

The district will allow reasonable access to the following:

- Transference of credit from accredited/approved schools
- Dual Enrollment articulation from accredited/district approved post-secondary schools
- Hybrid and distance learning courses from an approved District and LDOE course provider in accordance with the pupil progression plan policies, ie: Edgenuity's Credit Recovery.

Early Graduation Plans:

- Principal/School Leader approval will be required for courses completed through distance learning and dual enrollment.
- Consideration for early graduation will be made after a student has attended a minimum of two years of high school
- Before early graduation will be considered, the student, parent, guardian and/or custodian along with the school counselor shall meet to discuss the student's progress and determine what is in the student's best interest.
- The early graduation decision must be documented on the Individual Graduation Plan (IGP) and supporting documentation should include evidence of the student and parent/guardian meeting.
- Students may take multiple courses during an academic year towards early graduation as approved by the Principal/School Leader; however, these courses must be successfully completed, one-at-a time.

EARNED CARNEGIE UNITS OF CREDIT

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	0 - 5.5 Carnegie Units
10	6 - 11.5 Carnegie Units
11	12 - 16.5 Carnegie Units
12	17 or more Carnegie 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 requirement. 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.

Graduation Participation Policy:

To be eligible for graduation and to participate in the graduation ceremony, students must meet all graduation requirements outlined in Bulletin 741 for the diploma pursued.

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 as 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 $87 \times 0.20 + 89 \times 0.80 = 88.6$, which is a B.

IV. 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 support 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.
- 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/NON-PUBLIC)

- 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).

V. SUPPORT FOR STUDENTS

UNIFORM GRADING POLICY

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

SCHOOL YEAR SUPPORT

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and individual numeracy improvement plan pursuant to R.S. 17:24.10 .
- The Department may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

SUMMER REMEDIATION

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and 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.

VI. LITERACY 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 support 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VII. PROMOTION AND PLACEMENT OF CERTAIN STUDENT POPULATIONS

STUDENTS WITH DISABILITIES

- Students with disabilities attending summer remediation shall receive special support 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). IEP determinations regarding promotion to the fourth grade for students must be in accordance with Bulletin 1566 §701.

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 - Statewide Assessment Standards and Practices. 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.
- Decisions regarding promotion of English learners to the fourth grade must be in accordance with Bulletin 1566 §701.

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.

Uniform Grading Policy With Assigned Quality Points

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	59-0	0

Grading Scale for Gifted, Honors, Dual Enrollment, and Advanced Placement		
Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

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 supports. 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 isto 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.

VIII. ALTERNATIVE EDUCATION PLACEMENTS

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

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

(Virtual Behavior Modification Center (BMC) /Alternative Learning Program (ALP)

The Alternative Learning Center is designed for the City of Baker School System students in grades K- 12 who have been assigned to a virtual alternative educational setting due to short and 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.

IX. DUE PROCESS RELATED TO STUDENT PLACEMENT AND PROMOTION

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

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

X. ADDITIONAL LEA POLICIES RELATED TO STUDENT PLACEMENT AND PROMOTION

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

The Valedictorian shall be a graduating senior with the highest cumulative GPA and must have attended Baker High School no less than 3 out of 4 years.

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 the Student Information System (SIS)/JCAMPUS.
- b.) At least two grades per category must be entered into Student Information System (SIS)/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 Student Information System (SIS)/JCAMPUS
- b.) At least two grades per category must be entered into Student Information System (SIS)/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.

XI. LEA ASSURANCES AND SUBMISSION INFORMATION

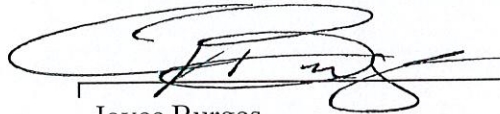
Assurance is hereby made to the Louisiana Department of Education that the City of Baker School System's 2024-2025 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

September 3, 2024

Date approved by local school board or governing authority: _____



James T. Stroder
Superintendent



Joyce Burges
Board President