2020-2021 Pupil Progression Plan

Local Education Agency:

Bogalusa City Schools
Background and Purpose

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

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

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

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

Questions about this document should be directed to ppp@la.gov.
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Placement of students in Kindergarten and Grade 1

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

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

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

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

Grade 1
- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

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

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

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

BCS will administer the Bogalusa Primary Readiness Tool for ELA/MATH in kindergarten and first grade. DIBELS Next and Kindergarten Desired Results Developmental Profile (DRDP) will also be administered.

Updated 7/13/20
Placement of transfer students

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

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

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

*Update to template for 2020-2021 school year:

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

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

<table>
<thead>
<tr>
<th>Transfer Grades – Approved Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages and letter grades from the previous school system will be recorded as received. However, in cases where the percentages are not recorded by the previous school, the lowest percentage for the letter grade in the BCSS will be recorded until the formal written notification is provided by the student, parent, or previous school. Students entering Bogalusa High School without approved/official transcripts will be placed in the 9th grade until the records are received and approved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home study and Unapproved Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Kaufman Test of Educational Achievement – Third Edition Brief Form (KTEA-III Brief) may be administered to any student transferring to the public school system from home schooling and unapproved schools grades 3 – 8. DIBELS Next and grade promotion guidelines will apply to 2nd and 3rd grade students.</td>
</tr>
</tbody>
</table>

In instances where students enroll from home study programs and non-approved schools, and are seeking Carnegie Unit Credits, such students will be administered district proficiency exams, kept on file at Central Office, in each subject area for which credit is claimed.

- If the parent of the student 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 will request the proficiency exam from the Supervisor of Secondary Instruction. High School placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams.
- Once the student has demonstrated a passing score on the proficiency exam, then the course title earned shall be entered on the student's transcript (Certificate of High School Credits). 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 exams 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 exams 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 shall be admitted as a freshman.

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

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

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

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### Promotion: Kindergarten

A child will be retained in kindergarten only at the recommendation of the Student Building Level Committee (SBLC).

**GRADING SCALE**

The grading scale for grades in Kindergarten shall be the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>O (Outstanding)</td>
<td>100-93</td>
</tr>
<tr>
<td>S (Satisfactory)</td>
<td>92-75</td>
</tr>
<tr>
<td>N (Needs Improvement)</td>
<td>74-67</td>
</tr>
<tr>
<td>U (Unsatisfactory)</td>
<td>Below 67</td>
</tr>
</tbody>
</table>
GRADING SCALE

The grading scale for core subjects for grades first through twelfth shall be the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>B</td>
<td>92-85</td>
</tr>
<tr>
<td>C</td>
<td>84-75</td>
</tr>
<tr>
<td>D</td>
<td>74-67</td>
</tr>
<tr>
<td>F</td>
<td>66-0</td>
</tr>
</tbody>
</table>

The grading scale for Specials (PE, Music, Computer, Art, etc.) for grades first through sixth shall be the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>O (Outstanding)</td>
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<td>74-67</td>
</tr>
<tr>
<td>U (Unsatisfactory)</td>
<td>Below 67</td>
</tr>
</tbody>
</table>

Promotion:

Grades 1-2:
A student must have a final grade average of 67% or higher in:
- ELA and Math
- Meet attendance requirements according to Bulletin 741

Grades 3-6:
A student must have a final grade average of 67% or higher in:
- ELA and Math
- Meet attendance requirements according to Bulletin 741

In Addition to State Policy, a student must meet the following criteria to be promoted:

Grade 7
- A student must earn a passing grade (67% accuracy) in all of the following major subjects: English Language Arts and mathematics
  And
One of these subjects: Science or Social Studies
A first semester exam shall be comprehensive and will include the major concepts taught in the first and second nine weeks. A final exam shall be comprehensive and will include the major concepts taught in the third and fourth nine weeks. Semester and final exams will stand on their own and have one half (1/2) the value of a nine-week grade. When determining semester grades, each nine weeks’
grade is counted twice and the test grade is counted once, thus making the test equal to one fifth (1/5) of a semester’s grade.

Promotion of students in grade 4

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

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

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.
In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Promotion: Grade 4 – A student must earn a passing grade (67% accuracy) in English Language Arts and Mathematics. Students must meet attendance requirements according to Bulletin 741.

- A student must meet the State Fourth Grade Promotion/State Testing Policy. Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science, and social studies: however, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning, including LEAP results. See Bulletin 1566, section 701.

Promotion and support of students in Grade 8

Regular Grade 8 Promotion
Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers
The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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

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

Transitional 9th Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student’s individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.
In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

Promotion: Grade 8
In addition to State Policy, a student must meet the following criteria to be promoted:

- A student must earn a passing grade (67% accuracy) in all of the following major subjects: English Language Arts and mathematics
- And
- One of these subjects: Science or Social Studies

A first semester exam shall be comprehensive and will include the major concepts taught in the first and second nine weeks. A final exam shall be comprehensive and will include the major concepts taught in the third and fourth nine weeks. Semester and final exams will stand on their own and have one half (1/2) the value of a nine-week grade. When determining semester grades, each nine weeks’ grade is counted twice and the test grade is counted once, thus making the test equal to one fifth (1/5) of a semester’s grade.
- A student must meet the Eight Grade Promotion/State Testing Policy.

NOTE: If a discrepancy exists between subject area grades and the state High Stakes testing Policy, a decision shall be made by the SBLC through a review of the classroom based assessment, report card grades, and the state testing policy which will take precedence in the decision.

Counselors and teachers will review each student’s Individual Graduation Plan, identify the courses to be taken the first year of high school, and review data (attendance, grades, test data, and discipline records) twice each marking period with the student.

Structured meetings will be held during elective classes. Transitional 9th grade students will take a career class as defined in the Jumpstart course catalog. 9T students will also:
- Enroll in 9th grade-level course work and remediation courses in math and/or English.
- Receive dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students.

High School Considerations

Instructional Minutes
When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.
Individual Graduation Planning
By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an Individual Graduation Plan (IGP). An IGP guides the next academic year’s coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post-secondary plan.

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

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

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

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

Credit Recovery
Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

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

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

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

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).
Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student’s final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

**NCAA Policy**

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

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

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

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

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

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

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

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.
In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

In addition to State Policy, students in grades 9 – 12 will adhere to the following district guidelines for whole unit of credit courses:

1. Marking periods shall be on a nine-week basis.
2. Progress reports will be mandatory for all students. Parents or guardians of all students will be notified at the mid-point of each marking period. A copy will be retained at the school site.

Midterm and Final Exams for Students Eligible under the April Dunn Act:
Any class in which the April Dunn Act, through the IEP, is applied will have an exam weight of 5% instead of 20% as applied to all other courses.

Transitional 9th Grade:
Remediation will be offered for Transitional 9th grade students based upon academic need and school recommendation. Students who are non-proficient in ELA and/or Math, will be enrolled in remedial classes along with corresponding Carnegie unit courses.

Counselors and teachers will review each student’s Individual Graduation Plan, identify the courses to be taken the first year of high school, and review data (attendance, grades, test, data, and discipline records) twice each marking period with the student. Structured meetings will be held.

Transitional 9th grade students will:

1. Enroll in 9th grade level courses and remediation courses in math and ELA.
2. Receive dropout prevention and mentoring services based upon proven strategies to retain and graduate at-risk students.

Advanced Coursework Grading Scale:

Students enrolling in a State and district approved Advanced Placement/Dual Enrollment course shall earn one (1) additional quality point for each AP/DE course in which he/she is enrolled. The courses will be approved by LOSFA.
EOC/HS LEAP 2025 Remediation:

Remediation shall be provided to students who do not meet graduation requirements in each content area.

Awarding of ½ Unit of Credit:

The Bogalusa City School System does NOT award ½ unit credit. Student transfers will be awarded credits earned per transfer guidelines.

Early Graduation:

Students may request early graduation by adhering to the following guidelines:

1. The student must have completed all graduation requirements (24 Carnegie Units and passed required parts of EOC/HS LEAP 2025) and request early graduation prior to the beginning of the school year. Upon request, a formal SBLC meeting shall be held in order to determine if early graduation approval will be granted. The SBLC committee shall consist of the student, parent of legal guardian, principal, counselor, teacher, and the Supervisor of Secondary Curriculum.

2. Students may not enroll in an alternative education program for the sole purpose of acceleration for early graduation. Course requests cannot be honored if overcrowding results.

3. The Bogalusa City School System encourages students to take full advantage of enrichment opportunities offered through various departments.

Classifying High School Students:

Students are classified by the number of Carnegie Units earned. Students are not granted promotion mid-year. The units required for each grade classification are:

- Sophomore .............................................6 units
- Junior .....................................................12 Units
- Senior ...............................................18 Units
- Total Units for Graduation.........................23 or 24 Units depending on diploma pathway

NOTE: IF a student wishes to graduate in less than four (4) years, a parent must make a formal request in writing for early graduation. Upon review by the principal, in consultation with the secondary supervisor, the principal will approve the early graduation plan ensuring the completion of all high school requirements.
Retaking Courses:

High School students may retake courses to earn Carnegie credit in order to graduate in four years, to remove a deficiency, or to improve grade point average. However, Carnegie credit earned by retaking a course shall not carry a weighted designation; both of the grades are included in the computation for grade point average.

Support for students

School year support

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

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

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

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

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

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

- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

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

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.
In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

**LEP**

Every student entering a school in BCSS is administered the Home Language Survey. When answers to the survey indicate a home language other than English, an assessment of the student’s language proficiency will be made.

- The proficiency level should be determined by appropriate individualized English language assessment instruments, students will be placed in their age appropriate grade, if possible.
- An ELL student entering the school with no records shall be administered appropriate assessments to determine grade placement.
- Upon identification and placement in an ELL program, students in grades K-12 will receive instruction in English as a Second language.
- Students are placed in a total immersion program.
- Bilingual dictionaries are given to the students and they have access to computer assisted instruction.
- Students receive core instruction in ELA. If an ELL student is struggling with ELA, the student will receive 30 min. - 1 hr. intervention depending on DIBELS score in Appropriate English as a Second language instructional materials will be used to correlate with state standards.
- LEP student promotion at the elementary level will be considered by the School Building Level Committee and the LEP coordinator. Parents of ELL students may decline services but the ELL student must take ELPT.

Exit Criteria:

- In order for ELs in grades K – 12 to be considered English proficient and exit LEO status, they must obtain proficient level on the English Language Proficiency Test (ELPT). This is determined by scoring a combination of achievement level 4 (Early Advance) or
- The LEP coordinator will confer with the teachers on the progress of the ESL students. The LEP coordinator will review the interim reports and quarterly report cards to determine the success of the students. IF a student is not being successful in the regular classroom, ESL services will be offered to the student.

Parents of ELL students may decline services but the ELL student must achieve Level 4 or 5 in reading, writing, speaking, and listening on the ELPT. Students with disabilities who are unable to meet the criteria after 4 years or more in LEP status because of their disability, as decided on by SBLC, may be exited from LEP status.
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.

The Bogalusa City School System is committed to providing academic education programs to students to help them upgrade their skills in reading, mathematics, and language arts which could result in obtaining a Louisiana High School Diploma.

Students who are recommended for expulsion will be placed in the Alternative Program Site. This site is Northside Alternative School in BCSS. Before being placed in the Alternative Program Site, the student and his/her parents/guardians must attend a disciplinary hearing at the Bogalusa City Schools Central Office. The offense will determine the amount of time the student is assigned to the Alternative Program Site.

The classroom will operate from 8:00 a.m. – 3:00 p.m., Monday – Friday, during the regular school year.

English Language Arts, math, Science, and Social Studies are taught through the use of Odyssey Ware. Classes are monitored by certified teachers, so that students can continue to receive Carnegie Credit and units for subjects taken. These Carnegie courses will count toward graduation requirements.

Students with Disabilities
Students with an Individualized Educational Plan who are assigned to an alternative program will receive instruction in accordance with the IEP.
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.

The following “due process” procedures shall apply to students, parents, and teachers as it relates to the regular program.

- In cases where there are grievances from individual students, parents, or teachers concerning pupil placement in the regular program, the individual may file a complaint with the principal of the school. The principal will arrange for a conference within five calendar days following the complaint. At this point the principal will direct continuation of the placement or modify such placement.
- Following the principal’s conference and decision, should the party continue to be grieved, a written request may be filed with the district superintendent of schools within ten days after the principal’s conference requesting a review of the student’s grade placement. The district superintendent or his/her designee shall schedule a hearing within 10 calendar days after receiving the complaint. A final decision will be reached at this point.
- The party involved has the right to appeal the decision of the district superintendent of schools. Within 30-calendar days following the superintendent’s decision, the party may submit a written request to the appropriate bureau in the State Department of Education for a review of the findings of the district superintendent.
- The Bogalusa City School District due process procedures do not contradict the due process rights as defined in EHA – Part B.
- Due process for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA), part B LEA Application.
- Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

“Due Process Procedures” relating to specific placement of students in special programs are outlined in the format in the appropriate sections.

Students with Disabilities

The LEA’s policies on due process procedures for teachers, students, and parents as related to student placement:

- “In the case of the student with disability, the due process procedures must be consistent with those described in the approved individuals with Disabilities Act (IDEA) Part 8, LEA Application,”
“Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.”

Section 504 Students

Grievance

The Bogalusa City School System does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities. Any alleged discriminatory practices within the scope of Section 504, or the Americans with Disabilities Act should be addressed through the grievance procedure that follows.

The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept confidential at each step in the process.

Step 1: Proper levels of authority and communication are to be followed if a student or parent wishes to discuss a complaint or grievance. The student or parent first contacts the teacher or school personnel with whom the problem occurred for a conference. In the event that the situation is not resolved, the following persons are to be contacted in order until a satisfactory resolution is achieved: The School Building Level Committee (SBLC) Chairperson, the Counselor, and finally the School Administrator/Principal.

Step 2: If as a result of the discussion the matter is not resolved, the grievant may request a conference with the appropriate Central Office Staff Member (Director of Instruction, Supervisor of Child Welfare and Attendance, Section 504 Coordinator, etc.). Full details of the grievance shall be initiated in writing or a Section 504 Grievance Form (See Appendix B) shall be completed by the grievant within five (5) days following the conference with the Principal. The appropriate Central Office staff member shall communicate the decision to the grievant in writing within five (5) school days following the date of submission. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

Step 3: If the grievance is not resolved, the grievant may no later than five (5) school days after receipt of the Central Office staff member's decision appeal to the Superintendent or designee who will attempt to resolve the complaint through mediation. The appeal must be made in writing and must give details as to why the decision was unsatisfactory. The Superintendent shall notify the grievant of the date of the mediation meeting and of his/her right to present the complaint at said meeting. The grievant will be notified in writing of the action taken by the Superintendent within ten (10) school days. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.
Step 4: If the grievant is not satisfied with the decision of the Superintendent, within five (5) school days after receipt of the decision he/she may request a review by the School Board. The request shall be made in writing through the Superintendent who shall attach all papers related to the grievance. The grievant’s appearance to present his/her appeal before the School Board shall be scheduled in accordance with regular procedures adopted by the School Board. The grievant may appear alone at this meeting or be accompanied by counsel of his/her choosing. The School Board shall issue a written decision within thirty (30) days after the meeting with the grievant. Unless the grievant appeals the decision in writing within 5 school days of the written decision, the grievance shall be deemed resolved.

Due Process

An impartial due process hearing will be used to resolve differences involving the education of any student who qualifies under Section 504 when such differences cannot be resolved by mediation or a less formal procedure. In this instance, due process is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the SBLC regarding application of Section 504. A Section 504 due process hearing may be called at the request of the School Board or a parent, guardian, or surrogate of an affected student.

The proceedings will be presided over and decided by an impartial hearing officer, a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties. This person is one who is agreeable to both the parent and the school system who is not employed by the school system or involved in the education of the child, or who otherwise has any personal or professional interest in the hearing. The grievant has the right to see a statement of the qualifications of the hearing officer.

In all related hearing matters, the following definitions shall apply:
- **SBLC** – refers to the School Building Level Committee.
- **Section 504** – refers to the Rehabilitation Act of 1973.
- **Days** – means calendar days.
- **Section 504 Individual Accommodation Plan (IAP)** – means the specific program of accommodations/modifications/interventions developed to meet the needs of the eligible Section 504 student.
- **Parents** – refers to the student’s parent(s), legal guardian(s), or surrogate parent.
- **BESE** – refers to the Louisiana Board of Elementary and Secondary Education.

Parents or the School Board may initiate a due process hearing on a matter related to:
1. Eligibility and related procedures
2. Procedural safeguards
3. Provisions of free and appropriate public education for the student (FAPE)
Requests for a due process hearing must be submitted to in writing to:
Bogalusa City School System
Karla McGehee, Director of Human Resources
1705 Sullivan Drive
Bogalusa, Louisiana 70427

Hearing notifications to the parent shall be given no less than fifteen (15) days and no more than thirty (30) days from the date the request is rec

Hearing notifications to the parent shall contain:

- A statement of time, place, and nature of the hearing. Time and place must be reasonably convenient to parent(s) and child.
- A statement of the legal authority and jurisdiction under which the hearing is being held. The hearing must be conducted in accordance with guidelines developed by the school system with approval of BESE.
- A reference to the particular section of the statutes and rules involved.
- A statement of the availability of relevant records for examination.
- A short and plain statement of the matters asserted.
- A statement of the right to be represented by counsel. The grievant has the right to be told of any free or low cost legal or other relevant services available. He/she must also be informed that attorney fees may be recoverable in accordance with the provisions of Section 1415 of the Education of the Handicapped Act as amended (20 USC 1401 – 1485).
- All written correspondences shall be provided in English and/or interpreted in the primary language of the grievant.

Hearing procedures shall be presided over by the Hearing Officer, who shall conduct the proceedings in an impartial manner so that all parties involved have an opportunity to:
- Present their evidence.
- Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to the problems of students with disabilities.

Parent(s) involved in the hearing will be given the right to:
- Have the student present in the hearing.
- Open the hearing to the public.
- Have an interpreter, when language differences are determined to exist.
- Present evidence and confront, cross-examine, and compel the attendance of witnesses employed by the school system.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) business days before the hearing.
- Have the child, if not enrolled in the program, placed in a program operated by the school system until the hearing and review process is final.

**Duties of the Hearing Officer** shall be to:
- Review all relevant facts concerning the educational placement.
- Determine, subject to appeal by an appellate process or judicial review, whether the School Board has met all procedural aspects of the Section 504 IAP.
- Render a decision, subject to an appellate process or judicial review, which is binding on all parties except that in all cases any action taken must comply with current Louisiana Revised Statutes and Federal Court decision.

Further, the Hearing Officer shall ascertain:
- The procedures used in determining the student’s needs have been appropriate in nature and degree.
- The student’s rights have been fully observed.
- The provision of aids, services, or programs to the student may afford a free and appropriate education.
- If the parent(s) primary language is other than English, then the Hearing Officer shall appoint an interpreter.

A copy of the **Hearing Officer’s decision** shall be delivered to the School Board and to the parents within ten (10) days following completion of the hearing, which in no extent shall be later than forty-five (45) days after receipt of the request for a hearing. Notification will include a statement that either party may appeal the decision. The Hearing Officer only at the written consent of either party may grant extensions of the Due Process Hearing timelines to the Hearing Officer. The decision of the Hearing Officer is binding on all parties concerned; it is subject to an appellate process or judicial review.

Upon receipt of the decision in a due process hearing under Section 504 of the Rehabilitation Act of 1073, an aggrieved party may **appeal such decision** to the school system’s Section 504 Coordinator within thirty (30) days of the date of decision. If no party files an appeal within the thirty (30) day time period specified above, the written decision of the Section 504 Hearing Officer will be regarded as the final decision on the complaint at the expiration of the period.

The Section 504 Coordinator, upon receipt of timely appeal, shall arrange for the establishment of an **impartial review panel** composed of three (3) impartial reviewers, at least one of whom shall have received training in Section 504. The review panel shall meet and review the decision of the Section 504 Hearing Officer. The grievant has the right to be afforded the opportunity, at the appeal, for oral and/or written arguments, at the discretion of the reviewing panel, and to have the oral arguments conducted at a time reasonably convenient to the parent. By majority decision, the review panel shall have the right to affirm, reverse, or modify the decision of the Section 504 Hearing Officer based solely on the merits of the case.
The review panel shall have forty-five (45) operational days from the date that the request for review is received by the Section 504 Coordinator in which to disseminate its decision to both parties. Any party aggrieved by the decision of the review panel shall have the right to appeal that decision as allowed by law.

A written or taped recording of the Section 504 Due Process Hearing shall be on file at the School.

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

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

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

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grading Scale for Regular Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>PERCENTAGE</td>
</tr>
<tr>
<td>A</td>
<td>100 – 93</td>
</tr>
<tr>
<td>B</td>
<td>92 – 85</td>
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<tr>
<td>C</td>
<td>84 – 75</td>
</tr>
<tr>
<td>D</td>
<td>74 – 67</td>
</tr>
<tr>
<td>F</td>
<td>66 – 0</td>
</tr>
</tbody>
</table>

**Grading (Grades K – 6)**

In grades K – 6, each student must have a minimum of 5 grades per subject in a 4 ½ week period for a total minimum of 10 grades per 9 weeks.

No student may receive more than 100% nor less than 50% on all classroom assignments.

**Grading (Grades 7-12)**

Each student must have at least one (1) grade/score per subject/period recorded each week in the class record book with a minimum of ten grades with a maximum of eighteen (18) grades/scores recorded per nine-week period in each subject/period. At least four (4) of the recorded grades/scores are to include tests/quizzes. These tests/quizzes will include the major concepts taught during each testing period.

Bonus points may only be given if all students are given equal opportunity to receive the points. Bonus work must be relevant to the course content and be a learning experience. Bonus points may
NOT be given for behavior or participation. If given, bonus points shall carry a relatively small
amount weight of the overall points for the nine-week grade.

Ceiling of 100% - No student may receive more than 100%. In relation to bonus points, students will
not receive full bonus points earned if it brings their final grade over 100%.

Floor of 45% - There will be a 45% floor for all classroom assignments. The only exception is if the
student refused to take the midterm or final exam.

Exams:
Comprehensive Tests – This test will include the major concepts taught during each testing period.
At least one of the four tests/quizzes will be a comprehensive chapter, unit, or nine-week test.

Grades 7 – 8:

1. Nine Weeks exams
   • Content of exams must be a valid, comprehensive reflection of the major
     concepts/skills. Knowledge that were taught and tested during the semesters of
     study in the class.
   • Review – the teacher will conduct a complete review of material to be covered on
     the exam to help ensure that all students have an understanding of what areas will
     be included. As an essential part of the review process, the teacher will clarify
     materials where students are having problems or questions.

2. Semester and Final Exams
   • Grades 7 – 8: A first semester exam shall be comprehensive and will include the
     major concepts taught in the first and second nine-weeks. A final exam shall be
     comprehensive and will include the major concepts taught in the third and fourth
     nine-weeks. Semester and final exams will stand on their own and have one half
     (1/2) the value of a nine-week grade. When determining semester grades, each
     nine-weeks grade is counted twice and the test grade is counted once, thus making
     the test equal to one fifth (1/5) of a semester’s grade.
   • Example: Calculating Semester Grades

     | Grade Type          | Percentage | Credit | Formula     | Result |
     |---------------------|------------|--------|-------------|--------|
     | 1st Nine Weeks Grade| 80         | 2      | 80 x 2      | 160    |
     | 2nd Nine Weeks Grade| 78         | 2      | 78 x 2      | 156    |
     | Mid-term Exam Grade | 76         |        |             |        |
     | 1st Semester Grade  |            |        | 160 + 156 + 76 = 392 | Divided by 5 = 78.4 C |
     | 3rd Nine Weeks Grade| 80         | 2      | 80 x 2      | 160    |
     | 4th Nine Weeks Grade| 75         | 2      | 75 x 2      | 150    |
     | Final Exam Grade    | 75         |        |             |        |
2\textsuperscript{nd} Semester Grade\hspace{1cm}160 + 150 + 75 = 385 Divided by 5 = 77 C

Yearly Average: (1\textsuperscript{st} Nine Weeks x 2) + (2\textsuperscript{nd} Nine Weeks x 2) + Mid Term Exam + (3\textsuperscript{rd} Nine Weeks x 2) + (4\textsuperscript{th} Nine Weeks x 2) + Final Exam divided by 10 = Yearly Average

160 + 156 + 76 + 160 + 150 + 75 = 777 divided by 10 = 77.7

Grades 9 – 12: A first semester exam shall be comprehensive and will include the major concepts taught in the first and second nine weeks. A final exam shall be comprehensive and will include major concepts taught in the third and fourth nine weeks. Semester and final exams will stand on their own and count as 20% of each semester average. When determining grades for full-year courses, the weight value for each of the four nine-week marking periods is 1.75 and the weight value of each semester exam is 1.5.

Example: Calculating Semester Grades:

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Score</th>
<th>Weight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} Nine Weeks Grade</td>
<td>60</td>
<td>1.75</td>
<td>105</td>
</tr>
<tr>
<td>2\textsuperscript{nd} Nine Weeks Grade</td>
<td>70</td>
<td>1.75</td>
<td>122.5</td>
</tr>
<tr>
<td>Mid-term Exam Grade</td>
<td>76</td>
<td>1.5</td>
<td>114</td>
</tr>
</tbody>
</table>

1\textsuperscript{st} Semester Grade\hspace{1cm}105 + 122.5 + 114 = 341.5 divided by 5 = 68.3 D

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Score</th>
<th>Weight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3\textsuperscript{rd} Nine Weeks Grade</td>
<td>80</td>
<td>1.75</td>
<td>140</td>
</tr>
<tr>
<td>4\textsuperscript{th} Nine Weeks Grade</td>
<td>75</td>
<td>1.75</td>
<td>131.25</td>
</tr>
<tr>
<td>Final Exam Grade</td>
<td>75</td>
<td>1.5</td>
<td>112.5</td>
</tr>
</tbody>
</table>

2\textsuperscript{nd} Semester Grade\hspace{1cm}140 + 131.25 + 112.5 = 383.75 divided by 5 = 76.75 C

Yearly Average: (1\textsuperscript{st} Nine Weeks x 1.75) + (2\textsuperscript{nd} Nine Weeks x 1.75) + (Midterm Exam x 1.5) + (3\textsuperscript{rd} Nine Weeks x 1.75) + (4\textsuperscript{th} Nine Weeks x 1.75) + (Final Exam X 1.5) divided by 10 = Yearly Average

105 + 122.5 + 114 + 140 + 131.25 + 112.5 = 725.25 divided by 10 = 72.5 D

Midterm and Final Exams for Students Eligible under the April Dunn Act:

Any class in which the April Dunn Act, through the IEP, is applied will have an exam weight of 5% instead of 20% as applied to all other courses.
Retention:
When there is the possibility that a student will be retained, the SBLC shall meet. This committee shall be composed of stakeholders responsible for the education of the student. The committee shall, on an individual basis, determine placement of each student. Documentation and supportive evidence will be reviewed by the committee and a decision will be made in the best interest of the student.

If the parent(s) or guardian(s) of the student disagree with the decision reached regarding the student’s placement, recourse shall be provided through the due process procedures in the Pupil Progression Policies and Procedures.

No student will be retained more than one time in grade span K–3 and grades 4-8.

IDEA or Bulletin 1903:
All students identified as having special needs under IDEA or Bulletin 1903 shall be provided accommodations as noted in the student’s IEP or IAP. Students identified as displaying characteristics of dyslexia shall receive multisensory structured language instruction within the regular classroom.

NOTE: If a student does not meet promotion criteria, SBLC must meet to review classroom based assessment data in order to make a promotion decision.

Acceleration:
Grades K- 8: Bogalusa City School students in grades kindergarten through eight may be accelerated as much as one grade level upon full implementation of the following:

- The pupil appraisal team will administer a standardized achievement test to show that the student is performing at least three years above grade level in reading, mathematics, and language expression. For students in grades 3 – 8 the student must score Advanced in all four core components of LEAP.
- The parent(s) and teacher(s) concur that acceleration would be of benefit to the child.
- The School Building Level Committee considers the student’s school performance and social/emotional suitability and makes a recommendation for or against acceleration. The parent(s) and the school principal are to be provided with the results of this recommendation.
- The results of the standardized test, the recommendations of the student’s teacher(s), and the recommendation of the SBLC shall be sent to the superintendent for consideration of acceleration. A student must receive the recommendation of the superintendent to be accelerated.
- If a student meets all the above criteria, the results shall be considered in conference with the parent(s) and the principal, and the child may be accelerated at the formal written request of the parent(s).

Updated 7/13/20
Grades 9 – 12: All students are required to follow a sequential order of classes that satisfy the requirements for graduation as set forth in Bulletin 741. Students are allowed to take online classes and dual enrollment through participating institutions.

LEAP 2025 / EOC Policy for BCSS
Students enrolled in a course for the first time in which there is an EOC test will be required to take the EOC test. The EOC test score will count as the final exam grade which will be valued as 20% or 1/5 of the final grade. If the student passes the course and fails the EOC test, the student will retest the EOC test when it is administered again, but the score from the re-test will not count in the student’s grade. If a student passes the EOC test, but not the course itself, the student will Re-Take the course for Carnegie credit, but the student will NOT have to re-take the EOC test in that subject. When students, eligible under the April Dunn Act, through the IEP, enroll in a course for the first time in which there is an EOC test, the student will be required to take the EOC test. The EOC test score will count as the final exam grade which will be valued at 5% of the final grade. If the student fails the EOC, the student will not retest the EOC test.

*The LDOE has provided a grade conversion for the EOC test, including percentages for the scores made on the EOC test. BCSS will follow these when averaging grades for Carnegie credit.

High School Credit at the Middle School Level
BCSS Middle School will offer courses for Carnegie Credit. Offerings will be based upon the student’s GPA, test scores, and the availability of courses.

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade in the Bogalusa City Schools.
- The course title, year taken, grade and unit of credit earned shall be entered in the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie Credit course from the designated course list will be applied to the student’s overall GPA.

TERMS:

School Building Level Committee: An established committee of knowledgeable persons at each school site. Each committee shall have a chairperson to facilitate the functions of the committee. Committee members may change according to the agenda and the resource personnel available at the local school, but must include at least three educators, including the child’s teacher and the SBLC chairperson.

Curriculum Team: An established team of district level instructional supervisors and curriculum coordinators. This team shall meet regularly to discuss curriculum issues that arise within the district.

Perfect Attendance Award: In order to receive this award, a student must be in attendance 99% of instructional time throughout the school year. The student must not miss more than
180 cumulative instructional minutes throughout the school year with the exception of homebound services and school sponsored field trips.

**Banner Roll Award:** In order to receive this award, a student must have straight A’s in all subjects in each of the four marking periods. The end-of-the-year award will be based on final grades only. (Students have 5 opportunities to earn this award.)

**Honor Roll Award:** In order to receive this award, a student must have A’s and B’s in all subjects in each of the four marking periods. The end-of-the-year award will be based on final grades only. (Students have 5 opportunities to earn this award.) To be included in Honor Roll designation, a student must not earn a “D” or “F” in any subject.

**Academic Achievement Award:** At the end of the school year, a professional type certificate will be awarded to each student in grades 4 – 12 who has attained an overall 3.0 grade point average (GPA) or better. A student with a “B” average determined by a GPA of 2.5 – 2.9 is not eligible for this award. The School Board will provide these certificates and principals are to place their order with the Superintendent’s Office.

Junior and Senior high schools will implement plans to honor students with distinguished academic achievement (3.5 GPA or higher or final grades) and recognition comparable to those honors and recognitions given to athletes for achievement.
LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 9/24/2020

Superintendent

Board President
Appendix I
Local Policies

The Pupil Progression is the comprehensive plan developed and adopted by each LEA. The plan is based on student performances on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).

Grading Policies – Grades 9 – 12

Grade Point Average

A student’s overall GPA is based on semester grades. All courses attempted, including credit earned prior to the 9th grade, courses failed and duplicate credit, shall be used to calculate GPA. A grade point average shall not be rounded off. A grade point average is defined as an average of all subjects, where “A=4,” ”B+3,” “C+2,” “D+1,” and “F=0.”

Example: A 2.8 GPA cannot be rounded off to a 3.0.

Extra-curricular Academic Eligibility - For 9 – 12 grade athletics, the academic requirements of the Louisiana High School Athletic Association will be standard. According to LHSAA, a student in high school must earn at least six (6) units with a “C” average from the previous year to be eligible for the first semester of the school year. To be eligible for the second semester of the school year, a student shall pass at least six (6) subjects from the first semester. A senior taking a shortened schedule must pass all of the classes. A student’s GPA cannot be rounded. For grades 9 – 12, all other eligibility requirements for other activities are at the discretion of the school principal. The school shall disseminate these requirements to students and parents.

A average = 3.5 and above
B average = 2.5 – 3.4999
C average = 1.5 – 2.4999
D average = 1.0 – 1.4999
F average = below 0.9999

A “P” has no numerical value in calculating the grade point average of a high school student. NCAA will convert a “P” to a “D” with 1 quality point in the GPA to establish College athletic eligibility. Carnegie credit earned in the 8th grade will not be considered by the NCAA.