



**BOSSIER PARISH SCHOOL DISTRICT
2022-2023 PUPIL PROGRESSION PLAN**
“WIN the Day: Every Student, Every Way!”

**Submitted to the
Louisiana Department of Education
July 2022**

Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In March 2022, BESE approved, as a Notice of Intent, [revisions](#) to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his 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.

Pursuant to R.S. 17:151.3 (D), every parent or legal guardian of a child who is eligible to attend full-day kindergarten for the 2022-2023 school year or thereafter, as a prerequisite to enrollment in any first grade of a public school, shall send such child, beginning with the 2022-2023 school year, to attend public or private full-day kindergarten when such instruction is offered in the public schools.

Notwithstanding the provisions of this Section or any other provision of law to the contrary, a parent or legal guardian shall have the option to defer enrolling his child in kindergarten for one year if either of the following applies:

- a. The child is four years of age on the first day of the school year.
- b. The child is enrolled in a prekindergarten program.

NOTE:

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

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

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

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

The Desired Results Developmental Profile: Kindergarten Checklist (DRDP-K) will be used to evaluate kindergarten readiness of individual children to identify where a child may need additional instructional support.

Current Bossier Parish students who are seeking to enter first grade should demonstrate proficiency on the Bossier Schools first grade readiness checklist. Students entering the parish will be administered the Bossier Schools first grade readiness checklist to determine placement. Any student who does not meet the first-grade entry requirements may be placed in the first grade if justification is presented to and approved by the School Building Level Committee (SBLC). The grade level Supervisor of Curriculum may be contacted if the decision is challenged.

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

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

Students in kindergarten who are promoted to first grade must demonstrate an acceptable level of performance, based on a preponderance of evidence of student learning, in English language arts and mathematics as it relates to the Louisiana Student Standards and documented on the report card.

Students in grades 1, 2, and 5 who are to be promoted from a lower to a higher grade must demonstrate an acceptable level of performance, based on a preponderance of evidence of student learning, in English language arts and mathematics as it relates to the Louisiana Student Standards and reflected through the report card. The School Building Level Committee (SBLC) will also consider the LEAP assessment results, where applicable, when determining placement and promotion of a student.

Students in grades 6 and 7 who are to be promoted to the next grade level must demonstrate an acceptable level of performance, based on a preponderance of evidence of student learning, in English language arts, mathematics, and either social studies or science as it relates to the Louisiana Student Standards and reflected through the report card. The SBLC will also consider the LEAP assessment results when determining placement and promotion of a student.

Students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level may be placed in the higher grade if justification is presented to and approved by the SBLC. The grade level Supervisor of Curriculum may be contacted if the decision is challenged.

III. Promotion of students in grade 3

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

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

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.
- If LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources to review the preponderance of evidence of student learning from that school year to make a decision.

- Further, if LEAP scores are not available, the school shall work with the parent or legal custodian to consider all available evidence of student learning to determine if an individual academic improvement plan, particular to literacy, is needed.

Bossier Parish Schools Individual Academic Improvement Plan (IAIP):

- An IAIP will be written for all students in grade 3 for an academic school year who scored below the “basic” achievement level of performance on the English language arts LEAP assessment.
- The following types of instructional support shall be included in the plan:
 - **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.

IV. Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

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

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.
- If LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources to review the preponderance of evidence of student learning from that school year to make a decision.
- Further, if LEAP scores are not available, the school shall work with the parent or legal custodian to consider all available evidence of student learning to determine if an individual academic improvement plan is needed.

Bossier Parish Schools Individual Academic Improvement Plan (IAIP):

- An IAIP will be written for all students in grade 4 for an academic school year who scored below the “basic” achievement level in at least two (2) core academic subjects on the LEAP assessment.
- The following types of instructional support may be included in the plan:
 - **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 intervention provided by a teacher or tutor with specialized subject specific 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.

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

Regular Grade 8 Promotion

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

In other cases, if LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources, such as grades in the four core content areas, to review the preponderance of evidence of student learning from that school year to determine appropriate placement in ninth grade or transitional ninth grade. The SBLC will be responsible to review data sources to guide promotion/placement decisions. The grade level Supervisor of Curriculum may be contacted if the decision is challenged.

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin,

after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

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

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

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

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

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

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

Bossier Parish Schools Individual Graduation Plan (IGP):

- An individual graduation plan (IGP) will be written for all students in grade 8 who scored below the "basic" achievement level in either English language arts or mathematics on the LEAP exam will receive additional supports.
- The following types of instructional support may be included in the plan:
 - **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 intervention provided by a teacher or tutor with specialized subject specific 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.

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.

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

CREDIT RECOVERY POLICY (FILE: IHG)

The Bossier Parish School Board shall conduct a credit recovery program designed to allow students an opportunity to earn high school credit for courses they have failed in the past. The program shall be intended to help students by delivering educational services in a flexible, time-efficient manner in order to help them succeed academically and ultimately graduate.

Credit recovery courses shall be aligned with Louisiana Board of Elementary and Secondary Education (BESE) approved statewide course content standards for required subjects. Credit

recovery courses taught in a classroom setting using computer software programs designed for credit recovery must be facilitated by a certified teacher. Additional instruction to cover standards and grade-level expectations not included in the software programs shall be provided by a teacher properly certified in the content area.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Students shall not be required to meet minimum attendance requirements for credit recovery courses, provided students have met attendance requirements when they took the course previously or the students' combined attendance during the previous course and the credit recovery course meet the necessary attendance requirements.

New policy: July 18, 2013

Ref: La. Rev. Stat. Ann. §§17:24.4, 17:81

[Louisiana Handbook for School Administrators, Bulletin 741](#), Louisiana Department of Education

Board minutes, 7-18-13; Bossier Parish School Board

NCAA Update

Nontraditional Courses

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

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone 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.

LHSAA Academic Credit Policy

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

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

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.
- Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.
 1. A fourth or eighth grade student who transfers to a Louisiana public school must take and pass either the spring administration of LEAP English Language Arts and

Mathematics (ELA/Math) tests or the LEAP 2025 state placement test prior to enrollment in grades five or nine.

2. Grade placement determinations for students in grades 4 or 8 who transfer from out of state, nonpublic or home study and seek enrollment in grade 5 or 9, and do not pass both the ELA and mathematics test, shall be made in accordance with promotion policy of the LEA.
- A transfer student who seeks to enroll in Bossier Parish Schools, all grade levels, may be administered a locally or State developed placement test. Grade placement decisions and Carnegie Units awarded will be determined by a grade level Supervisor of Curriculum and Supervisor of Accountability and Assessment after review of placement test scores, report cards, transcripts, and other documentation.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. 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).
- **NOTE: The School Building Level Committee (SBLC) will make a recommendation of promotion and placement for a student with a disability, and the IEP team shall then determine promotion to the next grade level for a student who fails to meet state or local established performance standards.**

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.

Gifted and Talented Students

- In grades K-12, gifted students are provided expanded, enriched learning experiences within their current grade level. Sixth, seventh, and eighth grade gifted students may enroll in Advanced Preparation Program (APP) courses in English language arts and/or mathematics, and participate in the Gifted Enrichment Program. Beginning in the ninth grade, gifted students may take a gifted elective offered at each high school, participate in an independent project program, and/or enroll in selected courses at Bossier Parish Community College.

- If students are enrolled in off campus college classes through the BPSB gifted and/or talented arts education program, then there must be approval, before registration, from the gifted or talented arts education supervisor, for every specific class taken, in which they are enrolled, and planning to use as dual enrollment high school credit. Students must register through the gifted and talented program for each off campus college course and may take one full-semester length class per semester through the program if pre-approved by the gifted and talented supervisor. Fees for classes taken through the gifted and talented education program will only be covered for pre-approved classes during the school year if students have properly registered through the gifted and talented education program. District leaders will evaluate course descriptions and determine if the 5 point weighted scale applies to dual enrollment courses chosen by students in advance. The Louisiana Department of Education TOPS University Requirements will be referenced for guidance regarding weighted scales.

Acceleration

- Bossier Parish will determine accelerated grade promotion on an individual basis using a proficiency tool.
- Noteworthy, students in grades K-12 who demonstrate exceptionally high levels of achievement are given opportunities to enrich and expand their knowledge while enrolled in their current grade.

X. 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)

Bossier Schools Virtual Learning Program (BSVLP): The Bossier Parish School System is modifying the virtual learning experience for our students in grades 6-12. The BSVLP has been established to enhance the learning experience for Bossier Parish students who have made the decision and commitment to finish the 2022-2023 school year. High School students may select, upon approval, the 100% virtual option remaining enrolled in their zoned Bossier Parish School. Approved students may also select a dynamic virtual hybrid option offering the student specific and unique face-to-face courses as part of the day on the campus of Bossier High School. Students in the hybrid virtual program will register as a Bossier High School student.

Alternative Education (AE) Redesign Plan Application for **Johnny Gray Jones Youth Shelter & Detention Center** School Year 2021-2022 has been recommended by the AE Application Review Committee to the BESE Board as *Full Approval*. This means Johnny Gray Jones Youth Shelter & Detention Center submitted a 2021-2022 redesign site plan which is aligned in all core components of BESE Bulletin 131 or has completed the first or second year of monitoring under an approved redesign site plan. The department will continue to work with Johnny Gray Jones

Youth Shelter & Detention Center throughout subsequent school years to continue providing resources and support through the Alternative Education Community of Practice.

Alternative Education (AE) Redesign Plan Application for Butler Educational Complex school year 2021-2022 has been recommended by the AE Application Review Committee to the BESE Board as Full Approval. This means Butler Educational Complex submitted a 2021-2022 redesign site plan which is aligned in all core components of BESE Bulletin 131 or has completed the first or second year of monitoring under an approved redesign site plan. The department will continue to work with Butler Educational Complex throughout subsequent school years to continue providing resources and support through the Alternative Education Community of Practice.

XI. Due process related to student placement and promotion

Students, parents, and teachers will be afforded due process in accordance with the policies and procedures as adopted by the Bossier Parish School Board. A review of a promotion, progression, or placement decision may be initiated by a parent or teacher within ten working days after the decision, according to the following procedure:

1. The complainant will contact the school principal for review of the decision.
2. If the decision of the principal is not satisfactory, the complainant may file a written request within ten working days for review with the Assistant Superintendent of Curriculum and Academic Affairs.
3. The Assistant Superintendent of Curriculum and Academic Affairs will appoint the appropriate regular and/or special education administrators to investigate the complaint and will make a recommendation. The Assistant Superintendent of Curriculum and Academic Affairs or his/her designee will notify in writing the complainant of the official decision within ten working days.
4. The complainant may file an additional written request for review with the Superintendent if the official decision as reported by Assistant Superintendent of Curriculum and Academic Affairs is not satisfactory. This request will be received by the Superintendent no later than ten working days after receipt of the official decision reported by the Assistant Superintendent of Curriculum and Academic Affairs.
5. The Superintendent will conduct a hearing on the complaint and render a decision within fifteen working days after receipt of the request for review. The decision of the Superintendent will be the final LEA decision.

XII. Additional LEA policies related to student placement and promotion

Kindergarten

The Kindergarten standards-based report card represents an evaluation of each child's quarterly report of progress academically, socially, physically, and developmentally toward readiness for first grade. Students are to be scheduled by homeroom sections and receive standard-based marks from the

teacher responsible for instruction for enrichment courses. The codes used to indicate this progress are:

Grading Scale Kindergarten	
Meets Standard/Skill	3
Progressing Toward Standard/Skill	2
Below Standard/Skill	1
Not Assessed	N/A

Grades 1-2

Science & Social Studies	
Weekly grades may include, but are not limited to, participation, group activities, exit tickets and quizzes	
75 - 100 %	S (Satisfactory)
0 - 74%	N (Needs Improving)

Grades 1-5

English Language Arts (ELA) will include the following weighted percentages:

English Language Arts (Grades 1-2)	
70%	Reading (Foundational Skills, Fluency, & Comprehension)
20%	Writing (Written Composition, Conventions/Grammar, & Handwriting)
10%	Spelling (Phonics & Handwriting)

English Language Arts (Grades 3-5)	
60%	Reading (Comprehension & Vocabulary)
40%	Writing (Written Composition & Conventions/Grammar)

*Legible writing is expected in all content areas.
*Cursive writing will be taught in 3rd grade and reinforced in Grades 4 & 5.

*Handwriting will be taught in Grades 1 & 2 and assessed within the writing rubrics & in spelling.

The district grading scale for Art, Music, Health/Physical Education, and World Language: Enrichment courses are to be scheduled by Homeroom sections according to the Scheduling Guidelines. There should not be an entire grade level scheduled to one course.

S - Satisfactory	N - Needs Improving
75-100%	0-74%
Prepared for class	Not prepared for class
Participates in all activities for the allotted time	Does not participate in all activities for the allotted time
Considers safety of self/others	Inconsiderate of the safety of self/others
Follows directions including basic rules and regulations	Does not follow directions including basic rules and regulations
Maintains or improves performance	Does not maintain or improve performance

District Grading Scale

The district grading scale is used for all courses except ***Designated Courses** listed below, in which the expanded grading scale is used. New courses may be included with the approval of the appropriate supervisor in the Curriculum Department. A grade, using the District Grading Scale, will be recorded for credit earned. A + sign indicates 5.0 scale courses.

District Grading Scale	
A	93-100%
B	85-92%
C	75-84%
D	67-74%
F	0-66%

*Expanded Grading Scale	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Designated Courses

<p>Middle School: Advanced Preparation Program (APP): Grade 6 APP ELA Grade 6 APP Math Grade 7 APP ELA Grade 7 APP Math Grade 8 APP ELA</p> <p>Pre-Advanced Placement (Pre-AP): Grade 8 Algebra I Pre-AP Grade 8 Algebra II</p> <p>High School: Advanced Placement (AP): AP Art History + AP Biology + AP Calculus AB + AP Calculus BC + AP Chemistry + AP Computer Science + AP English Lang and Comp + AP English Lit and Comp + AP Environmental Science + AP European History + AP Government and Politics: US + AP Human Geography + AP Music Theory + AP Physics + (Algebra Based) AP Psychology + AP Spanish Lang and Culture + AP Statistics + AP Studio Art 2D + AP Studio Art 3D + AP Studio Art Drawing + AP United States History +</p>	<p>Pre-Advanced Placement (Pre-AP): Algebra I Pre-AP Biology Pre-AP Chemistry Pre-AP+ English I Pre-AP English II Pre-AP Geometry Pre-AP World History and Geography Pre-AP+</p> <p>Others: Advanced Math Pre-Calculus + Algebra III Biology II + Calculus + College Advanced Math Pre-Calculus + College Algebra + College Biology I + College Biology II + College Calculus I (AP Calculus AB) + College Calculus II (AP Calculus BC) + College Chemistry I + College Chemistry II + College English DE (British Literature) + College Fundamentals of Composition College Human Anatomy and Physiology + College Spanish DE + College U.S. History + College West. Civ. + English III CENL 1013 English Composition I DE + English III CENL 1023 English Composition II DE + English IV CENL 1013 English Composition I DE + English IV CENL 1023 English Composition II DE Human Anatomy and Physiology Physics SMART I + (Biology II +) SMART II + (Chemistry II +)</p>	<p>Career Technical Courses: Allied Health Services I & II Allied Health Services I DE App Development Automotive Technology I, II, III, IV DE Automotive Technology I, II, III, IV, V Barber I, II, III, & IV Barber I, II, III, & IV DE Certified Nursing Assist. Certified Nursing Assist. DE Child Development Child Development DE College Accounting College BCA College Computer Literacy COMP TIA Fund COMP TIA Fund DE COMP TIA Networking Fund. COMP TIA Security COMP TIA Security DE Computer Int Manufacturing Computer Networking I, II Computer Networking I, II DE Computer Programing I, II Computer Programing I, II DE Computer Service I, II Computer Service I, II DE Early Childhood Ed II Early Childhood Ed II DE Electrical & Electronics Eng DE Electrical & Electronics Engineering Emergency Med Tech Foundations of Education Foundations of Education DE Fund of Comp. Inst & Conf II Fund of Comp. Inst & Conf II DE General Elective General Elective DE General Psychology DE Graphic Arts I, II DE Ind Study Tech Apps Ind Study Tech Apps DE Intro to EMT (2CR) Intro to Programming I Intro to Programming I DE Intro. to EMT Medical Assistant I, II Medical Terminology</p>
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<p>Career Technical Courses Cont.: <i>Medical Terminology DE</i> <i>Multicultural Learning Comm. DE</i> <i>Multicultural Learning Communities</i> <i>NCCER Electrical I, II</i> <i>NCCER Electrical I, II</i> <i>NCCER Electrical I, II DE</i> <i>Networking Basics</i> <i>Networking Basics DE</i> <i>Nursing Assistant</i> <i>Pre-Apprenticeship Electrical I</i> <i>Process Instrumentation I</i> <i>Process Instrumentation I DE</i> <i>Software Design and Programming I</i> <i>Sports Med I, II, III</i> <i>Sports Med III DE</i> <i>Tech Ed Comp Apps</i> <i>Tech Ed Comp Apps DE</i> <i>TV Production II DE</i></p>		
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No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central office of the local school board will attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher unless that school official or employee has authority pursuant to rules and procedures adopted by the Board and takes the action only upon it being determined that the grade is an error or that the grade is clearly inconsistent with the teacher's grading policy or the parish-wide grading policy (R.S.17:414.2).

Grades 1-5

The district grading scale will be used in determining the grades to be placed on the Elementary School **Report of Progress** each four and one-half (4½) week period. A numerical grade is computed on each Report of Progress throughout a course. For each quarter grading period or nine weeks, the total points earned divided by total points possible will be converted to a percentage at the end of each grading period, and the appropriate letter grade will be assigned in accordance with the Bossier Parish Schools Grading Policy. At the end of the year, the final grade will be determined by applying the following formula using quality points for each grading period: Quarter 1 quality points + Quarter 2 quality points + Quarter 3 quality points + Quarter 4 = Total Quality Points.

Total Quality Points	Final Grade
14-16	A
10-13	B
6-9	C
3-5	D
0-2	F

EXAMPLE: A C C B
 (4) (2) (2) (3) = 11

11 = B Refer to the total quality points chart above.

Final grades for S/N courses in elementary grades will calculate based on the following rules:

If a student earns an ‘S’ in at least 2 quarters, the final grade will be an ‘S’. If a student earns an ‘N’ in 3 or more quarters, the final grade will be an ‘N’.

Elementary School Grade Recovery

The grade recovery program provides students who score below proficiency on a major assessment an additional opportunity to demonstrate proficiency through reteaching and retesting. A major assessment is any test, project, or other activity that is counted for a substantial grade in the Student Information System (SIS) grading platform. Likewise, grade recovery opportunities may be allowed for a student to submit missing assignments. The purpose of this program is to ensure high levels of learning and mastery of the content, to promote the development of student responsibility, and to ultimately facilitate the advancement of students.

Assessment Grade Recovery: Eligibility Requirements for Re-testing

- Any student that performs below proficiency on a major assessment shall be expected to retest after completion of site-based requirements. Such site requirements to retest include but are not limited to attending intervention sessions or completing remedial assignments, both of which will be determined by individual campus guidelines.
- The time frame for the retest will be determined by individual campus guidelines. Only one opportunity to retest must be provided on each assessment.
- Students will be awarded the higher grade of the test/retest.
- The retest may or may not be the original test administered; however, it will reassess the same standards.

Assignment Grade Recovery: Eligibility Requirements for Submitting Missed Assignments

- Any student that receives a “zero” on an assignment due to intentional non-learner issues will have the opportunity to submit missing work.

- The time frame for accepting late submissions will be determined by individual campus guidelines.

Grades 6-8

The district grading scale or the expanded grading scale will be used in determining the grades to be placed on the Middle School **Report of Progress** each four and one-half (4½) week period. A numerical grade is computed on each Report of Progress throughout a course. For each quarter grading period or nine weeks, the total points earned divided by total points possible will be converted to a percentage at the end of each grading period, and the appropriate letter grade will be assigned in accordance with the Bossier Parish Schools Grading Policy. At the end of the year, the final grade will be determined by applying the following formula using quality points for each grading period: Quarter 1 quality points + Quarter 2 quality points + Quarter 3 quality points + Quarter 4 = Total Quality Points.

Total Quality Points	Final Grade
14-16	A
10-13	B
6-9	C
3-5	D
0-2	F

EXAMPLE: A C C B
 (4) (2) (2) (3) = 11

11 = B Refer to the total quality points chart above.

NOTE: Grade 8 students who take Pre-AP Algebra I will be required to take the LEAP 2025 test as the results will be treated as a final exam and will count as 15% of the grade for the course.

All middle school students who take and pass Grade 7 and Grade 8 Spanish with a cumulative A or B average will receive a Carnegie credit for Spanish I upon entering Grade 9. Conversely, students whose cumulative average is C, D, or F in the course, no Carnegie credit will be given for Spanish I. The grade recorded in the interim will be **Pass/Fail** depending on the grade earned in this two-year course.

Middle School Grade Recovery

The grade recovery program provides students who score below proficiency on a major assessment an additional opportunity to demonstrate proficiency through reteaching and retesting. A major assessment is any test, project, or other activity that is counted for a substantial grade in the assessment category of the Student Information System (SIS) grading platform. Likewise, grade recovery opportunities may also be allowed for a student to submit missing or incomplete assignments.

A missing or incomplete assignment should be considered any assignment or activity that is counted for a grade in the classroom performance category of the SIS grading platform. The purpose of this program is to ensure high levels of learning and mastery of the content, to promote the development of student responsibility, and to ultimately facilitate the advancement of students.

Assessment Grade Recovery: Eligibility Requirements for Re-testing

- Any student that receives a grade of a “D” or lower on a major assessment shall be expected to retest after completion of site-based requirements. Such site requirements to retest include but are not limited to attending intervention sessions or completing remedial assignments, both of which will be determined by individual campus guidelines.*
*Any student that receives a grade of a “C” or higher on a major assessment may be allowed to retest after completion of site-based requirements at the discretion of the school.
- Students must complete all remedial assignments and/or attend intervention sessions required by the teacher prior to taking the retest.
- The time frame for the retest will be determined by individual campus guidelines. Only one opportunity to retest must be provided on each assessment.
- Individual campus guidelines will determine when students will retest (during class, during FLEX, before/after school).
- Students will be awarded the higher grade of the test/retest.
- The retest may or may not be the original test administered; however, it will reassess the same standards.

Assignment Grade Recovery: Eligibility Requirements for Submitting Missed Assignments

- Any student that receives a “zero” on an assignment due to intentional non-learner issues will be expected to submit incomplete and /or missing work through the school’s system of interventions.
- The time frame for accepting late submissions will be determined by individual campus guidelines.

Grades 9-12

The district grading scale or the expanded grading scale will be used in determining the grades to be placed on the High School **Report of Progress** each four and one-half (4½) week period. The cumulative total points earned divided by total points possible will be used to determine percentage grades. A numerical grade is computed on each Report of Progress throughout a course and will represent 85% of the regular education students’ final grade and 95% of a student with disabilities final grade. Students who take a required LEAP 2025 test, for grading purposes, this will be considered as the final exam and will count as **fifteen percent (15%)** for regular education students and **five percent (5%)** of the grade for students with disabilities for the course. All other high school courses will follow suit with the exception of administering a school or district constructed final exam. For all high school courses, the appropriate letter grade will be assigned in accordance with the Bossier Parish Schools Grading Policy.

A student may repeat the same course that he/she has previously taken if the following criteria are met: The repeated course must be completed before a student enrolls in a course for which the first course is a prerequisite.

Valedictorian and Salutatorian

Valedictorians and salutatorians tend to have near-perfect (or perfect) grades with the most rigorous courses possible on their transcript. The valedictorian will be the student with the highest overall Grade Point Average (GPA) for all courses attempted in high school. The salutatorian will be the student with the second highest GPA. The Louisiana State Department of Education allows students to repeat classes and only counts the highest grade achieved in the computation of the student's GPA. Bossier Parish Policy does not allow repeat/delete courses to be excluded from the GPA for students contending for valedictorian or salutatorian. Eligibility for valedictorian/salutatorian will be based on all courses attempted, including those courses that have been repeated. Valedictorians/salutatorians must complete the Louisiana TOPS Curriculum. The computation for GPA will include all courses attempted and the calculation will be rounded to 2 decimal places.

For those ninth graders (**entering 2021-2022 and beyond**), the requirements for valedictorian/salutatorian **does not** include graduating with their cohort. For candidates competing for this honor, the computation for GPA will include all courses attempted and the calculation will be rounded to **4 decimal places**. The cumulative GPA will be based on the current TOPS criteria and calculated using a five-point grading scale as listed below:

Calculation of TOPS Core Curriculum GPA will use a 5-point scale for grades earned in:

1. Advanced Placement (AP)
 2. International Baccalaureate (IB)
 3. State Designated Gifted and Talented
 4. Designated Dual Enrollment
 5. Designated Pre-AP classes
- In the event a student does not sit for an AP exam, the counselor must update the transcript to reflect the equivalent 4-point course.
 - Students earning credit in courses graded on the five (5.00) point scale may earn a GPA on the TOPS Core Curriculum that exceeds 4.00.

For such courses:

- 5 quality points will be assigned to a letter grade of "A"
- 4 quality points will be assigned to a letter grade of "B"
- 3 quality points will be assigned to a letter grade of "C"
- 2 quality points will be assigned to a letter grade of "D"
- 0 quality points will be assigned to a letter grade of "F"

Dual Enrollment Opportunities

The weighted scale will be used for all local cumulative GPA reporting. Courses taken virtually or on the college campus that are eligible for the 5-point weighted scale are courses that are core content in

English, math, science, social studies, and the arts. All dual enrollment courses taken on a college campus or away from the high school campus must be approved in advance at the school and district level. Dual Enrollment course fees taken off campus, whether online or in person, are the responsibility of the student and parent. This is applicable to students that are working towards an associate degree, certifications, or basic college hours. This is not related to the regular high school diploma.

Dual Enrollment courses taken on the campus of the higher education institution must be selected for dual enrollment at the time of course registration. It is the responsibility of the student and parent to make sure that the proper paperwork is returned to the school counselor for processing. Students may only choose to NOT include the course as dual enrollment on their transcript within seven (7) business days of registering for the course.

A student may earn a different letter grade on the high school and college transcripts due to differences in weighting at the local and post-secondary levels.

High School Grade Recovery

The grade recovery program is an opportunity for a student to retake an assessment that he/she previously did not academically pass. The purpose of this program is to ensure high levels of learning, mastery of the content, and advancement of students. The grade recovery program cannot reduce the grade of a student.

Qualifiers:

- Students who attempted and failed an initial assessment will be given one opportunity to raise his/her score.
- The grade will be recorded as the higher of the two grades.
- This program is not to include Dual Enrollment (DE), Advanced Placement (AP) courses, any state testing, final course exams, and all expanded grading scale courses.
- This program applies to a total of three assessments per course and no coursework.

Student grade recovery attempts will follow site based multi-tiered systems of intervention and supports (RtI aligned with Tier I Curriculum). Students may attempt to recover grades within the current progress reporting period or eighteen-week semester. Students will have a two week window from the time the grade is published in the gradebook in order to recover a grade. The teacher assigning and recording student grades will administer grade recovery.

High School Credit Recovery

Credit recovery refers to instructional programs for students who have failed courses previously taken. The Bossier Parish School Board recognizes credit recovery as a program to help students recover Carnegie units.

Bulletin 741 Guidance for BPS Administration and Staff

- Students earning Carnegie credits in a credit recovery course must have previously taken and failed the course.

- 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 may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements.
- Students may earn no more than two Carnegie units annually through credit recovery.
- Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record.

Credit Recovery Program Criteria

- Students failing a course with a final percent between 55%-66% are eligible for credit recovery.
- Edgenuity (Imagine Learning) is the software that is utilized for this program during fall and spring terms.
- Edgenuity may be used on a limited basis for summer credit recovery.
- The established grading scale is built into the software.
- Credit recovery students must take a pre-test for each lesson in each course they need to recover.
- Students must complete the coursework and pass the final exam in order to earn credit for the course.
- Any exceptions must be approved by the Supervisor of 9-12 Instruction and Guidance or his/her designee.

Credit Recovery Program Grade Calculations/Transcript Records

For students participating in credit recovery, a letter grade of "C" or "D" only will be recorded on the transcript based on the overall grade in the credit recovery course.

- Upon completion of the credit recovery coursework, the overall average will count as 85% of the credit recovery course grade. When the student takes the credit recovery final exam, that score will contribute 15% of the overall grade in the course.
- If the student does not pass the final credit recovery exam, the grade will remain an "F".
- If the credit recovery course final grade is in the range of 67% to 85%, the credit recovery letter grade will be recorded as a "D" on the transcript.
- If the credit recovery course final grade is in the range of 86% to 100%, the credit recovery letter grade will be recorded as a "C" on the transcript.
- If the credit recovery course is also a LEAP 2025 course, the student must take the LEAP 2025 and the score will contribute 15% of the final grade.
- Students who have previously passed the LEAP 2025, but have failed the course, may choose to retain the previous exam score in lieu of participating in an additional administration of the exam.

Students with Significant Cognitive Disabilities Identified Through Bulletin 1508

For a student participating in LEAP Connect (LAA1), grades must reflect assigned work on either Louisiana Connectors, modified goals and objectives from the general curriculum, and/or IEP academic goals and objectives. Extensive modifications and accommodations are allowed as reflected on the student's IEP.

Students Identified under Section 504

For a student identified under Section 504, grades will reflect assigned work in the general curriculum with accommodations.

English Learner (EL) Students

An EL student shall not receive any grade lower than a "D" in any subject due to lack of understanding of the English language as long as the student is attending class with the appropriate materials and making a sincere attempt to meet the course requirements. An "F" can only be given after recording evidence on the district template entitled, "Documentation of Failing Grades."

The Louisiana Board of Elementary and Secondary Education requires the inclusion of LEAP 2025 test scores in a student's overall grade for the following courses:

- Algebra I / Pre-AP Algebra I (including grade 8)
- Geometry / Pre-AP Geometry
- English I / Pre-AP English I
- English II / Pre-AP English II
- Biology / Pre-AP Biology
- U.S. History / AP U.S. History

Additional High School Assessment Guidance

- For courses requiring the LEAP 2025, refer to the appropriate conversion chart for that course, provided by the Louisiana Department of Education.
- The percentage shall be **fifteen percent (15%)** for regular education students and **five percent (5%)** for students with disabilities as determined by the BPSB.
- If the student passes the course and fails the LEAP 2025 test, the student may retake the LEAP 2025 test at a later date but the score from the retest will not count in the student's grade.
- Bossier Schools will participate in the Louisiana LEAP 360 program for monitoring student progress to the level of mastery of the Louisiana Student Standards in Algebra I, Geometry, English I and English II.
- Teachers should review assessment guides for applicable standardized tests: LEAP 2025, ACT (grades 11), PSAT (grades 10 & 11), SAT (grades 11-12) and AP.

Maintenance of Records and Reports

The Bossier Parish School Board maintains permanent records and reports on all students enrolled in Bossier Parish Schools. The use of student records complies with federal laws, state laws, and Board policies. All new and updated student information is to be maintained digitally in the district's digital Student Information System (SIS); however, current students with print folders will have the cumulative

paper folder travel with the student until graduation and is to be in locked files in a secured place in the office area. No file should be removed from the secured area. Persons with legitimate educational or work related interest in student data are allowed to review data online (SIS rights are assigned by the Technology Department).

The following items must be placed in Student Information System (SIS) in Student Documentation Files in a digital format:

1. New student and annual registration documentation will be in the SIS
2. 504 Plan (SBLC is responsible for scanning, approving, and uploading)
3. Absence Excuses (attendance clerk scans all excuses)
4. Behavior Intervention Plan (BIP)
5. Drop/Exit Records (documentation for exits are to be scanned and uploaded)
6. English Language (EL) Documents
7. Individual Academic Improvement Plan (IAIP); Individual Graduation Plan (IGP)
8. Legal Documents - Parents upload during registration
 - a. Legal documents – current temporary custody with judgment page, permanent custody, emancipation forms, etc.
 - b. **Complete the FAFSA, Complete the Louisiana TOPS form**, or certify a waiver in writing to the LEA (sample: **non-participation LEA form/Letter**)
9. Out-of-District Records (grades/documentation from previous school are to be scanned and uploaded)
10. Out-of-Zone Applications will be maintained by Student Services, Special Education, and Accountability & Assessment Departments. Schools are not responsible for this and these three departments are maintaining the uploads and approvals in SIS
11. Registration Documentation (by year)
 - a. Parents are to upload: current Louisiana health record, birth certificate, and **NEVER** - upload a student's Social Security card - the parent can enter the number in the SIS portal during registration but there is **no reason the district needs a copy.**
 - b. **Parents upload** - 2 current proofs of residency

Electronic folders and capabilities of SIS:

- All High School scheduling is done in the SIS now
- School Nurses can upload the vision and hearing records for students
- End-of-Year Report Cards & Transcripts (also a Comprehensive Student Report) are now in SIS; records can be printed when needed
- All grades are on the Grades Tab & Transcript
- Act 1120 Screening Green Card - now entered into SIS in Multiple Measures (by teacher, counselor, or instructional coach) and becomes part of SIS
- The Technology Department uploads State Assessment Scores into SIS

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this BOSSIER PARISH SCHOOL BOARD 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: July 14, 2022



Superintendent, Mitch Downey



Board President, Adam Bass