

2019-2020 Pupil Progression Plan

Calcasieu Parish School Board

Background and Purpose

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

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

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

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been 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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I. Placement of Students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

A student entering kindergarten in any Calcasieu Parish School shall have attained the age of five (5) on or before September 30 of the calendar year in which the school year begins. An identified gifted student entering kindergarten in any Calcasieu Parish school must adhere to the same policy as required for a regular education student.

Students who are entering first grade without attending a full-day kindergarten for a full academic year shall be administered the Scantron Performance Series in reading and mathematics.

The School Building Level Committee (SBLC) will then determine placement.*

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

II. Placement of Transfer Students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

II. Placement of High School Transfer Students

A. In-State and Out-of-State Approved Schools

- a. A student who transferred from a state-approved school will be awarded 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.

B. Home Study and Non-Approved Schools

- a. For students entering from home study or non-approved schools with credits earned from these schools, the process below will be used.
 - i. Students must provide a copy of a transcript listing all high school credits and grades earned.
 - ii. Prior to enrollment, schools will schedule students to take the ACT Aspire or ACT test at LCB.
 - iii. If the student has an official ACT or Aspire score that meets the standard in the charts, that score will be accepted, and no further testing will be required.
 - iv. The ACT test administered at LCB will not be an official ACT test, so this score can only be used to meet the requirements of this policy.

- v. If a student obtains the set score, all credits earned will be immediately placed on the student's transcript with the grade source listed as the home study or non-approved school.
- vi. If a student fails to obtain the set score, he/she will be allowed one additional test opportunity that must be completed within two weeks of the first test.

ACT Aspire Benchmarks by Grade

(Benchmarks are based on ACT Aspire Score Scales. Students must meet both reading and math benchmarks.)

	Reading	Math
Grade 8	424	425
Grade 9	425	428
Grade 10	428	432

ACT Test Composite

(Benchmarks are based on TOPS Scholarship requirements for each diploma pathway.)

	TOPS Diploma	Career Diploma
Grade 11	20	18
Grade 12	20	18

K-8 Students with Significant Intellectual Disabilities

Students with significant intellectual disabilities should be assigned to a grade level consistent with their age.

III. Promotion for Students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7

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

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

Grades K, 1, 2, 3, & 5:

Promotion from one grade to another is based on the policies and regulations of the Calcasieu Parish School Board in compliance with standards cited in Bulletin 741. Students will not be promoted solely upon the recommendation of a private practitioner or a private agency. The recommendation will be given consideration only.

It is the responsibility of the School-Building-Level Committee (consisting of three or more people knowledgeable of the student's performance) to review classroom performance and make decisions affecting retention or promotion based on a preponderance of evidence of student learning. An ESL representative should be included in the SBLC when making decisions for LEP students.*

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

Course Requirements for Promotion:**Kindergarten:**

- He/She must be present the required number of days (167) at a public or private kindergarten, and
- The Report Card should reflect successful classroom performance.

Grades 1, 2, 3, & 5: Passing Session Grades in English Language Arts and Mathematics**Retention:**

Students in grades K-3 may not be retained more than one year. In grade 5, a student may be retained according to his academic needs.

Students who fail to meet the promotion criteria above shall be retained. In addition, any student missing an excessive number of days will have a review by the SBLC for possible retention.*

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

See Section IV for information regarding promotion or retention of students in grade 4.

Grades 6 and 7:

Any student in middle school grade 6 and grade 7 shall be promoted on the basis of successful classwork. Successful classwork is defined as passing all work or all work except one subject. A rigorous review of student performance shall be conducted when there is evidence of successive yearly failures in any core subject. Failing to pass two or more core subjects will not be considered successful class work. Failing students will be required to attend summer school.

Students in grades 6 and 7 shall be in attendance for the minimum required number of days (167). Students who do not meet this criterion must attend summer school to make up the missed days. In addition, any student missing an excessive number of days will have a review conducted by the SBLC for possible retention.*

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

IV. Promotion and Support of Students in Grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
 - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
 - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
 - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such 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.

Students are expected by the LDOE to score at least "Basic" in ELA or Math and "Approaching Basic" in the other core subjects, including ELA, math, science, and social studies.

If LEAP results are not available in time, the SBLC shall make promotion and retention decisions based on a preponderance of evidence of student learning. Evidence may include the prior year's LEAP results, classroom performance, and report card grades.

If the decision is made to retain a child in 4th grade, but the LEAP results come back showing that he/she has indeed met an acceptable level of performance that would enable him/her to successfully transition to the 5th grade, the SBLC/IEP may reconvene to adjust the committee decision.

CPSB Individual Academic Improvement Plan Policy

The Calcasieu Parish School Board is committed to providing each student in need of academic support with appropriate interventions through a systematic Response to Intervention (RTI) Program. One component of that RTI process will be the identification of fourth grade students who have not met an acceptable level of performance based on a preponderance of evidence in at least two core academic subjects including English Language Arts, Math, Science, and Social Studies. Each fourth grade student not meeting the criteria for acceptable performance in at least two of these core subjects shall be provided with an Individual Academic Improvement Plan (IAIP) that adheres to the following requirements:

1. 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 other relevant challenges to the student's academic success, and then formulate an Individual Academic Improvement Plan. School personnel will review the IAIP with the parent/guardian, and identify at least two interventions that will be provided to each student with an IAIP as in-school support.
2. All participants of this meeting shall sign the Parent/Guardian Agreement when completed using the template provided by the Louisiana Department of Education. This agreement will be kept on file at the school in which the student attends. Participants shall meet to review progress of each student at least once more prior to the next administration of the LEAP assessment.
3. Each student with an Individualized Academic Improvement Plan 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 aligned to state academic content standards.
4. Students requiring an Individual Academic Improvement Plan shall be identified as such in the state Student Information System (SIS).
5. Students with an Individual Academic Improvement Plan shall be provided with the opportunity to receive on grade-level instruction through targeted remediation programs.
6. Each student's Individual Academic Improvement Plan shall continue to be in effect until such time the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's IAIP. Subjects in which a student scores "Basic" or above on subsequent LEAP Exams shall be removed from that student's IAIP.

The Individual Academic Improvement 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 acceptable academic performance by the end of fourth grade. Additional school year support will be provided to move students to grade-level proficiency by providing at least two of the following instructional strategies which will be documented in the Individual Academic Improvement Plan:

1. The student is placed in the classroom of a teacher who has been rated “Effective: Proficient” or “Highly Effective” pursuant to his/her most recent evaluation, has achieved a value-added rating of “Effective: Proficient” or “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. Information pertaining to the specific ratings of individual teachers will be kept confidential and not shared with parents or guardians.
 2. The student participates in a remediation program offered by the district.
 3. Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This additional time shall not result in a student being removed from English Language Arts, Mathematics, Science, or Social Studies courses.
 4. 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. In the absence of fully aligned curriculum in any given core subject, teachers shall follow the Scope and Sequence provided by the State to meet this requirement.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The Individual Academic Improvement Plan (IAIP) and the Individual Educational Plan (IEP) for students with disabilities shall be aligned. The development of the academic plan within the IEP components will follow the timelines set forth in the pupil progression plan for all students and address the same considerations as for all students.

V. Promotion and Support of Students in Grade 8 and High School Considerations

a. Promotion 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 core subjects assessed by the Louisiana Department of Education 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 spring, and following the completion of summer remediation, 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.

Eighth Grade Promotion

Eighth grade students shall score at least "Basic" in ELA or mathematics and "Approaching Basic" in the other core subjects assessed by the LDOE in order to be promoted to the ninth grade. Additionally, students must successfully complete classwork. Successful classwork is defined as passing all work or all work except one subject. Failure to pass two or more core subjects will not be considered successful class work. Students in grade 8 shall be in attendance for the minimum required number of days (167). Students who do not meet this criterion must attend summer school to make up the missed days. In addition, any student missing an excessive number of days will have a review by the SBLC for possible retention.* Students not meeting the promotion standard after taking the eighth grade state assessments in the spring will be placed in remedial course(s) in the subject(s) in which the Unsatisfactory was scored on a high school campus as a Transitional Ninth Grade Student.

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in ELA or Math, if a student scores at the “Basic” level in the other subject, provided that the student has participated in the spring administration of LEAP.

All eighth grade students that score Unsatisfactory will be placed in remedial course(s) in the subject(s) in which the Unsatisfactory was scored. The SBLC teams will determine the high school course placement for eighth graders entering the transitional ninth grade who have scored “Approaching Basic.” Participation in remedial course(s) is applicable to either placement, whether it be transitional ninth grade, students who receive waivers, or regular ninth grade students. Remedial courses will be designated as English, Business English, math, Math Essentials, science, Environmental Science, civics, and social studies. LEP students may be placed in an ESL remediation course in place of Business English at the recommendation of the ESL Committee. If a student earned an Algebra I or English I credit in middle school, he/she can be placed in another English or math course besides Math Essentials and Business English. If the middle school student earns a “Basic” or higher on the eighth grade state assessment, he/she can be placed in a course other than the remedial courses listed for the subject in which the “Basic” or higher was earned.

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, will be placed on a high school campus only in the transitional ninth grade. Students who are eligible for the U/B or AB/AB waiver may be promoted to the ninth grade, and these students may be placed in the designated prerequisite course in which the “Basic” or higher was not earned. Schools may place students that enter on the BESE Bulletin 1566 Waiver in courses based on individual test scores and other applicable data. Students that enter high school on a BESE Waiver will be remediated through the designated prerequisite high school courses or the school’s Response to Intervention Program.

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

b. 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/postsecondary 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:

1. Complete the FAFSA; or
2. Complete the Louisiana TOPS form; or
3. Certify a waiver in writing to the LEA (sample: non-participation LEA form/Letter); or
4. 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.

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.

Accumulated Carnegie Units for Grade Level Classification

Entry Grade

9	0-4 credits
10	5-9 credits
11	10-16 credits
12	at least 17 credits

Components and Requirements of the Early Graduation Program

Appropriate completion of high school shall not be withheld from a student if the student has met all academic and attendance requirements.

However, students must earn all required credits with appropriate documents signed by parents confirming an approved pathway to completion as outlined in graduation requirements (Bulletin 741) at the time of graduation.

In order to encourage and facilitate early graduation of students seeking such completion, the district has modified its own policies and practices in the following manner:

- Credits earned during the middle school years will be immediately counted in the credits required for high school graduation.
- The district will allow reasonable access to the following:
 1. New credit acquired in the summer
 2. High school credits in middle school
 3. Transference of credit from accredited/approved schools
 4. Advanced Placement courses opportunities
 5. Dual enrollment articulation from accredited/district approved post-secondary institutions

(Some access may require financial contribution on the part of the student in following an accelerated path.)

Graduation Participation Policy

To be eligible for graduation and to participate in the graduation ceremony, students must meet all graduation requirements outlined in Bulletin 741 for the diploma pursued. These requirements must be met by the May deadline set by the district each year. The School Board may impose additional requirements as it deems appropriate.

VI. 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 “Effective: Proficient” or “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Effective: Proficient” or “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. (4th & 8th grade summer remediation is defined under VI. Support for Students: CPSB Summer Remediation Procedure.)
 - 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.

Summer Remediation

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.

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

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 “Effective: Proficient” or “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Effective: Proficient” or “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.

CPSB Summer Remediation Procedure

Fourth Grade:

In January, a committee comprised of an administrator, school counselor, and appropriate teachers will hold face-to-face meetings with the parent or guardian of all fourth-grade students in danger of failure. At this time the committee, with input from the parent/guardian, will identify the appropriate supports needed for each student. All parties will sign an Academic Warning Letter that will act as a Pre-Individual Academic Improvement Plan until student LEAP 2025 results are received during June. Student grades along with 3rd grade LEAP scores will be used to determine which 4th grade students will be identified as needing a Pre-Individual Academic Improvement Plan. Each student identified will be provided targeted remediation in each subject identified on the Pre-Improvement Academic Improvement Plan during the second semester through one or more of the following supports:

- Embedded RTI time
- In school pull outs by school Interventionists
- After school remediation programs

After test results are received during the summer, if a preponderance of evidence shows that a student has not achieved an acceptable level of performance to successfully transition to the next grade level, they will be identified as needing an Individual Academic Improvement Plan (IAIP). State assessments will be used to help guide IAIP decisions but may not be the sole determining factor. Prior to October 1st of the next school year, IAIP meetings will be held with the parent or guardian of each student identified to create a plan and sign the IAIP template provided by the State.

Eighth 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, will be placed on the high school campus in the transitional ninth grade for school year support.

All eighth grade students that score Unsatisfactory will be placed in remedial course(s) in the subject(s) in which the Unsatisfactory was scored. The SBLC teams will determine the high school course placement for eighth graders entering the transitional ninth grade who have scored

"Approaching Basic."

Participation in remedial course(s) is applicable to either placement, whether it be transitional ninth grade, students who receive waivers, or regular ninth grade students. Remedial courses will be designated as English, Business English, math, Math Essentials, science, Environmental Science, civics, and social studies.

VII. Promotion and Placement of Certain Student Populations

Students with Disabilities

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

English Learners

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

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Students with Disabilities

For purposes of the policies outlined in this document, the IEP team for the student will replace the School Building Level Committee (SBLC).

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 on any assessment 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 requirements for promotion.

The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations, and procedures to meet Act 833.

Students with disabilities who do not meet promotion standards for K-8 should be considered for promotion or retention by the IEP team based on the following district standards:

1. Promotion decisions must take into consideration accommodations, modifications to the curriculum and modified grades for students whose documented overall grade level equivalent is within a 1 to 1.5 range of the grade enrolled in ELA and/or math. Retention may be considered in any grade when the retention will enable the child to address grade level standards in the regular class and continue to make progress in state standards for that grade. This includes use of the IEP accommodations and modifications.
2. Promotion should be considered in any grade when the state standards, appropriate for that child, are significantly below grade level and documentation is available to support the child's progression. Significantly below grade level is defined as 2 or more instructional levels below grade enrolled in ELA and/or math. Progression is defined as documented trend data from statewide assessments, district common assessments, progress monitoring assessments and/or goals, and objectives correlating with state standards. Documented is defined as written results reported on the IEP under General Student Information, Progress in the General Curriculum, Results of Statewide Assessment and/or status of goals and objectives.
3. Students who meet the state criteria for LEAP Connect should be promoted from grade to grade each school year according to their age. Retention may be considered by the IEP team if the retention will increase mainstreaming, inclusion, or other appropriate opportunities to interact with their non-disabled peers.
4. In no case should students with disabilities be retained past the over-age policies for nondisabled students. The IEP team must keep in mind that students with IEPs are eligible to participate in school through age 21 and individualized, appropriate programming is provided regardless of the school campus designation as elementary, middle, or high school.

If an IEP team determines the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring, and intervention and other evaluation strategies;
3. Include an intensive instructional program;

4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
5. Special education students not attaining performance standards shall be offered remediation the same as regular education students with special support provided as needed.

Remedial (below grade-level) instruction shall be limited to only necessary and focus skills as identified from top quality assessments and cannot account for more than 35% of the total summer remediation instructional time.

6. By the end of the eighth grade, the IEP team shall begin to develop an Individual Graduation Plan (IGP) pursuant to Bulletin 741. The IGP shall identify a course of study that promotes college or workforce readiness or both, career placement and advancement, and transition from high school to postsecondary education or work placement. IGP will follow standards set forth in the Individual Graduation Planning of this document under b. High school promotion and transition considerations.

The Career Diploma Assessment Requirements

If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation (Act 833).

Students with disabilities shall be afforded the same opportunities to pursue a standard diploma and to exit with all course credits, honors, and financial awards as other students. A student with a disability is not guaranteed a diploma and shall meet either the standard requirements for graduation or those established by his IEP team to be awarded a diploma.

Pursuant to the Elementary and Secondary Education Act (ESEA), the state academic content standards shall apply to all public schools and public school students in the state and include the same knowledge and skills expected of all students and the same level of achievement expected of all students with the exception of students with the most significant cognitive disabilities who may access alternate academic achievement standards and achievement levels. *Exception:* LEAP Connect students may qualify for a Career Diploma under Act 833 if determined eligible by the IEP team. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state required Carnegie credits shall be considered for a regular diploma in the state and district accountability Board, pursuant to federal laws and regulations.

If an IEP team determines that state-established benchmarks on the required state assessments are no longer a condition for graduation for a student, it shall:

1. Within thirty days of the start of the next school year or course, establish minimum performance requirements in the student's IEP relevant to graduation requirements. The Louisiana Department of Education shall make available a list of multiple appropriate assessments and guidance for use in establishing minimum score requirements on the assessments that an IEP team may, but shall not be required to, use for this purpose. The IEP team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student's needs that result from the student's disability and that will enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs of the student that result from the student's disability, including the student's postsecondary goals related to training, education, employment and where appropriate, independent living skills.
2. Provide the student and his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options.
3. Require the student to successfully complete IEP goals and requirements and to ensure that the student meets at least one of the following conditions, consistent with the IEP: (For LEAP Connect students only)
 - a. Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and continuous educational support from the school district;
 - b. Demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district; or
 - c. Access to services that are not within the legal responsibility of public education or employment or education options for which the student has been prepared by the academic program.

Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.

A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the Unsatisfactory achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student:

1. Successfully completed specially designed elective(s) for LEAP remediation
2. Scored at or above the Basic achievement level on those component(s) of the eighth grade LEAP for which the student previously scored at the Unsatisfactory achievement level

Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing the end-of-course tests.

Remediation and retake opportunities will be provided for students who do not pass the end-of-course tests. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass. Refer to Bulletin 1566—Guidelines for Pupil Progression, and the addendum to Bulletin 1566—Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program, Regular School Year.

English Learners

- Every student entering a Calcasieu Parish school for the first time will complete a home language survey. If a language other than English is spoken in the home, the school's principal or counselor will submit a copy of the survey to the World Languages/ESL Department. The counselor and the ESL Department will schedule further screening as needed.
- The ESL Department will administer the ELPS (English Language Proficiency Screener) or the IPT (IDEA-Innovative Differentiated English Activities-Proficiency Test) to assess oral language proficiency as well as reading and writing proficiency of language minority students, as needed.
- English as a Second Language (ESL) services are provided for English Learners (ELs) on various campuses:
 - Lake Charles: Fairview Elementary (for Spanish speakers) and A.A. Nelson Elementary (all other languages)
 - Fairview Elementary also offers Two-way Spanish immersion.
 - Sulphur: W. T. Henning Elementary (all languages)
 - Minimal bilingual Spanish support is provided at the Fairview and Henning sites.
 - Itinerant elementary ESL teachers provide ESL pull-out services to students in outlying areas.
 - Sheltered English Instruction is provided throughout the parish for all ELs by ESL and classroom teachers. In addition, ESL push-in may be provided by ESL staff.
- Middle school ESL classes in Lake Charles are held at Lake Charles Boston Academy for those students east of the river; and in Sulphur at W.W. Lewis Middle for those students west of the river. Beginning level classes are taught in the morning and include ELA, science, and social studies. Intermediate students are taught ELA only in the afternoons.
- High School ESL classes in Lake Charles are held at Lake Charles Boston Academy for those students east of the river and at Sulphur High 9th grade campus for those students west of the river. All high school students earn Carnegie units. Beginners attend in the morning and intermediates in the afternoon. The remainder of the day students receive sheltered instruction at their home schools.
- Modified grades will be denoted with an asterisk“*”. In the JCampus Web Gradebook code 84 can be used to denote modified grades.

- To exit the EL program and be reclassified as “monitored,” students will need to have an achievement level in the **Proficient** range on the ELPT for their grade level. The district will monitor former ELs through student grades, state assessment scores, teacher recommendations, and the grading process in place in the district. All support services and activities will be accessible to ELs as the district provides instructional programs that foster success in mathematics, science, social studies, and language arts. The ESL Department will input the language information of ELs into JCampus and track their progress.
- Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status because of their disability, as decided by a consensus of the members of the IEP team along with an EL representative, may be exited from EL or LEP status but will still be required to take statewide assessments.

VIII. Alternative Education Placements

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

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

Students are placed in the regular school setting and efforts are made to maintain that placement. When the student’s academic, social, and/or behavioral needs are not met in the regular setting, the student is placed in an alternative setting. Specific criteria for entering and exiting the available alternative settings in Calcasieu Parish are included in the descriptions below. Advanced Studies Programming is not provided in the alternative setting.

CALCASIEU PARISH ALTERNATIVE SITE (East and West)

The Calcasieu Parish Alternative Site is available to students in grades kindergarten through twelve who meet one or more of the following guidelines:

- Have been expelled from their home-based school
- Are considered at-risk as identified in the Pupil Progression Plan (Appendix A, Local Terms)
- Have been recommended by a principal, School Building Level Committee, or parent/guardian
- Have been placed through the IEP process and/or a hearing officer

The primary goal of the program is to provide all students with educational, behavioral and emotional opportunities, and supports in a safe and caring environment.

Students will be evaluated using the parish grading policies. All parish and mandated testing procedures will be followed. The program will meet requirements specified in the State Department and BESE-approved proposal.

POSITIVE CONNECTIONS

Positive Connections is available to students in grades kindergarten through fifth who meet one or more of the following guidelines:

- Have been expelled from their home-based school
- Have been placed through the IEP process and/or a hearing officer

The primary goal of the program is to provide all students opportunities to succeed academically while learning appropriate social behaviors.

Students will be evaluated using the parish grading policies. All parish and state mandated testing procedures will be followed.

The program will meet requirements specified in the State Department and BESE-approved proposal.

IX. Due Process Related to Student Placement and Promotion

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

Due Process for K-12 Regular Education Students

Step One - Informal

Within twenty (20) days of the time that the grievant knew, or reasonably should have known of the grievance (or within twenty (20) days of the publication of this grievance procedure, whichever is later), the grievant shall present the grievance orally to the building principal (if the grievant is a student) or to the immediate supervisor (if the grievant is an employee). Within five (5) days after presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance.

Step Two - The "Responsible Official"

Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "responsible official" on the form provided as part of this procedure.

The grievance shall:

1. Name the employee or student involved
2. State the facts giving rise to the grievance
3. Identify the specific relief requested

Within five (5) days after receiving the written grievance, the "responsible official" shall give his answer in writing to the grievant.

Step Three - The Superintendent

If the grievance is not resolved in step two, the grievant may, within five (5) days of receipt of the "responsible official's" answer, appeal to the superintendent by filing the grievance and the "responsible official's" answer, along with any written response of the grievant to the answer of the "responsible official", with the office of the superintendent which shall receipt thereof.

- a. The superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed with the superintendent's office and shall render his decision in writing within ten (10) days after such hearing.
 - The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and issues raised by the grievance and may be represented by counsel at the hearing of a grievance by the superintendent.
 - The grievant shall be furnished a copy of the decision of the superintendent.

The decision of the superintendent shall be final within the school corporation.

Due Process for Students with Disabilities

Due process procedures will follow Bulletin 1706 when promotion/retention procedures are set forth in the IEP.

X. Additional LEA Policies Related to Student Placement and Promotion

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

High School

Promotion to the next grade for high school students is based on Carnegie units earned.

Acceleration: Criteria for Acceleration

Grades K – 8

The IEP Committee will be comprised of parent or parents, gifted teacher, regular education teacher, principal, evaluation representative, and an officially designated representative of the LEA (ODR—Advanced Studies/Gifted Supervisor). The committee will make the decision for vertical acceleration based on the following criteria:

The student must be classified as gifted per Bulletin 1508:

Academic Maturity: Student will have scored in the 98th percentile in math and reading on a nationally normed test of academic achievement.

Intellectual Maturity: Student will have demonstrated an intellectual functioning level in the 99th percentile on a nationally normed test of academic aptitude.

Physical Maturity: Student should fit within the physical range of the next grade level.

Social Maturity: Student's interests should be basically the same as those of the older students.

Emotional Maturity: Student should have a high degree of persistence, drive, and motivation for learning. He or she should be able to withstand frustrations inherent in addressing new, more difficult tasks.

Attendance: Student must adhere to the attendance policy outlined in the Pupil Progression Plan, Section II C.

Observation: Observation should be used as needed.

The committee shall also utilize course grades, scores from appropriate standardized tests, and other pertinent information that may help determine appropriate placement.

After considering all information and vertical acceleration is recommended by the IEP Committee, the committee shall design a written plan for acceleration. The plan shall include a time line and types of instructional modes to be used.

Whenever the IEP Committee's recommendations and the plan for acceleration have been accomplished and evaluated, a recommendation for acceleration shall be presented to the appropriate Administrative Director for final disposition.

Policies and Procedures for Grade “Skipping”

Policies and procedures for grade skipping and vertical acceleration are outlined above.

Policies Governing Services for Gifted Students

Students who are being considered for vertical acceleration must be identified as gifted according to Bulletin 1508.

The accelerated curriculum for the gifted program must be in accordance with Section 2311 in Bulletin 741.

Carnegie Credit Courses Offered on an “Accelerated” Schedule

Carnegie credit courses include the following: Middle school-high school credit classes, High School Advanced Placement, and Dual Enrollment classes. (See Appendix E for course listings for middle schools.)

XI. LEA Assurances and Submission Information

Assurance is hereby made to the Louisiana Department of Education that this Calcasieu Parish School Board 2019-2020 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: _____

Karl Bruchhaus, Superintendent

Damon Hardesty, Board President

XII. Appendices

The following appendices address additional CPSB pupil placement and progression policy information.

APPENDIX A

DEFINITION OF TERMS

Description

- A list of state terms
- A list of terms used in the local plan (They will be used as the basis for interpretation of the components of the local plan.)

Definition of Terms

A. A list of **state terms**

1. **Acceleration** – Advancement of pupil at a rate faster than usual in or from a given grade or course—This may include “gifted students” identified according to Bulletin 1508.
2. **Alternate Assessment** – The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments
3. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas
4. **LEAP 360** – An optional assessment system that provides educators with student learning data—It consists of formative assessments designed to assist teachers, schools, and school systems to monitor student learning and adjust instructional support.
5. **Louisiana Educational Assessment Program LEAP** – The state’s testing program that includes the grades 3, 4, 5, 6, 7, 8 LEAP and Algebra I, Geometry, English I and II, Biology, and US History LEAP 2025 and the English III EOC
6. **Promotion** – A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines
7. **Pupil Progression Plan** – The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on

the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE)—A Pupil Progression Plan shall require the student's proficiency on a certain test as determined by SBESE before he or she can be recommended for promotion.

8. Regular Placement – The assignment of students to classes, grades, or programs based on a set of criteria established in the pupil progression plan—Placement includes promotion, retention, remediation, and acceleration.

9. Remedial Programs – Programs designed to assist students including identified students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria

10. Remediation – See Remedial Programs

11. Retention – Non-promotion of a pupil from a lower to a higher-grade

12. Summer Remediation Program- The summer program offered by the LEA for the specific purpose of preparing grade 4 and grade 8 students to be proficient in English language arts or mathematics

B. A list of terms used in the local plan (They will be used as the basis for interpretation of the components of the local plan.)

1. Academically Able – One who is functioning at grade level as determined by the local school system

a. Foreign Language Program-Must meet all three of the following criteria:

- 1) Students who are functioning at grade level and who have shown at least average progress in language arts studies, with an unmodified 2.5 GPA in ELA
- 2) Students who scored Basic or above on the ELA portion of the state summative assessment are strongly recommended for enrollment and/or continuation in the foreign language program (if data is available)
- 3) Students that are not in need of academic intervention (RTI)

b. Mathematics

- 1) Middle School students who are functioning at grade level, demonstrate at or above average progress in mathematics studies and demonstrate a great aptitude for Math as verified by the Counselor, Teacher(s) and Principal may be offered Accelerated Math (grade 6) and/or Pre-algebra (grade 7)—Algebra I may be offered for high school credit (grade 8).

2) In smaller schools that do not have enough students to warrant a class—"Academically able" students are grouped with others taking the curriculum prescribed math for Grade 8.

c. **Special Education**

For special education students, the IEP Committee will determine the student's enrollment in foreign language based on academically able eligibility criteria for foreign language.

2. **Accommodation** – The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability or limited English to gain access to content and/or complete assigned tasks.
3. **ACT** – American College Testing (Program) – A test required for entrance into state colleges and universities
4. **ACT 146** – Regulations that provide for the implementation of kindergarten developmental readiness screening programs
5. **Action Plan** – The education program for those students qualifying under Section 504 of the Rehabilitation Act of 1973
6. **Appraisal Team** – Appraisal personnel assigned to a particular school. The team consists of at least an educational assessment teacher, a school psychologist, and a school social worker.
7. **Assessment** – The process of gathering information on student learning from a variety of sources to understand how well students are achieving identified expectations
8. **Assessment Teacher** – An appraisal role for a specialist who is involved in assisting students who have problems in regular education and in evaluating students identified as having need of Special Education
9. **At Grade Level or Above** – Students demonstrating at least average progress (grade C or above) as verified by teacher(s) and principal
10. **At-Risk** – Students identified as exhibiting one or more of the following factors:
 - Have been retained academically one or more years
 - Have exhibited excessive absenteeism
 - Have been adjudicated as delinquents
 - Are pregnant and/or parents
 - Have achieved less than a 2.0 grade point average on 4.0 scale
 - Come from low socioeconomic level

11. **Basal (Text)** – An elementary textbook adopted by the parish for general use in the classroom
12. **Bulletin 741** – Handbook for School Administrators--a comprehensive guidebook issued by the State Department of Education
13. **Bulletin 1508** – Pupil Appraisal Handbook
14. **Bulletin 1539** – IEP Handbook for Students with Exceptionalities
15. **Bulletin 1566** – Guidelines for Pupil Progression
16. **Bulletin 1706** – Regulations for Implementation of the Exceptional Children’s Act
17. **Bulletin 1903** – Guidelines for the Education of Dyslexic Students
18. **Career and Technical Education** – Organized educational programs specifically designed to provide students with skills necessary for success at the postsecondary level as well as in the world of work – Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational, course clusters affords students an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
19. **Carnegie Unit of Credit** – State approved qualitative as well as quantitative measure – In Calcasieu Parish Schools, which are approved by the State of Louisiana as well as the Southern Association of Colleges and Schools, a unit of credit is awarded after successful completion of a year's work. Classes meet five days a week for thirty-six (36) weeks, fifty (50) minutes each day. Half units represent eighteen (18) weeks participation on the same basis.
20. **Co-curricular Activities** – Those activities that are relevant, supportive, and are an integral part of the program of studies and which are under the supervision and/or coordination of the school instructional staff
21. **Criterion Reference Test** – An assessment instrument used to determine mastery of specific skills; also called unit, chapter, or periodic test
22. **Cumulative Folder** – A permanent record of a child that contains documentation of his/her progress at school
23. **Cursive Handwriting** – Cursive Handwriting instruction is required in all public schools by third grade and incorporated into the curriculum for grades 4-12. It is defined as writing in which the strokes of successive characters are joined

and the angles are rounded.

24. **Developmental** – Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, socio-emotional development, auditory discrimination, visual discrimination, and self-help skills (BESE Policy)
25. **English Learners (ELs)** –Also known as Limited English Proficient (LEP) – Students who have little or no social and/or academic proficiency in the English language
26. **ELPS** – English Language Proficiency Screener-The new state mandated computer-based test used to assess the English proficiency of incoming language minority students
27. **ELPT** – English Language Proficiency Test – The ELPT assessment measures and reports on students’ English language proficiency.
28. **ESL Pull-Out** – A program to teach English as a second language (ESL), as well as, study skills, content vocabulary, and cultural orientation to English learners
29. **ESL Push-In** – A program in which the ESL teacher assists ELs in the regular education classroom
30. **Extended Standards** – The Louisiana Extended Standards provide links from curriculum to instruction for students with significant cognitive disabilities. They are an extension of the content standards, benchmarks, and GLEs and provide three levels of complexity.
31. **Extracurricular Activities** – Those activities that are not directly related to the program of studies but are under the supervision of school instructional staff and are considered valuable for the overall development of the student— Extracurricular activities shall not be scheduled during instructional time.
32. **Formative Assessment** – The process of gathering information during the learning process — It involves constructive and specific feedback to students aimed to improve learning and is used by teachers to plan for and drive instruction. *Formative assessment is assessment FOR learning.*
33. **IASA Title I- Remedial Programs** – Programs designed to assist educationally disadvantaged students to overcome educational deficits identified through testing and other local criteria
34. **IASA Title I** – Improving America’s School Act-Title I of Public Law 103-382 formerly ESEA, Chapter I Act of 1965 and amended 3/31/94

35. **Instructional Time** – The schedule time designated for teaching courses outlined in the program of studies
36. **GED** – General Equivalency Diploma
37. **Gifted (Academically)** – In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes
38. **Grading** – The process of evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained
39. **Hospital or Homebound** – Any situation in which physical or mental impairment or illness, or the treatment thereof, precludes the movement of an individual from a hospital or home environment to the general educational environment
40. **IAP** – The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular classroom
41. **IEP** – A written, individualized education plan developed for each student eligible under IDEA which describes a free, appropriate, public education (FAPE)
42. **Itinerant Special Education Services** – An instructional service in which a special education teacher travels from school to school or other settings, providing special materials and individualized instruction in disability specific skills
43. **Inventory Tests** – Pre-assessment tests (readiness, placement, screening) given to indicate specific needs of individual students
44. **Lateral Acceleration** – Enrichment through the use of highly affective and cognitive skills while dealing with content appropriate to the assigned grade level
45. **Mainstreamed** – In the context of education, refers to the practice of educating students with special needs in regular classes during specific time periods— If the special education teacher provides services in the regular class during mainstream periods, it is referred to as inclusion.
46. **Modification** – The term “modification” may be used to describe a change in the curriculum which alters the learning expectations for students.
47. **Multi-Supplementary Materials** – Materials used in the classroom in addition to adopted textbook
48. **Multisensory Structured Language Program** – Direct, explicit instruction in the code of written language (letter-sound system)— The code and the rules governing

written language are taught in a sequential, cumulative manner.

49. **Readiness Screening** – The process of identifying the performance levels, skills, and abilities of young children, emotional and social development
50. **Rehabilitation Counselor** – An individual who provides services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence and integration in the workplace and community of a student with a disability—It also includes vocational rehabilitation services.
51. **Related Services** – Transportation and such development, corrective and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and audiology services, vision services, psychological services, physical and occupational therapy, adaptive physical education, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes—The term also includes school health services, social work services in schools and parent counseling and training.
52. **Remedial Programs** – Programs designed to assist students including identified students with disabilities and Non- or Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria
53. **Resource Center for Gifted** – A type of instructional setting, designed or located at one school that provides instructional services to gifted or talented students from two or more schools and in which:
- Instruction is provided by a teacher who is certified in the exceptionality for which instruction is provided.
 - No less than twenty-four (24) or more than fifty-five (55) children are enrolled for each teacher.
 - Instruction time is not less than three (3) hours per week.
54. **Response to Intervention (RTI)** – RTI is a multi-tier approach to the early identification and support of students with academic and/or behavior needs. The RTI process begins with universal screening and high quality instruction for all children in the general education classroom. Data are used to determine which students need extra support and the best research-based interventions available to help students achieve grade level success. Decisions about the intensity and duration of interventions are based on individual student response to instruction. Progress is closely monitored to assess student growth.

55. **School-Building-Level Committee (SBLC)*** – A mechanism which functions as an in-school resource committee and as a liaison committee to support services—The School-Building-Level Committee has three primary functions, which are as follows:
- a. It acts as a reference team for insuring that all resources available within the school have been employed prior to referral to pupil appraisal.
 - b. It is the in-school mechanism for review of decisions affecting retention or promotion. The membership of the committee will vary with the problem presented, but should always include the following positions: referring teacher, principal or his/her designee and counselor. The assessment teacher should be included if a referral for appraisal is being considered.
 - c. It serves as a committee of three or more knowledgeable people who oversee referrals, assessment, educational planning, and program implementation for students with dyslexia and other related disorders per requirements of Section 504 of the Rehabilitation Act of 1973.
- *For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.
56. **School Day** –The daily period of time established by the LEA as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities
57. **Sheltered English Instruction** – An instructional approach with the focus of making academic instruction in English comprehensible to English Language Learners
58. **Special Education Handbook** – The school system’s operational handbook for special education policy and procedures – This handbook is found on Calcasieu Parish School Board Blackboard under Special Education.
59. **Student with an Exceptionality/Disability** – A student who, after being evaluated, is determined to have an exceptionality that significantly affects educational performance to the extent that special education is needed—Refer to Bulletin 1508.
60. **Summative Assessment** – Occurs throughout a course – Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement. *Summative assessment is assessment **OF** learning.*
61. **Summer School** – A summer program designed to assist unsuccessful students in grade 6 through grade 8—Successful classwork is defined as passing all work or all work except one subject. Failing to pass two or more core subjects in grade 6 through grade 8 will not be considered successful class work. Unsuccessful, failing students in grade 6

through grade 8 will be required to attend Summer School in order to be promoted.

62. Support Staff – Personnel at the building level and/or personnel from the central office staff with specific expertise—Support staff may include consultants and supervisors from regular instruction, director of instructional programs, special education, federal programs, and pupil personnel services.

63. Vertical Acceleration – Upward movement to higher-grade level skills

APPENDIX B

SCHOOL-BUILDING-LEVEL COMMITTEE MEETING VERIFICATION

STUDENT INFORMATION:

Name: _____

Age: _____

Present Grade Level: _____

Number of Previous Retentions: _____

REASON FOR MEETING:

COMMITTEE DECISION:

COMMITTEE SIGNATURES:

_____	_____
_____	_____
_____	_____

DATE: _____

SCHOOL NAME: _____

COPY - Principal's Office

COPY - Student Folder

APPENDIX C

REFUSAL OF REMEDIATION

I hereby acknowledge the Calcasieu Parish School System has offered remedial help to my son/daughter at no cost for deficiencies that were identified on the required assessment.

Student _____

School _____

Subjects(s) - Circle those applicable

English/Language Arts

Mathematics

Science

Social Studies

Signature Parent/Guardian: _____

Date _____

APPENDIX D

ASSESSMENT/GRADING POLICY

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

Neither shall a teacher's determination of a student's grade(s) as a measure of the academic achievement or proficiency of a student be altered or changed in any manner by any employee of the Calcasieu Parish School Board, other than the student's teacher, except as provided in this policy.

A student's grade(s) may be changed, other than by the student's teacher, only upon a determination that the grade(s) is an error, or that the grade(s) is demonstrably inconsistent with the teacher's grading policy.

The Chief Academic Officer is granted authority by this policy to change a student's grade(s). The determination of the Chief Academic Officer with respect to a grade change is subject to the right of the Superintendent to review, modify, reverse, or affirm the decision of the Chief Academic Officer, at the discretion of the Superintendent.

The school counselor and the principal or his designee, upon receipt of a complaint about a student's grade(s), or upon discovery of information which raises questions about whether a grade is erroneous or is demonstrably inconsistent with a teacher's grading policy, shall meet with the teacher to review the complaint and/or issues regarding a student's grade(s). Neither the school counselor nor the principal or his designee shall attempt to influence, alter, or otherwise affect the grade(s) received by the student from his or her teacher, but the principal or his designee after meeting with the teacher shall explain to the teacher his/her determination of whether there is an error in the grade(s) and/or whether the grade(s) is demonstrably inconsistent with the teacher's grading policy.

If the issues regarding the student's grade(s) are not resolved to the satisfaction of both the principal/designee and the teacher, the matter will be referred to a review committee composed of the appropriate administrative director, the school principal, and either a consultant, director, or specialist from Curriculum and Instruction appointed by the Chief Academic Officer. The review committee may interview teachers, students, parents, and other individuals regarding the issue, and may review documents, including but not limited to student work samples, teacher grade books, and any other materials the review committee deems pertinent to the issues presented. The review committee shall report its findings to the Chief

Academic Officer who shall render a decision regarding the issues presented, and who shall notify the teacher, principal, and appropriate administrative director of his determination.

Unless the grade issue(s) is resolved prior to publication of the grade(s) in question, parents of the student whose grade(s) is at issue will be notified that the student's grade(s) is under review and that a determination regarding the grade(s) will be sent to them, in writing. If a parent or student has filed a complaint about the student's grade(s), or if notice of grade review has been sent, the school principal shall notify the parents and student of the final outcome of the grade review.

The review of a grade complaint/issue shall be completed within 14 days from date of first receipt by the principal of information which raises questions about a student's grade(s) or receipt of a grade(s) complaint.

B. LEAs shall use the following uniform grading scale for students enrolled in all grades.

In K-12, letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, Dual Enrollment, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

Kindergarten - Grade 12

Grades shall be determined and reported in accordance with the procedures set forth herein and in the Calcasieu Parish Pupil Progression Plan. No teacher may have a grading policy which is inconsistent with the Grading Policy or the Pupil Progression Plan of the Calcasieu Parish School Board, and every teacher's grading policy is deemed to have incorporated therein the provisions of the Calcasieu Parish School Board's Grading Policy and the provisions of the Calcasieu Parish School Board's Pupil Progression Plan with respect to grades.

At the beginning of each school year, all teachers will be provided in-service training regarding their responsibilities for assessing and facilitating student academic growth, appropriate assessment practices, determining and reporting grades according to Calcasieu Parish School Board policies, the Calcasieu Parish School Board's Pupil Progression Plan, and what is expected of teachers when the

course work performance of students under their charge is inadequate. Teachers hired at times other than the beginning of the school year must attend training conducted by their individual school's Leadership Team regarding their responsibilities noted above.

Principals/Designees must review the grades of all of their schools' students reported during each grading period. Principals may require teachers to develop RTI action plans for students who are receiving failing grades, whose performance is inadequate, or who demonstrate a lack of response or motivation regarding grades. Principals may also review teachers' grade books, lesson plans, and assessments of teachers made during observations to ensure teachers are fulfilling the requirements of their job descriptions in Plan A for Personnel Evaluation, particularly with respect to Subsection D of requirements regarding INSTRUCTION.

Purpose

Assessment and grading are an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards. Assessment and grading provide students, teachers, and parents/guardians with information that can be used to encourage student growth and progress. Information provided by assessments enables administrators and teachers to evaluate the effectiveness of curricular, instructional and assessment practices and programs.

Guiding Principles

- Assessment shall take into consideration the ability, aptitude, cultural and other characteristics of the student.
- An assessment program must help teachers become skilled at using challenging assessments linked to established standards as a regular part of their teaching.
- Assessment data should be used to create an instructional focus for the class and for individual students, including those students with special needs.
- Important decisions about students, such as promotion, must depend on multiple factors, never a single test. Exception: State Mandated High Stakes Testing
- No single assessment or assessment type provides a complete picture of what students know and can do; therefore, district assessments will provide information about student knowledge and skills through a variety of indicators of student achievement.
- Assessment must be aligned with established standards, curriculum, and instruction.
- Assessment results must be clear, consistent, provided in a timely manner, and used to help improve student achievement and classroom instruction.

The Assessment Process

All grades shall be derived from quality assessments aligned with the Louisiana Student Standards. Students shall have multiple opportunities to demonstrate mastery of identified skills.

In grades K – 5, there shall be a minimum of 9 and a maximum of 12 graded items in each subject area per nine week period with the following exception:

- **In Kindergarten**, during the **first nine week period**, students will be evaluated using a skills checklist aligned with the standards to be taught during the first weeks of school. This will allow for those nine weeks to be used as a transition period. The remainder of the reporting periods (2nd-4th) should have a minimum of 9 and a maximum of 12 grades in each subject.

In grades 6-8, there shall be a minimum of 9 graded items in each subject area per nine week period. Teachers will use summative assessments AFTER adequate use of formative assessments. The summative assessments will be given approximately one time per week. Middle school grades cannot be weighted, doubled, or used punitively.

In grades 9 – 12, there shall be a minimum of 15 graded items in each subject area per nine week period. High school grades cannot be weighted, doubled, or used punitively.

High School AP and Dual Enrollment Course Grading Scale

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% and below = F

9 Weeks and Final Grades

Nine Weeks Grade - To determine the student's nine weeks' grade, the student's individual assignment grades that are recorded in the teacher's grade book should be averaged and rounded off to the nearest hundredth. The numerical average will then be converted to a letter grade.

Final Grade - The Final Grade will be determined by averaging the students' nine weeks letter grades. The following grading range should be used:

4.00 – 3.50 = A = 4 Quality Points
3.49 – 2.50 = B = 3 Quality Points
2.49 – 1.50 = C = 2 Quality Points
1.49 – 1.00 = D = 1 Quality Point
Below 1.00 = F = 0 Quality Point

Advanced Placement and Dual Enrollment courses will be weighted in the following manner:

Average Grade Quality Points

100-90	A	5 points
89-80	B	4 points
79-70	C	3 points
69-60	D	2 points
59- 0	F	0 points

Advanced Placement

- Principals and students will follow guidelines as prescribed in section 2121 of Bulletin 741.
- Advanced Placement exams must be paid for by the first 35 school days. Students that fail to pay for their Advanced Placement Exams by this set deadline will be removed from the Advanced Placement classes in which the exam fee was not paid.
- CPSB expects a student enrolled in an AP course to take the AP exam as a condition of successful completion of AP courses unless a serious financial, medical emergency or other critical issue arises to prevent the AP student from taking the exam.
- All students enrolled in AP Courses will receive a 5 quality point grading system and a 10 point grading scale.
- Advanced Placement courses are not provided for students while on Homebound Instruction. If a student enters into the Homebound Program and is currently in Advanced Placement classes, the student must be transferred to non-AP classes and remains in the non – AP classes until the academic year ends.
- Procedures established by the College Board must be followed.

Progress Reports

Students in grades K-12 will receive a progress report at the end of 3 weeks and at the end of 6 weeks of each nine-week grading period. Progress reports are used to inform students/parents about both satisfactory and unsatisfactory progress in a subject, in conduct, or both. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades.

Documentation of Grades

The teacher's grade book is the OFFICIAL LEGAL document and must be maintained correctly. The electronic grade book is preserved each year. Hard copies are NOT required—EXCEPT FOR SPECIAL EDUCATION CLASSES. If you need a hard copy for auditors or legal reasons you can print the course grade book to a printer. If the course was in a different year, there is a YEAR field that can be changed. However, all grades from previous years are read-only. Changes cannot be made once the year is complete.

Failure to Maintain

If a student fails the 3rd and 4th marking periods but has obtained sufficient points to pass a course from the 1st and 2nd marking periods, he/she can still fail a course. The decision to fail a student based on failing grades in the 3rd and 4th marking periods can only be made under certain conditions: 1. The teacher must have documentation of conferences with the parent during the 3rd and 4th marking periods. 2. An SBLC committee must reach a unanimous decision for the student to fail the course; the school administrator or his/her designee must be part of the SBLC committee*. 3. Documentation of the SBLC committee meeting (items covered, members in attendance) and its decision must be placed in the student's cumulative folder.

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

Formative Grades and Bonus Points for Standardized Summative Assessments

Standardized summative assessments (i.e. ACT, EAGLE Assessments, Scantron, and State Department of Education End of Course Exams, LEAP 360) shall be administered in keeping with State and District policy. The administration of these assessments is in line with the district's Student Learning Target focus on full year, high stakes assessments. While these assessments shall not be used as a summative grade (for correctness) during any marking period, formative grades (for completion, effort, and improvement towards meeting goals) may be awarded. Bonus points may also be awarded when students achieve established goals as measured by these assessments. Bonus points should be awarded within the marking period in which the assessment was administered. Bonus points shall not impact grades within any given marking period beyond 10 points of the total grade for the marking period. Under no circumstance may a standardized summative assessment (other than mandated End of Course tests) be used to lower a student's grade in any marking period. School plans for bonus points and formative assessments are subject to review and approval at the district level.

Grading Regarding Absences (Elementary and Middle)

A student who is absent five (5) or more days in any nine-week period shall receive an "I" at the end of 3 weeks, 6 weeks, and each nine-week grading period. The student can make up the work during the **next** Nine Week Period. If he/she fails to do so, the Incomplete Grade (I) automatically becomes an "F." It is the responsibility of the teacher to inform the student of the deadline for any makeup work. If a student is absent **less** than five (5) days, the student should be given a reasonable amount of time to complete the assignments. A reasonable amount of time will be determined through the collaborative efforts of the principal, counselor, teacher, parent, and student.

Additional Grading Guidelines 9-12

Number of Assessments per nine-week period

- A. A minimum of 15 grades will be required during each 9-week marking period.
- B. No single summative assessment may count for more than 20 percent of the final marking period grade.
- C. **High School grades cannot be weighed. The numerical value of a grade determines its weight.**
- D. High Schools will continue to strive for a balanced use of formative and summative assessments.
 - Both formative and summative assessments should be applied in a consistent and fair manner for each marking period. Teachers should strive to have 40% formative assessments and 60% summative assessments during each nine week period.
 - Summative grades are typically graded for correctness. Summative assessments are assessments of learning and should take place *after* the learning has taken place. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

- Formative grades are typically graded for completeness, effort and improvement. Formative assessments should be assessments *for* learning and should take place *while* learning is taking place. Examples of formative assessments include quizzes (not for correctness, but to gauge student's understanding), homework, warm-ups, pre-tests, exit tickets/surveys, cooperative learning activities and notebook checks.

Marking Periods/Grade Computation

Teachers are instructed to average the numerical grades to arrive at a percentage grade for the marking period. The percentage grade for the marking period shall be computed to tenths and rounded to the nearest whole number (0.5-0.9 rounds up). The numerical grade shall be converted to a letter grade for report card purposes using the following scale: A=100-93, B=92-85, C=84-75, D=74-67 and F=66 and below. (For Advanced Placement (AP) and Dual Enrollment courses the following scale shall be used: A=100-90, B=89-80, C=79-70, D=69-60 and F=59 and below.

English Learners (ELs) Modifications and Grading

Teachers should utilize Sheltered Instruction teaching strategies, which may include adjusting the language demands of a lesson, modifying speech rate, using context clues, extensive modeling, relating instruction to student experience, adapting the language of texts or tasks, or using other methods to promote language and content acquisition (i.e. demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Elementary and Middle School

ELs who cannot comprehend the language of instruction should not be assigned failing grades in the content area subjects. The student should be assigned grades based on cooperation, effort, and participation in class work to the degree that his English language proficiency allows. A description may be added behind such grades (for example: "B* modified" on tests and report cards, but "B LEP" in cumulative folders).

Students should still be expected to:

- Pay attention in class
- Follow directions
- Bring required materials
- Participate in class activities
- Show progress

Secondary

Evaluations should be based on students' English proficiency level and the established state standards should be used in the design of instruction and assessment.

If accommodations are not provided to an EL, a failing grade is not to be assigned because this would violate the student's right to an equal education. Performance assessment and an assessment portfolio can be used as documentation for assigning a grade.

Grading Policies for Grades/Courses for Which Letter Grades Are Not Used

Elementary

When grading the student's individual assignments, the state grading scale (above) should be used. The letter grade for the individual assignments should be recorded in the teacher's electronic grade book. Grades in the teacher's grade book will be used to arrive at the appropriate evaluation. All subjects will be marked A, B, C, D or F with the following exceptions:

Grades K – 2

Social Living (Science/Social Studies), World Languages, Handwriting, Health & Physical Education, Fine Arts and Conduct will be evaluated using the following scale to determine student performance:

O-Outstanding

S-Satisfactory

N-Not Satisfactory

Grades 3 – 5

Handwriting, Health & Physical Education, Fine Arts, World Languages, and Conduct will be evaluated using the following scale to determine student performance:

O-Outstanding

S-Satisfactory

N-Not Satisfactory

Grading Policy for End-of-Course (EOC)/LEAP 2025 Tests

Courses with mandated End of Course exams will count these tests as 20% of the student's final course average with each of the other 9 week grading periods also counting as 20% of the final course average. The final course grade will be an average of letter grades awarded each nine weeks and the letter grade awarded on the EOC exam. The letter grade on the EOC will be determined by the official conversion chart provided by LA DOE. If a student does not take an EOC for medical reasons, then the final grade will be averaged with the four nine weeks grades.

Adding, Dropping and Repeating Courses

All adds/drops should be done during the first 10 school days.

Beginning with the 11th school day, all courses on the schedule will count as a course pursued and will be added to the student's transcript.

Courses may be dropped for ½ credits at midterm (prior to the start of the 3rd marking period). Courses for ½ credit added at midterm may be dropped during the first 10 days of the 2nd semester.

Students will not be allowed to repeat courses for a higher grade.

Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester (i.e. attained both academic success at 67% or higher and a minimum rate of 94% attendance during the semester). The minimum credit that can be earned in a Trades and Industry course is one credit unless approved by the state.

APPENDIX E

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

DETERMINING ELIGIBILITY FOR HIGH SCHOOL CREDITS

Middle school students who intend to take Algebra I for Carnegie credit must demonstrate mastery of the eighth grade standards of mathematics by:

- successfully completing an accelerated sixth and an accelerated seventh grade course which addresses the middle school standards in mathematics
- and receive the SBLC recommendation based on the student's historical assessment profile to include (but not limited to) the student's grade point average of "B" or higher, Grade 6 LEAP scaled score, Grade 7 LEAP scaled score, and LEAP 360 Interim scores.*

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

EARNING A CARNEGIE UNIT CREDIT

Middle school students may earn a Carnegie unit credit by

- Passing a course in which the student is enrolled
- Meeting instructional time requirements
- Meeting bulletin 741 section 2314, Carnegie Credit and Flexibility policy

Students' transcripts will reflect the final grade based on the four marking periods and the EOC/LEAP 2025 score.

GRADING

- Courses taken for Carnegie credit in Calcasieu Parish schools by a middle school student shall be graded in accordance with the high school grading policy.
- Credits will be awarded immediately upon enrollment in the 9th grade at a state approved high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The transcript will show grades for courses earned in middle school and high school. A grade of a "P" will only be used when the credit was obtained out of parish/state and reasonable efforts have been made by the school to obtain a grade.
- Once a course credit has been earned on the middle school level, the course in which credit has been awarded will not be offered to the student on the high school campus.
- Middle School students will be allowed to transfer to an 8th grade course from the high school credit course at the end of the second 9 weeks grading period based on their performance in the course.
- Requests for transfers from a high school course to an eighth grade course will not be allowed after mid-semester unless approved by the Superintendent or his designee.

High School Credits Allowed in Middle School

Credits for All Middle School Students

- Middle school students taking high school courses for Carnegie credit shall be held to the same grading and assessment standards as High School students.
- Algebra I—The Algebra I credit will be awarded to students who score Advanced, Mastery, or Basic as defined by LDOE on the LEAP 2025 exam.
- Foreign Language—Students must have completed two levels of the same language in middle school to be placed in the course. French I or Spanish I credit will only be awarded to students that pass the end-of-the year exam and have a final average of a B or above in the course.
- IBCA—8th grade
- Journey to Careers – 7th or 8th grade
- Fine Arts Survey (cannot be substituted) – 7th or 8th grade
- FACS I – 8th grade
- Speech I- 7th or 8th grade

Special Programs with High School Credits for Middle School

These credits can **only** be offered to students enrolled in the “University Track Programs” offered at F. K. White Middle School TELC, Ray D. Molo Magnet Middle School M3, and Oak Park Middle School NEST.

- English I
 - The English I credit will be awarded to students who score Advanced, Mastery, or Basic as defined by LDOE on the LEAP 2025 exam.
- Environmental Science or Earth Science (Students must pass a pre-test for placement in this course.)
- Health – 7th or 8th grade

These students housed in a “school within a school” will feed into Washington-Marion and LaGrange’s University Programs.

APPENDIX F

ATTENDANCE POLICY FOR CARNEGIE CREDIT

- A. Carnegie credit by middle school and high school students may be earned in one of two ways as determined by the school district:
 - 1. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - 2. By demonstrating proficiency as determined by the District in accordance with LDOE Bulletin 741 policy
- B. When awarding credit based on instructional time, LEAs shall require a minimum of 7,965 minutes for one Carnegie credit. In order to grant one-half Carnegie credit, LEAs shall require a minimum of 3,983 minutes.
- C. Schools are required by law to provide 69,120 minutes of instructional time during the school year. BESE policy permits school leaders to adjust the length of the school day and the number of days in the school year as needed in order to meet this requirement.

APPENDIX G

HONOR GRADUATE POLICY

The Honors GPA calculation is based on the 5.0 GPA.

A. Honors GPA Positions

- | | |
|--------------------|---------------------|
| 1. Summa Cum Laude | 3.90-4.00+ G. P. A. |
| 2. Magna Cum Laude | 3.70-3.89 G. P. A. |
| 3. Cum Laude | 3.50-3.69 G. P. A. |

B. Graduation Index Requirement

- Students must earn at least 110 points in the graduation index/strength of diploma.

APPENDIX H

WORLD LANGUAGES

Elementary Immersion Pathway

The designated subject areas for World Languages in the French or Spanish elementary immersion pathways, grades Kindergarten through five, include science, social studies, mathematics and French or Spanish language. Entrance into the immersion pathway is based on various criteria, which may include the scores from a screening instrument, for students entering kindergarten. All elementary immersion pathways (Kindergarten through five) must have a minimum 60% of daily instruction in the immersion language to meet state immersion certification criteria.

Two-Way Immersion Pathway

Students develop high levels of speaking, reading, writing, and listening in English and in Spanish. Ideally, Two-way Immersion classes are comprised of an equal balance of native English-speaking students and native Spanish-speaking students. Native speakers of each language serve as peer models of the language. The program goals are to provide students with bilingualism, biliteracy, and cross-cultural competence.

Elementary Second Language Programs

All elementary second language programs must have a minimum of 30 minutes per day of target language instruction as required by Bulletin 741. Second Language classes are *highly* recommended for all academically able students in fourth and fifth grade.

Middle School Immersion Pathway

The designated subject areas for World Languages in the middle school French or Spanish immersion programs, grades six through eight, include social studies, science and French or Spanish language arts. All middle immersion language pathways must offer at least three subjects in the target language, *i.e.* French or Spanish language class, social studies and science for a minimum 40% of daily instruction in the immersion language. A Carnegie unit for French I or Spanish I will be awarded upon completion of the 7th grade and reflect the grade earned in the 7th grade foreign language course. A French II or Spanish II Carnegie unit will be awarded upon completion of the 8th grade and reflect the grade earned in the eighth grade foreign language course.

Middle School Second Language Programs

All academically able 6th-8th grade students are recommended to enter the foreign language beginner's level course, French Intro or Spanish Intro; no foreign language background is required. Students that successfully complete the beginning Intro level course may enroll in the (a) level course of that same language. After successful completion of both levels (Intro) and (a), students are eligible to enroll in the level (b) course of that language with the potential to earn a Carnegie unit in French I or Spanish I. The transcript will reflect the final grade earned in the level (b)/8th grade foreign language course. Level (a) and (b) courses must have a minimum of 150 minutes per week of target language instruction.

High School Immersion Pathway

The designated subject areas for world languages in the high school French or Spanish immersion pathway, grades nine through twelve, include French or Spanish language arts, Levels III, IV, V, and VI for at least 50 minutes per day. Entry into the French or Spanish immersion pathway is under the direction of the World Languages Consultant.

APPENDIX I

HIGH SCHOOL SUPPLEMENTAL PROGRAMS

The following criteria are applicable to high school supplemental programs:

- May only be utilized only by students currently enrolled in a Calcasieu Parish public high school.
- The program is not to be used as a means of attaining Carnegie unit credit for coursework pursued through home-school, non-accredited schools, or any other non-approved Carnegie unit instruction.
- It is not designed to shorten the student's school day or school year at the primary school of enrollment, enhance a student's G.P.A., facilitate early graduation, enhance scholarship opportunity, and meet college entrance requirements or to acquire athletic/extracurricular eligibility.
- Credit Recovery, Grade Recovery, Repeated Credits, and Seat Time are opportunities for students to graduate on time. Students must meet the district requirements and timelines to be eligible for these opportunities. Some costs may be tied to these opportunities.

Correspondence Courses

- For students to obtain Carnegie unit credit for courses from correspondence vendors outside of CPSB, district approval from the Director of High Schools must be granted.
- Students shall be allowed to enroll in district correspondence courses for local Carnegie unit credit only through prior approval from the Director of High Schools.
- Credits for End of Course/LEAP 2025 and Jumpstart credentialing courses will not be accepted when taken in the summer.



Karl Bruchhaus, Superintendent

RESOLUTION

BE IT RESOLVED, that the following millage(s) are hereby levied on the 2019 tax roll on all property subject to taxation by Calcasieu Parish School Board:

	<u>Millage Key #</u>	<u>2019 Millages</u>
<u>General Fund (Parishwide)</u>		
Constitutional Tax (Total 5.13 Mills)	1028 085	5.13 Mills
Special School Maintenance & Operations Taxes (Total 12.10 Mills)		
Maintenance #1	1028 086	8.76 Mills
Maintenance #2	1028 087	3.34 Mills
<u>Bond Sinking Funds</u>		
<u>School District No. 21 (DeQuincy - Total 16.15 Mills)</u>		
Bond	1028 088	16.15 Mills
<u>School District No. 23 (Westlake/Maplewood - Total 14.35 Mills)</u>		
Bond	1028 092	5.03 Mills
Bond	1028 145	3.43 Mills
Bond	TBD	5.62 Mills
<u>School District No. 24 (Starks - Total 8.00 Mills)</u>		
Bond	1028 148	8.00 Mills
<u>School District No. 25 (Iowa/LeBleu - Total 32.00 Mills)</u>		
Bond	1028 094	12.27 Mills
Bond	1028 149	19.73 Mills
<u>School District No. 26 (Vinton - Total 24.50 Mills)</u>		
Bond	1028 150	9.47 Mills
Bond	1028 098	4.56 Mills
Bond	1028 151	10.47 Mills
<u>School District No. 28 (Bell City - Total 7.75 Mills)</u>		
Bond	1028 142	7.75 Mills
<u>School District No. 30 (Sulphur - Total 9.90 Mills)</u>		
Bond	1028 154	2.05 Mills
Bond	1028 144	6.44 Mills
Bond	1028 153	0.47 Mills
Bond	1028 152	0.94 Mills
<u>School District No. 31 (North Lake Charles - Total 42.10 Mills)</u>		
Bond	1028 108	16.06 Mills
Bond	1028 061	10.69 Mills
Bond	TBD	15.35 Mills
<u>School District No. 33 (Southeast Lake Charles - Total 12.40 Mills)</u>		
Bond	1028 129	12.40 Mills
<u>School District No. 34 (Southwest Lake Charles - Total 4.10 Mills)</u>		
Bond	1028 130	3.89 Mills
Bond	1028 131	0.21 Mills

Building Foundations for the Future

Renewable Taxes

School District No. 28 (Bell City - Total 9.66 Mills)

Maintenance

1028 128

9.66 Mills

BE IT FURTHER RESOLVED that the proper administrative officials of the Parish of Calcasieu, State of Louisiana, be and they are hereby empowered, authorized, and directed to spread said taxes, as hereinabove set forth, upon the assessment roll of said Parish for the year 2019, and to make the collection of the taxes imposed for and on behalf of the taxing authority, according to law, and that the taxes herein levied shall become a permanent lien and privilege on all property subject to taxation as herein set forth, and collection thereof shall be enforceable in the manner provided by law.

The foregoing resolution was read in full, the roll was called on the adoption thereof, and the resolution was adopted by the following votes:

YEAS:

NAYS:

ABSTAINED:

ABSENT:

CERTIFICATE

I hereby certify that the foregoing is a true and exact copy of the resolution adopted at the board meeting held on July 9, 2019, at which meeting a quorum was present and voting.

Lake Charles, Louisiana, this 9th day of July, 2019.

Karl Bruchhaus, Secretary
Calcasieu Parish School Board

Calcasieu Parish School Board
FY 2019-20 Salary Schedule Changes/Updates
Board Meeting – July 9, 2019

Page 1 – 182 Day Teacher

- Added \$1,000 to each pay step due to State teacher pay raise (appropriate edits made throughout all necessary schedules)
- Clarified continuation of single year COMPASS Stipends

Page 3 – Middle School Coaching Supplements

- Added language to allow 1 male and 1 female Head Coach

Page 8 – Instructional Employees-Additional Supplements

- Added \$25 supplement for each instructional video upload to Marketplace
- Added \$750 supplement per semester for teaching lived streamed courses
***Implementation:** Each supplement will only be paid with approval of the appropriate administrative director and only classroom teachers are eligible.*

Page 18 et. seq.– Support Salary Schedules

- Added \$500 to each pay step of support pay schedules for State pay raise (appropriate edits made throughout all necessary schedules)

Page 27 – Platoon Routes

- Added specialty route supplement previously approved by Board

Page 35-50 – Head Start schedules

- Made \$1,000/\$500 State pay raise adjustments (appropriate edits made throughout all necessary schedules)

Head Start Administrative Director Request

- The Head Start policy council has made a request (see attached letter) to change the Head Start Director position to that of an Administrative Director with the commensurate salary increase. The salary increase will be absorbed by the Head Start grant with no cost to the Calcasieu Parish School Board.



June 1, 2019

Calcasieu Parish School System
3310 Broad St.
Lake Charles, LA 70615

Dear Mr. Bruchhaus,

During the Policy Council Meeting on Monday, April 15, 2019, a proposal was received to increase the compensation for Dr. Michelle L. Joubert.

Dr. Joubert has worked tirelessly for the children of Calcasieu Parish. Her dedication and worth to Calcasieu Parish Early Childhood is immeasurable. Dr. Joubert has a true heart for the Early Childhood program. The Policy Council voted on the request to increase Dr. Joubert's compensation from Director to Administrative Director beginning July 1, 2019 and it was approved unanimously.

Kevin Chretien
Policy Council President

Building Foundations for the Future

Calcasieu Parish
School Board

2019-2020
Salary Schedules



7/2/19

Karl E. Bruchhaus
Superintendent

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182 DAY TEACHER

2019-2020

T1

Stipends Paid in October Paycheck Based on Previous Year Data
P=Performance D=Demand

STEP	BASE SALARY	Highly Effective		Effective Proficient		Effective Emerging		STEP	BASE SALARY	Highly Effective		Effective Proficient		Effective Emerging		STEP	BASE SALARY	Highly Effective		Effective Proficient		Effective Emerging	
		P	D	P	D	P	D			P	D	P	D	P	D			P	D	P	D	P	D
1	44,461	250	250	225	225	200	200	34	51,061	250	250	225	225	200	200	67	57,661	250	250	225	225	200	200
2	44,661	250	250	225	225	200	200	35	51,261	250	250	225	225	200	200	68	57,861	250	250	225	225	200	200
3	44,861	250	250	225	225	200	200	36	51,461	250	250	225	225	200	200	69	58,061	250	250	225	225	200	200
4	45,061	250	250	225	225	200	200	37	51,661	250	250	225	225	200	200	70	58,261	250	250	225	225	200	200
5	45,261	250	250	225	225	200	200	38	51,861	250	250	225	225	200	200	71	58,461	250	250	225	225	200	200
6	45,461	250	250	225	225	200	200	39	52,061	250	250	225	225	200	200	72	58,661	250	250	225	225	200	200
7	45,661	250	250	225	225	200	200	40	52,261	250	250	225	225	200	200	73	58,861	250	250	225	225	200	200
8	45,861	250	250	225	225	200	200	41	52,461	250	250	225	225	200	200	74	59,061	250	250	225	225	200	200
9	46,061	250	250	225	225	200	200	42	52,661	250	250	225	225	200	200	75	59,261	250	250	225	225	200	200
10	46,261	250	250	225	225	200	200	43	52,861	250	250	225	225	200	200	76	59,461	250	250	225	225	200	200
11	46,461	250	250	225	225	200	200	44	53,061	250	250	225	225	200	200	77	59,661	250	250	225	225	200	200
12	46,661	250	250	225	225	200	200	45	53,261	250	250	225	225	200	200	78	59,861	250	250	225	225	200	200
13	46,861	250	250	225	225	200	200	46	53,461	250	250	225	225	200	200	79	60,061	250	250	225	225	200	200
14	47,061	250	250	225	225	200	200	47	53,661	250	250	225	225	200	200	80	60,261	250	250	225	225	200	200
15	47,261	250	250	225	225	200	200	48	53,861	250	250	225	225	200	200	81	60,461	250	250	225	225	200	200
16	47,461	250	250	225	225	200	200	49	54,061	250	250	225	225	200	200	82	60,661	250	250	225	225	200	200
17	47,661	250	250	225	225	200	200	50	54,261	250	250	225	225	200	200	83	60,861	250	250	225	225	200	200
18	47,861	250	250	225	225	200	200	51	54,461	250	250	225	225	200	200	84	61,061	250	250	225	225	200	200
19	48,061	250	250	225	225	200	200	52	54,661	250	250	225	225	200	200	85	61,261	250	250	225	225	200	200
20	48,261	250	250	225	225	200	200	53	54,861	250	250	225	225	200	200	86	61,461	250	250	225	225	200	200
21	48,461	250	250	225	225	200	200	54	55,061	250	250	225	225	200	200	87	61,661	250	250	225	225	200	200
22	48,661	250	250	225	225	200	200	55	55,261	250	250	225	225	200	200	88	61,861	250	250	225	225	200	200
23	48,861	250	250	225	225	200	200	56	55,461	250	250	225	225	200	200	89	62,061	250	250	225	225	200	200
24	49,061	250	250	225	225	200	200	57	55,661	250	250	225	225	200	200	90	62,261	250	250	225	225	200	200
25	49,261	250	250	225	225	200	200	58	55,861	250	250	225	225	200	200	91	62,461	250	250	225	225	200	200
26	49,461	250	250	225	225	200	200	59	56,061	250	250	225	225	200	200	92	62,661	250	250	225	225	200	200
27	49,661	250	250	225	225	200	200	60	56,261	250	250	225	225	200	200	93	62,861	250	250	225	225	200	200
28	49,861	250	250	225	225	200	200	61	56,461	250	250	225	225	200	200	94	63,061	250	250	225	225	200	200
29	50,061	250	250	225	225	200	200	62	56,661	250	250	225	225	200	200	95	63,261	250	250	225	225	200	200
30	50,261	250	250	225	225	200	200	63	56,861	250	250	225	225	200	200	96	63,461	250	250	225	225	200	200
31	50,461	250	250	225	225	200	200	64	57,061	250	250	225	225	200	200	97	63,661	250	250	225	225	200	200
32	50,661	250	250	225	225	200	200	65	57,261	250	250	225	225	200	200	98	63,861	250	250	225	225	200	200
33	50,861	250	250	225	225	200	200	66	57,461	250	250	225	225	200	200								

SPRINGBOARD TEACHER SALARY for qualifying teachers - \$37,000

Includes \$200 Experience Adjustment if Rating Not Ineffective
BASE FOR ADMINISTRATIVE INDEXES

Multi year COMPASS Stipend Program discontinued after Fall 2017 Stipend Pay: Single year COMPASS Stipend Program continued

8 Step Adjustments: (Move Forward 8 Steps) - Each Advanced Degree Earned After 6/30/15

4 Step Adjustments: (Move Forward 4 Steps) - Certificate Endorsement For Educational Leadership Earned After 6/30/15

Teachers New To CPSB With Experience Will Be Charted On 2012-2013 Permanent Reference Salary Schedule (Adjusted) and Placed On New Salary Schedule At Closest Applicable Step

PART-TIME TEACHERS - In limited situations where part-time teachers are utilized, salary will be divided by 7 periods times # of periods taught.

PIPS INCREMENTS

TO BE PAID ABOVE THE MINIMUM STATE TEACHER'S SALARY SCHEDULE

AS REVISED AUGUST 1981

<u>EXPERIENCE</u>	<u>BA</u>	<u>MA</u>	<u>M+30</u>	<u>SPEC</u>	<u>PHD</u>
3	1,129	1,155	1,155	1,193	1,257
4	1,155	1,180	1,180	1,219	1,297
5	1,180	1,219	1,225	1,266	1,337
6	1,206	1,257	1,270	1,310	1,377
7	1,231	1,297	1,317	1,357	1,417
8	1,257	1,337	1,364	1,404	1,457
9	1,297	1,377	1,411	1,451	1,497
10	1,337	1,417	1,457	1,497	1,538
11	1,437	1,457	1,504	1,544	1,578
12	1,505	1,529	1,551	1,591	1,618
13	1,738	1,749	1,861	1,909	1,941
14	1,738	1,894	2,016	2,068	2,103
15	1,872	2,040	2,171	2,227	2,265
16	1,872	2,040	2,171	2,227	2,265
17	1,872	2,040	2,171	2,227	2,265
18	2,273	2,477	2,637	2,705	2,750
19	2,273	2,477	2,637	2,705	2,750
20	2,273	2,477	2,637	2,705	2,750
21	2,674	2,915	3,102	3,182	3,235
22	2,674	2,915	3,102	3,182	3,235
23	2,674	2,915	3,102	3,182	3,235
24	2,674	2,915	3,102	3,182	3,235
25+	3,075	3,352	3,567	3,659	3,721

NOTE:

PIPS increments are paid based on degree and experience as of

September 1 of the fifth year of the program.

(PIPS salary does not increase with each step increase)

SALARY SUPPLEMENT FOR EXTRA-CURRICULAR SPONSORS & COACHES

ELEMENTARY SCHOOLS

Vocal Music

\$1,000 supplement

Must compete in LMEA District Festival and perform at two school activities per year.

MIDDLE SCHOOLS

Head Coach

1 Male/1 Female

\$2,000 supplement

Must coach 3 sports.

Assistant Coach

(2 positions)

\$1,600 supplement

A full time coach (middle school) will be paid for 192 days employment based on degree and experience plus the supplement listed above. A full time coach must have at least 3 coaching assignments and report 10 extra days before or after the normal school year.

Also, one \$480 supplement for one additional assistant football coach at each middle school.

Band Director

\$2,000 supplement

Must compete in LMEA District Festivals and have two concerts per year.

Vocal Music Instructor

\$2,000 supplement

Must compete in LMEA District Festival and perform at two school activities per year.

Cheerleader Sponsor

\$560 supplement

HIGH SCHOOLS

Head Coaches	Supplement
Class AAAAA	\$5,500
Class AAAA	\$5,300
Class AAA	\$5,100
Class AA	\$4,900
Class B	\$4,500
Class C	\$4,300

Assistant Coaches	Supplement
Class AAAAA	\$3,100
Class AAAA	\$2,900
Class AAA	\$2,700
Class AA	\$2,500
Class B	\$2,100
Class C	\$2,100

A full-time coach will be paid for 202 days employment based on degree and experience plus the supplement listed above. A full-time coach must have at least three coaching assignments and report to work August 1 to receive his/her full coaching supplement as head coach or an assistant coach.

Full supplement assistant coaches that are head coaches of another major sport (Boys' Track, Girls' Track, Baseball, Softball, Boys' Basketball, Girls' Basketball & Volleyball) will receive an additional supplement of \$600.00. Limited to seven (7) per school.

Additional Supplements:

Two \$550 coaching supplements, two for boys and two for girls, will be provided each school when additional coaches are needed for golf, gymnastics, tennis, wrestling, soccer, swimming or additional girls' sports above three being offered.

No full time coach can be paid this supplement.

One \$550 supplement per sport not to exceed two sports per school.

<u>Coaching Supplements</u>	<u>Head Coach</u>	<u>Assistants</u>
Class AAAAA	1	11
Class AAAA	1	10
Class AAA	1	9
Class AA	1	8
Class B-C	1	5

Schools that move to a higher classification will receive the additional supplement at that time.

Schools that move to a lower classification will retain their supplements in the higher classification for 2 years. The supplements will be reduced at the next reclassification.

<u>Head Band Director</u>	<u>Supplement</u>
(in schools with football teams)	
Class AAAAA	\$5,500
Class AAAA	\$5,300
Class AAA	\$5,100
Class AA	\$4,900

<u>Assistant Band Director</u>	<u>Supplement</u>
(in schools with football teams)	
Class AAAAA	\$3,100
Class AAAA	\$2,900
Class AAA	\$2,700
Class AA	\$2,500

Band Directors will be paid for 202 days employment based on degree and experience plus the supplement listed above.

Band Directors who teach at the High School and Middle School shall receive the appropriate High School stipend plus an additional \$600.00.

Schools that move to a higher classification will receive the additional supplement at that time.

Schools that move to a lower classification will retain their supplements in the higher classification for 2 years. The supplements will be reduced at the next re-classification.

Vocal Music Instructor**Supplement**

Class AAAAA	\$3,100
Class AAAA	\$2,900
Class AAA	\$2,700
Class AA	\$2,500
Class B	\$2,100
Class C	\$2,100

Vocal Music Instructors who teach at the High School and Middle School shall receive the appropriate High School stipend plus an additional \$600.00.

Schools that move to a higher classification will receive the additional supplement at that time.

Schools that move to a lower classification will retain their supplements in the higher classification for 2 years. The supplements will be reduced at the next re-classification.

Debate Coaches**Supplement**

3-5 Tournaments/Plays	\$560
6-10 Tournaments/Plays	\$1,000
10+ Tournaments/Plays	\$1,500

Drill Squad & Cheerleader Sponsors**Supplement**

Football & Basketball	\$2,400
Football	\$1,200
Basketball	\$1,200
Attends all activities assigned by Principal	

Quiz Bowl**Supplement**

\$560

**2019-2020
LICENSED PRACTICAL
NURSE (L.P.N.)**

**REGISTERED
NURSES (R.N.)
NURSING COORDINATOR**

<u>STEP</u>	<u>SALARY</u>	<u>STEP</u>	<u>SALARY</u>
1	19,992	1	44,306
2	20,285	2	44,659
3	20,582	3	45,012
4	20,882	4	45,367
5	21,188	5	45,819
6	21,498	6	46,198
7	21,814	7	46,553
8	22,133	8	46,907
9	22,457	9	47,337
10	22,787	10	47,905
11	23,122	11	48,470
12	23,460	12	49,240
13	23,801	13	49,823
14	24,154	14	50,424
15	24,510	15	50,774
16	24,869	16	51,124
17	25,235	17	51,474
18	25,606	18	51,824
19	25,983	19	52,174
20	26,365	20	52,524
21	26,753	21	52,874
22+	27,146	22	53,224
		23	53,574
		24	53,924
		25	54,274
		26	54,624
		27	54,974
		28+	55,324

Nursing Coordinator will be employed for 202 days beginning on August 1st and paid an additional supplement of \$6,000 for supervisory and administrative duties.

All nurses (including coordinator) will receive \$600.00 as per Act 12 of 1991 and \$750.00 per year for on call duties.

**INSTRUCTIONAL EMPLOYEES
(EMPLOYED FOR MORE THAN 182 DAYS PER SCHOOL YEAR)
2019-2020**

1/182 Local Teachers' Salary Schedule based on Degree and Experience X Days Employed =
Salary.

Extended Day Employees

Educational Diagnostician, Social Worker, School Psychologist, Audiologist, Speech Evaluator,
Counselor, Curriculum & Instructional Consultant, Program Facilitator, Resource Specialist,
Substance Abuse Program Coordinator, Child Search Coordinator, CTTIE Instructor,
Vocational Agriculture Teacher, Technology Consultant

NOTE: Effective July 1, 1996, days of employment will be extended (and
pay adjusted accordingly) for counselors as follows:

Elementary - add 5 days
Middle School - add 15 days
High School - add 25 days

**INSTRUCTIONAL EMPLOYEES
ADDITIONAL SUPPLEMENTS
2019-2020**

Instructional Video Upload to Market Place (Single Lesson) (Once approved by appropriate Administrative Director)	\$25.00 per lesson
Live Streamed Courses (Once approved by appropriate Administrative Director)	\$750.00 per semester

NOTE: Additional supplements restricted to classroom teachers

CTTIE INSTRUCTOR 2019-2020

CTTIE Instructors with a degree

Salary will be based on the Calcasieu Parish School Board salary schedule for teachers.

CTTIE Instructors without a degree

The salary schedule for a CTTIE Instructor (non-degreed) will be based on the Calcasieu Parish School Board salary schedule for a B.A. using steps 1-22.

CTTIE Department Head shall be paid a supplement of \$1,150.00.

CTTIE INSTRUCTORS NON-DEGREED 182 DAY

<u>STEP</u>	<u>SALARY</u>
1	44,461
2	44,661
3	44,861
4	45,061
5	45,261
6	45,461
7	45,661
8	45,861
9	46,061
10	46,261
11	46,461
12	46,661
13	46,861
14	47,061
15	47,261
16	47,461
17	47,661
18	47,861
19	48,061
20	48,261
21	48,461
22+	48,661

CTTIE INSTRUCTORS NON-DEGREED 222 DAY

<u>STEP</u>	<u>SALARY</u>
1	54,233
2	54,477
3	54,721
4	54,965
5	55,208
6	55,452
7	55,696
8	55,940
9	56,184
10	56,428
11	56,672
12	56,916
13	57,160
14	57,404
15	57,648
16	57,892
17	58,136
18	58,380
19	58,624
20	58,868
21	59,112
22+	59,356

CTTIE INSTRUCTORS NON-DEGREED 242 DAY

<u>STEP</u>	<u>SALARY</u>
1	59,118
2	59,384
3	59,650
4	59,916
5	60,182
6	60,448
7	60,714
8	60,980
9	61,246
10	61,512
11	61,778
12	62,044
13	62,310
14	62,576
15	62,842
16	63,107
17	63,373
18	63,639
19	63,905
20	64,171
21	64,437
22+	64,703

ASSISTANT PRINCIPAL 2019-2020

AAP

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$59,461.00)

	1	2	3
	AAP1	AAP2	AAP3
	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<u>STEP</u>	<u>FACTOR</u>	<u>FACTOR</u>	<u>FACTOR</u>
1	1.0702	1.1021	1.2010
2	1.0793	1.1113	1.2101
3	1.0886	1.1206	1.2194
4	1.0977	1.1297	1.2285
5	1.1070	1.1389	1.2378
6	1.1162	1.1482	1.2470
7	1.1254	1.1573	1.2562
8	1.1346	1.1666	1.2654
9	1.1438	1.1757	1.2746
10	1.1530	1.1850	1.2834
11	1.1622	1.1941	1.2930
12	1.1714	1.2034	1.3022
13	1.1806	1.2126	1.3114
14	1.1898	1.2218	1.3206
15	1.1990	1.2310	1.3298
16	1.2082	1.2402	1.3390
17	1.2174	1.2494	1.3482
18	1.2260	1.2581	1.3576
19	1.2345	1.2669	1.3671
20	1.2432	1.2758	1.3767
21	1.2519	1.2847	1.3863
22+	1.2607	1.2937	1.3960

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP = Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience = 1 year per year of experience as an administrator.

Teaching Experience Component =

1 if teaching exp. = 5-9.9 years

2 if teaching exp. = 10-14.9 yrs.

3 if teaching exp. = 15-19.9 yrs.

4 if teaching exp. = 20-24.9 yrs.

5 if teaching exp. = 25+ yrs.

Degree Component = 1 if Degree is Masters + 30 or Specialist Degree; 2 if Degree is Doctorate; 0 if otherwise

ELEMENTARY SCHOOL PRINCIPAL 2019-2020

AEP

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$59,461.00)

	1	2	3
	AEP1	AEP2	AEP3
	0-17.9 TEACHERS	18-29.9 TEACHERS	30 TEACHERS
<u>STEP</u>	<u>FACTOR</u>	<u>FACTOR</u>	<u>FACTOR</u>
1	1.1610	1.1817	1.1945
2	1.1702	1.1909	1.2037
3	1.1795	1.2000	1.2130
4	1.1886	1.2093	1.2221
5	1.1978	1.2184	1.2313
6	1.2070	1.2277	1.2405
7	1.2162	1.2369	1.2498
8	1.2255	1.2461	1.2589
9	1.2346	1.2553	1.2681
10	1.2439	1.2644	1.2773
11	1.2530	1.2737	1.2866
12	1.2623	1.2829	1.2958
13	1.2684	1.2891	1.3049
14	1.2745	1.2952	1.3142
15	1.2807	1.3013	1.3233
16	1.2868	1.3075	1.3326
17	1.2929	1.3136	1.3418
18	1.2991	1.3197	1.3510
19	1.3052	1.3258	1.3602
20	1.3113	1.3320	1.3693
21	1.3204	1.3411	1.3784
22	1.3295	1.3502	1.3875
23	1.3386	1.3593	1.3966
24	1.3477	1.3684	1.4057
25+	1.3568	1.3775	1.4148

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP = Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience = 1 year per year of experience as an administrator.

Teaching Experience Component =

1 if teaching exp. = 5-9.9 years

2 if teaching exp. = 10-14.9 yrs.

3 if teaching exp. = 15-19.9 yrs.

4 if teaching exp. = 20-24.9 yrs.

5 if teaching exp. = 25+ yrs.

Degree Component = 1 if Degree is Masters + 30 or Specialist Degree; 2 if Degree is Doctorate; 0 if otherwise

MIDDLE SCHOOL PRINCIPAL

2019-2020

AMP

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$59,461.00)

	1	2	3
	AMP1	AMP2	AMP3
	0-29.9 TEACHERS	30-69.9 TEACHERS	70+ TEACHERS
<u>STEP</u>	<u>FACTOR</u>	<u>FACTOR</u>	<u>FACTOR</u>
1	1.2022	1.2381	1.2740
2	1.2114	1.2473	1.2832
3	1.2206	1.2565	1.2924
4	1.2298	1.2657	1.3016
5	1.2390	1.2748	1.3106
6	1.2482	1.2841	1.3200
7	1.2574	1.2933	1.3292
8	1.2666	1.3025	1.3384
9	1.2758	1.3117	1.3476
10	1.2850	1.3209	1.3568
11	1.2943	1.3301	1.3659
12	1.3034	1.3393	1.3752
13	1.3127	1.3485	1.3843
14	1.3218	1.3577	1.3936
15	1.3310	1.3669	1.4028
16	1.3402	1.3761	1.4120
17	1.3495	1.3853	1.4211
18	1.3587	1.3945	1.4303
19	1.3678	1.4037	1.4396
20	1.3771	1.4129	1.4487
21	1.3862	1.4220	1.4578
22	1.3953	1.4311	1.4669
23	1.4044	1.4402	1.4760
24	1.4135	1.4493	1.4851
25+	1.4226	1.4584	1.4942

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP = Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience = 1 year per year of experience as an administrator.

Teaching Experience Component =

1 if teaching exp. = 5-9.9 years

2 if teaching exp. = 10-14.9 yrs.

3 if teaching exp. = 15-19.9 yrs.

4 if teaching exp. = 20-24.9 yrs.

5 if teaching exp. = 25+ yrs.

Degree Component = 1 if Degree is Masters + 30 or Specialist Degree; 2 if Degree is Doctorate; 0 if otherwise

HIGH SCHOOL PRINCIPAL 2019-2020

AHP

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$59,461.00)

	1	2	3
	AHP1	AHP2	AHP3
	0-29.9 TEACHERS	30-69.9 TEACHERS	70+ TEACHERS
STEP	FACTOR	FACTOR	FACTOR
1	1.2844	1.3257	1.3667
2	1.2937	1.3348	1.3759
3	1.3028	1.3441	1.3851
4	1.3121	1.3532	1.3943
5	1.3213	1.3624	1.4035
6	1.3305	1.3716	1.4127
7	1.3397	1.3809	1.4219
8	1.3488	1.3901	1.4311
9	1.3581	1.3992	1.4403
10	1.3672	1.4085	1.4495
11	1.3765	1.4176	1.4587
12	1.3857	1.4269	1.4679
13	1.3949	1.4360	1.4772
14	1.4041	1.4453	1.4863
15	1.4133	1.4545	1.4954
16	1.4225	1.4636	1.5044
17	1.4317	1.4729	1.5135
18	1.4409	1.4819	1.5225
19	1.4501	1.4910	1.5316
20	1.4593	1.5000	1.5407
21	1.4684	1.5091	1.5498
22	1.4775	1.5182	1.5589
23	1.4866	1.5273	1.5680
24	1.4957	1.5364	1.5771
25	1.5048	1.5455	1.5862

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP = Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience = 1 year per year of experience as an administrator.

Teaching Experience Component =

1 if teaching exp. = 5-9.9 years

2 if teaching exp. = 10-14.9 yrs.

3 if teaching exp. = 15-19.9 yrs.

4 if teaching exp. = 20-24.9 yrs.

5 if teaching exp. = 25+ yrs.

Degree Component = 1 if Degree is Masters + 30 or Specialist Degree; 2 if Degree is Doctorate; 0 if otherwise

Turnaround Principal Supplement - see page 14

TURNAROUND PRINCIPAL 2019-2020

Turnaround Principal Supplements

1. Level I Turnaround Principal

Part 1-Assignment Supplement (Added to annual salary)-\$10,000; continues each year if principal maintains "Effective" end of the year evaluations and is assigned to a school designated as Persistently Struggling.

Part 2-Performance Target Supplements (Paid as lump-sum at year end)-\$1,000 for each of 5 individual performance targets attained by end of school.

2. Level II Turnaround Principal

Part 1-Assignment Supplement (Added to annual salary)-\$5,000; continues each year if principal maintains "Effective" end of the year evaluations and is assigned to a school designated as Persistently Struggling.

Part 2-Performance Target Supplements (Paid as lump-sum at year end)-\$2,000 for each of 5 individual performance targets attained by end of school.

SUPERVISOR**2019-2020**

AD

Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$59,461.00)

	4 ADM	1 AD2
	12 MONTH	11 MONTH
STEP	<u>FACTOR</u>	<u>FACTOR</u>
1	1.1867	1.1203
2	1.2020	1.1343
3	1.2174	1.1484
4	1.2327	1.1624
5	1.2480	1.1764
6	1.2633	1.1905
7	1.2787	1.2082
8	1.2941	1.2187
9	1.3093	1.2327
10	1.3247	1.2467
11	1.3401	1.2608
12	1.3559	1.2753
13	1.3717	1.2898
14	1.3875	1.3043
15	1.4033	1.3188
16	1.4191	1.3333
17	1.4349	1.3477
18	1.4507	1.3622
19	1.4665	1.3767
20	1.4821	1.3911

Teacher is defined as classroom teachers (regular instruction), special education teachers (resource and self-contained only), assistant principals, librarians and counselors.

STEP = Administrative Experience + Teaching Experience Component + Degree Component

Administrative Experience = 1 year per year of experience as an administrator.

Teaching Experience Component =

1 if teaching exp. = 5-9.9 years

2 if teaching exp. = 10-14.9 yrs.

3 if teaching exp. = 15-19.9 yrs.

4 if teaching exp. = 20-24.9 yrs.

5 if teaching exp. = 25+ yrs.

Degree Component = 1 if Degree is Masters + 30 or Specialist Degree; 2 if Degree is Doctorate; 0 if otherwise

Hearing Officer in Child Welfare and Attendance will receive an additional supplement of \$1,200.

ADMINISTRATIVE STAFF

2019-2020

Superintendent	Contract with Board
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Chief Financial Officer	Contract with Board
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Index based on Step 76 on the Calcasieu Teachers' Salary Schedule. (\$59,461.00)

Chief Operating Officer/Chief Academic Officer	1.7196
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Administrative Directors of Schools 1.6131

Chief Technology Officer	1.5587
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Risk Manager	1.5587
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Directors	1.5351
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GRADE AND JOB TITLE TABLE FOR SCHOOL CLERK

Grade A	Part Time
Grade B	Assistant Principal's Library Counselor
Grade C	Principal's - for positions where there is more than one clerk at the school
Grade D	Principal's - for positions where there is only one clerk at the school

Supplements based on prior year October 1st counts:

	ENROLLMENT	
	<u>Below 500</u>	<u>Above 500</u>
Elementary School Bookkeepers	\$600	\$700
Middle School Bookkeepers	\$1,000	\$1,200
Calcasieu Career Center		\$1,200
Sulphur High 9th Grade Campus		\$1,200
High School Bookkeepers	\$2,000	\$2,400

NOTE: Effective July 1, 1996, the days of employment for school clerks was extended and pay adjusted accordingly based on a daily rate of pay, as follows:

Elementary Schools	An additional 5 days for each clerk
Middle Schools	An additional 10 days for 1 clerk at each school An additional 5 days for all other clerks
High Schools	An additional 20 days for 1 clerk at each school An additional 5 days for all other clerks Additional days do not apply to 12 month clerks

**SCHOOL CLERK
2019-2020**

c

9.5/10/12 MONTH SCHEDULE

GRADE STEP	5C2 9.5 Months 190 Day		5C3 10 Months 200 Day		5C4 12 Months 260 Day	
	1	2	1	2	1	2
	<u>C</u>	<u>D</u>	<u>C</u>	<u>D</u>	<u>C</u>	<u>D</u>
1	17,347	17,598	17,910	18,176	20,779	21,144
2	17,550	17,818	18,121	18,407	21,071	21,463
3	17,770	18,042	18,356	18,641	21,396	21,787
4	18,001	18,273	18,599	18,884	21,728	22,118
5	18,220	18,507	18,827	19,131	22,044	22,458
6	18,454	18,740	19,077	19,377	22,386	22,800
7	18,717	18,984	19,351	19,636	22,764	23,155
8	18,946	19,234	19,594	19,896	23,095	23,511
9	19,185	19,487	19,844	20,164	23,438	23,878
10	19,406	19,736	20,076	20,456	23,761	24,249
11	19,688	20,010	20,389	20,762	24,167	24,631
12	19,972	20,285	20,720	21,071	24,578	25,019
13	20,211	20,583	20,996	21,389	24,926	25,414
14	20,540	20,892	21,341	21,710	25,356	25,819
15	20,873	21,204	21,671	22,041	25,765	26,231
16	21,131	21,521	21,964	22,376	26,133	26,648
17	21,485	21,857	22,338	22,730	26,601	27,090
18	21,808	22,181	22,678	23,071	27,027	27,517
19	22,110	22,521	22,997	23,427	27,424	27,962
20	22,436	22,864	23,338	23,786	27,853	28,415
21	22,826	23,216	23,751	24,178	28,366	28,879
22+	23,192	23,590	24,136	24,571	28,844	29,366

See note on page 17 regarding additional days.

**SCHOOL CLERK
2019-2020**

C1

9.25 MONTH SCHEDULE

185 DAY

	1	2	3	4
	B1-1	B1-2	B1-3	B1-4
	PART TIME 4 HOURS	7 HOURS/ 45 MIN	7 HOURS/45 MIN	7 HOURS/45 MIN
<u>STEP</u>	<u>GRADE</u>	<u>GRADE</u>	<u>GRADE</u>	<u>GRADE</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1	9,291	16,819	17,063	17,311
2	9,423	16,998	17,263	17,525
3	9,528	17,198	17,477	17,739
4	9,647	17,422	17,702	17,967
5	9,770	17,636	17,914	18,192
6	9,871	17,814	18,143	18,421
7	10,013	18,086	18,397	18,661
8	10,135	18,310	18,621	18,902
9	10,237	18,541	18,854	19,148
10	10,400	18,774	19,086	19,396
11	10,560	19,031	19,343	19,655
12	10,702	19,276	19,622	19,917
13	10,849	19,506	19,851	20,181
14	11,032	19,796	20,143	20,480
15	11,194	20,108	20,441	20,785
16	11,340	20,332	20,713	21,093
17	11,516	20,643	21,060	21,476
18	11,696	20,977	21,375	21,736
19	11,855	21,270	21,670	22,067
20	12,026	21,569	21,986	22,401
21	12,264	21,894	22,366	22,744
22+	12,458	22,242	22,723	23,109

See note on page 17 regarding additional days.

**CENTRAL OFFICE CLERK
2019-2020**

CC

	1	2	3	4	5
	GRADE	GRADE	GRADE	GRADE	GRADE
<u>STEP</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
1	19,583	20,606	21,144	22,034	22,914
2	19,871	20,913	21,463	22,371	23,265
3	20,164	21,227	21,787	22,712	23,626
4	20,463	21,547	22,118	23,060	23,992
5	20,766	21,874	22,458	23,416	24,366
6	21,079	22,206	22,800	23,779	24,747
7	21,396	22,546	23,155	24,161	25,137
8	21,720	22,893	23,511	24,527	25,534
9	22,050	23,246	23,878	24,915	25,940
10	22,385	23,607	24,249	25,307	26,352
11	22,728	23,974	24,631	25,709	26,774
12	23,079	24,348	25,019	26,118	27,204
13	23,435	24,732	25,414	26,536	27,643
14	23,800	25,122	25,819	26,963	28,091
15	24,172	25,521	26,231	27,393	28,543
16	24,550	25,925	26,648	27,837	29,010
17	24,938	26,339	27,090	28,292	29,486
18	25,333	26,764	27,517	28,750	29,968
19	25,735	27,193	27,962	29,203	30,443
20	26,144	27,633	28,415	29,651	30,913
21	26,562	28,080	28,879	30,140	31,427
22+	27,003	28,552	29,366	30,652	31,966

Grade A Mail Clerk and Print Shop Operator

Grade B All other clerical

Grade C Lead Clerk (designated); Secretary (designated) to: Directors and Supervisors

Grade D Secretary to: Chief Operating Officer, Administrative Directors, Risk Manager, and Chief Technology Officer

Grade E Secretary to: Chief Financial Officer, Chief Academic Officer and Chief Operating Officer (with committee duties)

Grade F Secretary to: Superintendent will be paid 1.27 X Step on Schedule E.

A supplement of \$300.00 will be paid to the designated lead clerk in each department if the lead clerk is required to function as department head in the absence of the supervisor/director. Step increases will be based on annual evaluations.

**SCHOOL FOOD SERVICE
2019-2020**

L1

LUNCHROOM TECHNICIANS

180 DAYS

<u>STEP</u>	<u>HOURLY RATE</u>	<u>ANNUAL SALARY</u>	
		<u>1</u> <u>4 HOUR</u>	<u>7</u> <u>7 HOUR</u>
1	12.38	8,911	15,595
2	12.47	8,975	15,708
3	12.57	9,047	15,834
4	12.67	9,119	15,960
5	12.76	9,191	16,074
6	12.86	9,256	16,200
7	12.96	9,328	16,326
8	13.06	9,407	16,452
9	13.17	9,479	16,590
10	13.27	9,537	16,716
11	13.37	9,623	16,842
12	13.48	9,695	16,981
13	13.58	9,775	17,107
14	13.68	9,847	17,233
15	13.79	9,926	17,371
16	13.90	10,005	17,510
17	14.01	10,084	17,649
18	14.12	10,163	17,787
19	14.23	10,243	17,926
20	14.34	10,322	18,064
21	14.45	10,401	18,203
22+	14.56	10,480	18,342

State Certified Assistant Manager - \$1,500

Non-Certified Assistant Manager - \$500

SCHOOL FOOD SERVICE 2019-2020

MR

LUNCHROOM MANAGER

MANAGER I	Serving 1-300 students	E1
MANAGER II	Serving 301-600 students	E2
MANAGER III	Serving 601-900 students	E3
MANAGER IV	Serving 901-1200 students	E4
MANAGER V	Serving over 1200 students	E5

12 MONTH LUNCHROOM FIELD SUPERVISOR L4

ANNUAL SALARY

<u>STEP</u>	<u>E1</u>	<u>E2</u>	<u>E3</u>	<u>E4</u>	<u>E5</u>	<u>L4</u>
1	18,617	19,105	19,529	20,082	21,366	33,081
2	18,617	19,105	19,529	20,082	21,366	33,081
3	18,763	19,236	19,642	20,197	21,491	33,291
4	18,911	19,383	19,820	20,277	21,579	33,502
5	19,072	19,479	19,936	20,408	21,723	33,734
6	19,220	19,707	20,049	20,506	21,831	33,946
7	19,398	19,820	20,180	20,620	21,958	34,201
8	19,529	19,936	20,260	20,717	22,063	34,389
9	19,676	20,049	20,441	20,815	22,171	34,600
10	19,820	20,180	20,489	20,946	22,315	34,807
11	19,985	20,260	20,586	21,059	22,440	35,043
12	20,099	20,342	20,685	21,111	22,493	35,206
13	20,411	20,659	21,008	21,443	22,853	35,654
14	20,730	20,981	21,336	21,778	23,211	36,110
15	21,054	21,309	21,670	22,118	23,574	36,573
16	21,382	21,642	22,008	22,465	23,943	37,043
17	21,717	21,980	22,353	22,816	24,318	37,518
18	22,056	22,324	22,702	23,173	24,700	37,999
19	22,401	22,673	23,058	23,535	25,087	38,486
20	22,751	23,028	23,419	23,904	25,480	38,980
21	23,107	23,388	23,785	24,279	25,880	39,481
22+	23,469	23,754	24,158	24,659	26,286	39,988

Multi-Unit Manager - \$2,000/School
State Certified Manager - \$3,000

The above schedules are based on 8 hour workdays.

MAINTENANCE, WAREHOUSING & TRANSPORTATION

2019-2020

MW

	1		2		3		4	
	CLASS A		CLASS B		CLASS C		PART TIME CLASS A	
STEP	HOURLY	ANNUAL	HOURLY	ANNUAL	HOURLY	ANNUAL	HOURLY	ANNUAL
1	14.23	29,608	13.29	27,639	10.81	22,497	14.23	14,804
2	14.40	29,950	13.45	27,982	10.92	22,720	14.40	14,975
3	14.56	30,294	13.62	28,326	11.03	22,949	14.56	15,147
4	14.73	30,637	13.78	28,669	11.14	23,178	14.73	15,318
5	14.89	30,980	13.95	29,012	11.25	23,406	14.89	15,490
6	15.06	31,323	14.11	29,355	11.36	23,635	15.06	15,662
7	15.22	31,666	14.28	29,698	11.47	23,864	15.22	15,833
8	15.39	32,010	14.44	30,042	11.58	24,093	15.39	16,005
9	15.55	32,353	14.61	30,385	11.69	24,322	15.55	16,176
10	15.72	32,696	14.77	30,728	11.80	24,550	15.72	16,348
11	15.88	33,039	14.94	31,071	11.91	24,779	15.88	16,520
12	16.05	33,382	15.10	31,414	12.02	25,008	16.05	16,691
13	16.21	33,726	15.27	31,758	12.13	25,237	16.21	16,863
14	16.38	34,069	15.43	32,101	12.24	25,466	16.38	17,034
15	16.54	34,412	15.60	32,444	12.35	25,694	16.54	17,206
16	16.71	34,755	15.76	32,787	12.46	25,923	16.71	17,378
17	16.87	35,098	15.93	33,130	12.57	26,152	16.87	17,549
18	17.04	35,442	16.09	33,474	12.68	26,381	17.04	17,721
19	17.20	35,785	16.26	33,817	12.79	26,610	17.20	17,892
20	17.37	36,128	16.42	34,160	12.90	26,838	17.37	18,064
21	17.53	36,471	16.59	34,503	13.01	27,067	17.53	18,236
22+	17.70	36,814	16.75	34,846	13.12	27,296	17.70	18,407

- Maintenance Supervisors will receive an additional annual supplement of \$2,525.
- Maintenance Planner will receive an additional \$3,500 above a supervisor's annual supplement.
- One employee in each of the electrical, plumbing, and HVAC departments will be paid a \$2,000 annual supplement for their license.
- All other employees having licenses will be paid a \$1,000 annual supplement.
- Transportation Shop Foreman will be paid an additional \$3,000 annual supplement. The Assistant Transportation Shop Foreman will be paid an additional \$1,500 annual supplement.
- Food Service Warehouse Foreman will be paid an additional \$3,000 annual supplement. Food Service Assistant Foreman will be paid an additional \$1,500 annual supplement.
- Warehouse Foreman will be paid an additional \$3,000 annual supplement.
- Part Time Class A Waste Water Technician having license will be paid an additional \$500 annual supplement.

Refer to Plan for Personnel Evaluation, Plan B, for Class Definitions

**CUSTODIAL
2019-2020**

J2

STEP	¹ HEAD CUSTODIAN CLASS A HOURLY RATE		² CUSTODIAN CLASS B HOURLY RATE	
	REGULAR	OVERTIME	REGULAR	OVERTIME
1	11.57	17.36	10.88	16.32
2	11.66	17.49	10.96	16.44
3	11.75	17.63	11.05	16.58
4	11.84	17.76	11.13	16.70
5	11.94	17.91	11.22	16.83
6	12.03	18.05	11.31	16.97
7	12.12	18.18	11.40	17.10
8	12.22	18.33	11.49	17.24
9	12.32	18.48	11.58	17.37
10	12.41	18.62	11.67	17.51
11	12.51	18.77	11.76	17.64
12	12.61	18.92	11.85	17.78
13	12.71	19.07	11.94	17.91
14	12.81	19.22	12.04	18.06
15	12.91	19.37	12.13	18.20
16	13.01	19.52	12.23	18.35
17	13.11	19.67	12.32	18.48
18	13.21	19.82	12.42	18.63
19	13.32	19.98	12.52	18.78
20	13.42	20.13	12.62	18.93
21	13.53	20.30	12.71	19.07
22+	13.63	20.45	12.81	19.22

Head Custodian based on 12 month position

Custodians Class B, C and D based on 9 and 12 month positions

**CUSTODIAL
2019-2020**

J2

<u>STEP</u>	3 CUSTODIAN CLASS C <u>HOURLY RATE</u>		4 CUSTODIAN CLASS D <u>HOURLY RATE</u>	
	<u>REGULAR</u>	<u>OVERTIME</u>	<u>REGULAR</u>	<u>OVERTIME</u>
	1	10.21 15.32	10.05	15.08
	2	10.29 15.44	10.13	15.20
3	10.37	15.56	10.21	15.32
4	10.45	15.68	10.29	15.44
5	10.53	15.80	10.37	15.56
6	10.61	15.92	10.45	15.68
7	10.69	16.04	10.53	15.80
8	10.78	16.17	10.61	15.92
9	10.86	16.29	10.70	16.05
10	10.95	16.43	10.78	16.17
11	11.03	16.55	10.87	16.31
12	11.12	16.68	10.95	16.43
13	11.21	16.82	11.04	16.56
14	11.29	16.94	11.12	16.68
15	11.38	17.07	11.21	16.82
16	11.47	17.21	11.30	16.95
17	11.56	17.34	11.39	17.09
18	11.65	17.48	11.48	17.22
19	11.74	17.61	11.57	17.36
20	11.83	17.75	11.66	17.49
21	11.93	17.90	11.75	17.63
22+	12.02	18.03	11.84	17.76

Custodians Class B, C and D based on 9 and 12 month positions

BUS DRIVER AND BUS AIDE
2019-2020

HS

	1	3
	DRIV	AIDE
<u>STEP</u>	<u>SALARY</u>	<u>SALARY</u>
1	14,672	12,431
2	14,861	12,526
3	15,052	12,623
4	15,241	12,270
5	15,431	12,817
6	15,621	12,916
7	15,812	13,016
8	16,000	13,116
9	16,192	13,216
10	16,382	13,318
11	16,661	13,421
12	16,889	13,524
13	17,136	13,628
14	17,386	13,733
15	17,639	13,839
16	17,897	13,946
17	18,157	14,053
18	18,422	14,162
19	18,691	14,271
20	18,964	14,381
21	19,241	14,492
22+	19,522	14,604

PLATOON ROUTES 2019-2020

<u>DISTANCE</u>	DAILY RATES IN OR OUT OF WARD		DAILY RATES ALTERNATIVE ROUTES	
	<u>DRIVER</u>	<u>AIDE*</u>	<u>DRIVER</u>	<u>AIDE</u>
0-10 miles	\$20	\$17	\$25	\$22
11-20 miles	\$25	\$22	\$32	\$29
21-30 miles	\$31	\$28	\$40	\$37
31+ miles	\$37	\$34	\$49	\$46

*SPED routes, Alternative Routes for 16 or more students

Mileage determined by distance measurement at outset of route offer

	<u>DRIVER</u>	<u>AIDE</u>
Route Split - Regular Routes	\$10/half day	N/A
	\$20/full day	N/A
Route Split - SPED	\$10/half day	\$8.50/half day
	\$20/full day	\$17/full day
Specialty Route Supplement	\$12.50/half day	N/A
	\$25.00/full day	N/A
Field Trips (cost of driver)	\$12 show up fee plus \$10.00/hour (minimum of \$32.00)	

In addition, a \$25.00 fee will be charged to club/school if field trip causes the assigned driver to miss either their AM or PM route (\$50.00 if they miss both routes - this fee will go towards the cost of substitute driver, if available, or will go towards the cost of splitting the route)

Whenever driver turns in field trip form to be paid to bookkeeper, the driver will subtract 2 hours from their overall trip time if they had to miss either their morning or afternoon route. The driver will subtract 4 hours if they missed both portions of route.

**PARAPROFESSIONAL
2019-2020**

IS

<u>STEP</u>	<u>GRADE</u> <u>1</u>	<u>GRADE</u> <u>2</u>	<u>GRADE</u> <u>3</u>	<u>GRADE</u> <u>4</u>
1	16,071	16,306	16,540	16,776
2	16,214	16,448	16,682	16,918
3	16,349	16,583	16,817	17,053
4	16,486	16,721	16,955	17,190
5	16,624	16,858	17,094	17,329
6	16,721	16,955	17,190	17,425
7	16,900	17,135	17,365	17,605
8	17,044	17,273	17,508	17,743
9	17,178	17,413	17,648	17,882
10	17,316	17,550	17,785	18,021
11	17,454	17,689	17,924	18,158
12	17,592	17,827	18,063	18,297
13	17,730	17,965	18,198	18,434
14	17,868	18,102	18,338	18,572
15	18,007	18,241	18,476	18,712
16	18,145	18,379	18,615	18,849
17	18,418	18,658	18,898	19,136
18	18,686	18,931	19,174	19,416
19	18,959	19,207	19,454	19,699
20	19,236	19,487	19,738	19,988
21	19,517	19,772	20,026	20,280
22+	19,803	20,061	20,320	20,576

GRADE 1 Paraprofessionals with clerical duties only

GRADE 2 Special Education Paraprofessionals or Paraprofessionals having clerical and tutorial assignments with teacher supervisor.

GRADE 3 Tutorial Paraprofessionals

GRADE 4 Paraprofessionals or Tutorial Paraprofessionals having Para-Professional Associate or Arts Degree or equivalent certification and employed in a program requiring such certification.

INTERPRETER 2019-2020

IT

	1	2	3	4
	Provisional Educational Interpreter	Qualified Educational Interpreter (EIPA Score: 3.0-3.4)	Qualified Educational Interpreter (EIPA Score: 3.5+)	Qualified Educational Interpreter (EIPA Score: 4.0+) AND Bachelor's Degree
STEP				
1	25,610	28,400	35,375	44,461
2	25,810	28,600	35,575	44,661
3	26,010	28,800	35,775	44,861
4	26,210	29,000	35,975	45,061
5	26,410	29,200	36,175	45,261
6	26,610	29,400	36,375	45,461
7	26,810	29,600	36,575	45,661
8	27,010	29,800	36,775	45,861
9	27,210	30,000	36,975	46,061
10	27,410	30,200	37,175	46,261
11	27,610	30,400	37,375	46,461
12	27,810	30,600	37,575	46,661
13	28,010	30,800	37,775	46,861
14	28,210	31,000	37,975	47,061
15	28,410	31,200	38,175	47,261
16	28,610	31,400	38,375	47,461
17	28,810	31,600	38,575	47,661
18	29,010	31,800	38,775	47,861
19	29,210	32,000	38,975	48,061
20	29,410	32,200	39,175	48,261
21	29,610	32,400	39,375	48,461
22	29,810	32,600	39,575	48,661
23	30,010	32,800	39,775	48,861
24	30,210	33,000	39,975	49,061
25	30,410	33,200	40,175	49,261
26	30,610	33,400	40,375	49,461
27+	30,810	33,600	40,575	49,661

**FINANCE, MANAGEMENT, INTERNAL AUDITING
& DATA PROCESSING
2019-2020**

FM

<u>STEP</u>	<u>A</u>	<u>B</u>	<u>C</u>
1	53,823	53,823	53,823
2	54,254	54,254	54,254
3	54,685	54,685	54,685
4	55,118	55,118	55,118
5	55,669	55,669	55,669
6	56,131	56,131	56,131
7	56,564	56,564	56,564
8	56,996	56,996	56,996
9	57,521	57,521	57,521
10	58,213	58,213	58,213
11	58,903	58,903	58,903
12	59,842	59,842	59,842
13	60,553	60,553	60,553
14	61,286	61,286	61,286
15	61,713	61,713	61,713
16	62,140	62,140	62,140
17	62,567	62,567	62,567
18	62,994	62,994	62,994
19	63,421	63,421	63,421
20+	63,848	63,848	63,848

POSITIONS REQUIRING A BACHELOR'S DEGREE AS PART OF ADVERTISED EMPLOYMENT CRITERIA

- A Accountants, Field Auditors, School Auditors, Programmer Analyst
- B Degreed Office Managers, Senior Accountants/Auditors
Class B employees will be paid as a Class A employee with an additional supplement of \$3,500.
- C Supervisors of Accounts Payable, Assistant Director of Sales Tax, P.E.P., S.I.S. & Data applications programmers.
Class C employees will be paid as a Class A employee with an additional supplement of \$6,000.

This salary schedule will be based on a 222 day teacher's salary on the bachelor's degree scale not to exceed 20 years experience.

AUXILIARY SERVICES

2019-2020

AX

	1	2	3	4	5	6	7
STEP	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>G</u>	<u>H</u>
1	28,305	30,565	32,116	37,241	40,189	45,767	56,355
2	28,769	31,072	32,653	37,882	40,769	46,578	57,139
3	29,241	31,589	33,201	38,536	41,354	47,406	57,933
4	29,724	32,116	33,762	39,202	41,947	48,250	58,742
5	30,214	32,653	34,331	39,881	42,551	49,110	59,561
6	30,715	33,201	34,912	40,573	43,434	49,987	60,393
7	31,229	33,762	35,506	41,281	44,055	50,882	61,238
8	31,749	34,331	36,111	42,001	44,946	51,797	62,095
9	32,280	34,912	36,732	42,737	45,586	52,728	62,964
10	32,824	35,506	37,361	43,487	46,226	53,677	63,847
11	33,377	36,111	38,003	44,251	46,876	54,646	64,743
12	33,955	36,744	38,673	45,047	47,723	55,650	65,653
13	34,541	37,379	39,341	45,827	48,549	56,614	66,794
14	35,137	38,023	40,021	46,620	49,391	57,597	67,953
15	35,743	38,680	40,713	47,427	50,245	58,595	69,133
16	36,360	39,349	41,417	48,248	51,117	59,613	70,335
17	36,987	40,029	42,133	49,084	52,002	60,647	71,557
18	37,625	40,720	42,861	49,934	52,904	61,700	72,801
19	38,275	41,423	43,602	50,799	53,820	62,771	74,066
20+	38,916	42,141	44,357	51,679	54,753	63,860	75,353

A Programmer/Non-Degreed

*B Personnel Coordinator, Buyers, Non-Degreed Office Manager, Assistant Payroll Supervisor.

C Print Shop Technician, Computer Machine Repairman

D Computer Repair Technician

E Coordinator of Planning and Construction/AHERA, Computer Network Specialist

G Parish Compliance Officer, Claims Adjuster, Bus Route Supervisor/Warehouse, Head Chef, Purchasing Agent

H Facilities Manager of Maintenance and Custodial Services

* \$3,000.00 Annual Supplement for Assistant Payroll Supervisor

MISCELLANEOUS SUB RATES 2019-2020

SUBSTITUTES

Teacher - Degreed
with Teaching Certificate
 in a Sabbatical or LWOP
 Leave Position

Full Rate of Pay with Experience
 From Day 1

***MUST BE CONSECUTIVE DAYS IN THE SAME POSITION:**

	* First 10 Days	Beginning 11th Day
Teacher - Degreed with Teaching Certificate Day to Day	\$88.00 / day	\$244.00 / Back to 1st Day
Teacher - Degreed without Teaching Certificate	\$71.50 / day	\$165.00 / Back to 1st Day
Teacher - Non-Degreed	\$64.00 / day	\$64.00 / day
Paraprofessional (Teacher Aide)	\$62.50 / day	\$62.50 / day
Bus Driver	\$63.00 / day	\$78.50 / day Back to 1st Day
Bus Aide	\$33.00 / day	\$33.00 / day
School Clerk	\$62.50 / day	\$62.50 / day
Cafeteria Manager	\$64.00 / day	\$64.00 / day
Food Service Worker	\$8.00 / hour	\$8.00 / hour
Custodian	\$8.00 / hour	\$8.00 / hour
Intern	\$8.00 / hour	\$8.00 / hour

TEACHER SALARY SCHEDULE
PERMANENT REFERENCE (ADJUSTED)
2012-2013
USED FOR CALCULATIONS & CONVERSION ONLY - NOT FOR PAY

	1	2	3	4	5
EXPERIENCE	BA	MA	MA + 30	SPECIALIST	PHD
0	44,306	45,806	47,306	48,806	50,306
1	44,659	46,159	47,659	49,159	50,659
2	45,012	46,512	48,012	49,512	51,012
3	45,367	46,867	48,367	49,867	51,367
4	45,819	47,319	48,819	50,319	51,819
5	46,198	47,698	49,198	50,698	52,198
6	46,553	48,053	49,553	51,053	52,553
7	46,907	48,407	49,907	51,407	52,907
8	47,337	48,877	50,377	51,877	53,377
9	47,905	49,442	50,942	52,442	53,942
10	48,470	50,008	51,508	53,008	54,508
11	49,240	50,878	52,378	53,878	55,378
12	49,823	51,495	52,995	54,495	55,995
13	50,424	52,133	53,633	55,133	56,633
14	50,774	52,585	54,085	55,585	57,085
15	51,124	53,239	54,739	56,239	57,739
16	51,474	53,726	55,226	56,726	58,226
17	51,824	54,128	55,628	57,128	58,628
18	52,174	54,528	56,028	57,528	59,028
19	52,524	54,916	56,416	57,916	59,416
20	52,874	55,265	56,765	58,265	59,765
21	53,224	55,616	57,116	58,616	60,116
22	53,574	56,105	57,605	59,105	60,605
23	53,924	56,455	57,955	59,455	60,955
24	54,274	56,805	58,305	59,805	61,305
25	54,624	57,194	58,694	60,194	61,694
26	54,974	57,544	59,044	60,544	62,044
27+	55,324	57,894	59,394	60,894	62,394

2013-2014 \$561 State Salary Supplement

2018-2019 \$4,000 1/2 Cent Sales Tax

2019-2020 \$1,000 State Salary Supplement

**HEAD START SITE ADMINISTRATOR
ELEMENTARY PRINCIPAL
2019-2020**

HSTP

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	59,000	10,034	69,034
2	59,000	10,581	69,581
3	59,000	11,134	70,134
4	59,000	11,675	70,675
5	59,000	12,222	71,222
6	59,000	12,769	71,769
7	59,000	13,316	72,316
8	59,000	13,869	72,869
9	59,000	14,411	73,411
10	59,000	14,964	73,964
11	59,000	15,505	74,505
12	59,000	16,058	75,058
13	59,000	16,420	75,420
14	59,000	16,783	75,783
15	59,000	17,152	76,152
16	59,000	17,514	76,514
17	59,000	17,877	76,877
18	59,000	18,246	77,246
19	59,000	18,608	77,608
20	59,000	18,971	77,971
21	59,000	19,512	78,512
22	59,000	20,053	79,053
23	59,000	20,594	79,594
24	59,000	21,136	80,136
25+	59,000	21,677	80,677

**HEAD START
ASSISTANT PRINCIPAL
2019-2020**

HSTAP

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	54,112	9,523	63,635
2	54,112	10,064	64,176
3	54,112	10,617	64,729
4	54,112	11,158	65,270
5	54,112	11,711	65,823
6	54,112	12,258	66,370
7	54,112	12,805	66,917
8	54,112	13,352	67,464
9	54,112	13,899	68,011
10	54,112	14,447	68,559
11	54,112	14,994	69,106
12	54,112	15,541	69,653
13	54,112	16,088	70,200
14	54,112	16,635	70,747
15	54,112	17,182	71,294
16	54,112	17,729	71,841
17	54,112	18,276	72,388
18	54,112	18,787	72,899
19	54,112	19,293	73,405
20	54,112	19,810	73,922
21	54,112	20,327	74,439
22+	54,112	20,850	74,962

**HEAD START
182 DAY TEACHER
2019-2020**

HSTT1

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>	Highly Effective		Effective Proficient		Effective Emerging	
				P	D	P	D	P	D
1	36,000	8,461	44,461	250	250	225	225	200	200
2	36,000	8,661	44,661	250	250	225	225	200	200
3	36,000	8,861	44,861	250	250	225	225	200	200
4	36,000	9,061	45,061	250	250	225	225	200	200
5	36,000	9,261	45,261	250	250	225	225	200	200
6	36,000	9,461	45,461	250	250	225	225	200	200
7	36,000	9,661	45,661	250	250	225	225	200	200
8	36,000	9,861	45,861	250	250	225	225	200	200
9	36,000	10,061	46,061	250	250	225	225	200	200
10	36,000	10,261	46,261	250	250	225	225	200	200
11	36,000	10,461	46,461	250	250	225	225	200	200
12	36,000	10,661	46,661	250	250	225	225	200	200
13	36,000	10,861	46,861	250	250	225	225	200	200
14	36,000	11,061	47,061	250	250	225	225	200	200
15	36,000	11,261	47,261	250	250	225	225	200	200
16	36,000	11,461	47,461	250	250	225	225	200	200
17	36,000	11,661	47,661	250	250	225	225	200	200
18	36,000	11,861	47,861	250	250	225	225	200	200
19	36,000	12,061	48,061	250	250	225	225	200	200
20	36,000	12,261	48,261	250	250	225	225	200	200
21	36,000	12,461	48,461	250	250	225	225	200	200
22	36,000	12,661	48,661	250	250	225	225	200	200
23	36,000	12,861	48,861	250	250	225	225	200	200
24	36,000	13,061	49,061	250	250	225	225	200	200
25	36,000	13,261	49,261	250	250	225	225	200	200
26	36,000	13,461	49,461	250	250	225	225	200	200
27	36,000	13,661	49,661	250	250	225	225	200	200
28	36,000	13,861	49,861	250	250	225	225	200	200
29	36,000	14,061	50,061	250	250	225	225	200	200
30	36,000	14,261	50,261	250	250	225	225	200	200
31	36,000	14,461	50,461	250	250	225	225	200	200
32	36,000	14,661	50,661	250	250	225	225	200	200
33	36,000	14,861	50,861	250	250	225	225	200	200

COLA – Cost of Living Adjustment

Includes \$200 Experience Adjustment if Rating Not Ineffective

BASE FOR ADMINISTRATIVE INDEXES

Uncertified Teachers Paid at Base Rate Only

Multi year COMPASS Stipend Program discontinued after Fall 2017 Stipend Pay: Single year COMPASS Stipend Program continued

8 Step Adjustments: (Move Forward 8 Steps) - Each Advanced Degree Earned After 6/30/15

4 Step Adjustments: (Move Forward 4 Steps) - Certificate Endorsement For Educational Leadership Earned After 6/30/15

Teachers New To CPSB With Experience Will Be Charted On 2012-2013 Permanent Reference Salary Schedule (Adjusted) and Placed On New Salary Schedule At Closest Applicable Step

**HEAD START
182 DAY TEACHER
2019-2020**

HSTT1

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>	Highly Effective		Effective Proficient		Effective Emerging	
				P	D	P	D	P	D
34	36,000	15,061	51,061	250	250	225	225	200	200
35	36,000	15,261	51,261	250	250	225	225	200	200
36	36,000	15,461	51,461	250	250	225	225	200	200
37	36,000	15,661	51,661	250	250	225	225	200	200
38	36,000	15,861	51,861	250	250	225	225	200	200
39	36,000	16,061	52,061	250	250	225	225	200	200
40	36,000	16,261	52,261	250	250	225	225	200	200
41	36,000	16,461	52,461	250	250	225	225	200	200
42	36,000	16,661	52,661	250	250	225	225	200	200
43	36,000	16,861	52,861	250	250	225	225	200	200
44	36,000	17,061	53,061	250	250	225	225	200	200
45	36,000	17,261	53,261	250	250	225	225	200	200
46	36,000	17,461	53,461	250	250	225	225	200	200
47	36,000	17,661	53,661	250	250	225	225	200	200
48	36,000	17,861	53,861	250	250	225	225	200	200
49	36,000	18,061	54,061	250	250	225	225	200	200
50	36,000	18,261	54,261	250	250	225	225	200	200
51	36,000	18,461	54,461	250	250	225	225	200	200
52	36,000	18,661	54,661	250	250	225	225	200	200
53	36,000	18,861	54,861	250	250	225	225	200	200
54	36,000	19,061	55,061	250	250	225	225	200	200
55	36,000	19,261	55,261	250	250	225	225	200	200
56	36,000	19,461	55,461	250	250	225	225	200	200
57	36,000	19,661	55,661	250	250	225	225	200	200
58	36,000	19,861	55,861	250	250	225	225	200	200
59	36,000	20,061	56,061	250	250	225	225	200	200
60	36,000	20,261	56,261	250	250	225	225	200	200
61	36,000	20,461	56,461	250	250	225	225	200	200
62	36,000	20,661	56,661	250	250	225	225	200	200
63	36,000	20,861	56,861	250	250	225	225	200	200
64	36,000	21,061	57,061	250	250	225	225	200	200
65	36,000	21,261	57,261	250	250	225	225	200	200
66	36,000	21,461	57,461	250	250	225	225	200	200

COLA – Cost of Living Adjustment

Includes \$200 Experience Adjustment if Rating Not Ineffective

BASE FOR ADMINISTRATIVE INDEXES

Uncertified Teachers Paid at Base Rate Only

Multi year COMPASS Stipend Program discontinued after Fall 2017 Stipend Pay; Single year COMPASS Stipend Program continued

8 Step Adjustments: (Move Forward 8 Steps) - Each Advanced Degree Earned After 6/30/15

4 Step Adjustments: (Move Forward 4 Steps) - Certificate Endorsement For Educational Leadership Earned After 6/30/15

Teachers New To CPSB With Experience Will Be Charted On 2012-2013 Permanent Reference Salary Schedule (Adjusted) and Placed On
New Salary Schedule At Closest Applicable Step

**HEAD START
182 DAY TEACHER
2019-2020**

HSTT1

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>	Highly Effective		Effective Proficient		Effective Emerging	
				P	D	P	D	P	D
67	36,000	21,661	57,661	250	250	225	225	200	200
68	36,000	21,861	57,861	250	250	225	225	200	200
69	36,000	22,061	58,061	250	250	225	225	200	200
70	36,000	22,261	58,261	250	250	225	225	200	200
71	36,000	22,461	58,461	250	250	225	225	200	200
72	36,000	22,661	58,661	250	250	225	225	200	200
73	36,000	22,861	58,861	250	250	225	225	200	200
74	36,000	23,061	59,061	250	250	225	225	200	200
75	36,000	23,261	59,261	250	250	225	225	200	200
76	36,000	23,461	59,461	250	250	225	225	200	200
77	36,000	23,661	59,661	250	250	225	225	200	200
78	36,000	23,861	59,861	250	250	225	225	200	200
79	36,000	24,061	60,061	250	250	225	225	200	200
80	36,000	24,261	60,261	250	250	225	225	200	200
81	36,000	24,461	60,461	250	250	225	225	200	200
82	36,000	24,661	60,661	250	250	225	225	200	200
83	36,000	24,861	60,861	250	250	225	225	200	200
84	36,000	25,061	61,061	250	250	225	225	200	200
85	36,000	25,261	61,261	250	250	225	225	200	200
86	36,000	25,461	61,461	250	250	225	225	200	200
87	36,000	25,661	61,661	250	250	225	225	200	200
87	36,000	25,861	61,861	250	250	225	225	200	200
89	36,000	26,061	62,061	250	250	225	225	200	200
90	36,000	26,261	62,261	250	250	225	225	200	200
91	36,000	26,461	62,461	250	250	225	225	200	200
92	36,000	26,661	62,661	250	250	225	225	200	200
93	36,000	26,861	62,861	250	250	225	225	200	200
94	36,000	27,061	63,061	250	250	225	225	200	200
95	36,000	27,261	63,261	250	250	225	225	200	200
96	36,000	27,461	63,461	250	250	225	225	200	200
97	36,000	27,661	63,661	250	250	225	225	200	200
98	36,000	27,861	63,861	250	250	225	225	200	200

COLA – Cost of Living Adjustment

Includes \$200 Experience Adjustment if Rating Not Ineffective

BASE FOR ADMINISTRATIVE INDEXES

Uncertified Teachers Paid at Base Rate Only

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HEAD START

202 DAY TEACHER

2019-2020

HSTT				Highly Effective		Effective Proficient		Effective Emerging	
STEP	BASE	SUPPLEMENT	ANNUAL SALARY	P	D	P	D	P	D
1	36,000	17,347	49,347	250	250	225	225	200	200
2	36,000	17,569	49,569	250	250	225	225	200	200
3	36,000	17,791	49,791	250	250	225	225	200	200
4	36,000	18,013	50,013	250	250	225	225	200	200
5	36,000	18,235	50,235	250	250	225	225	200	200
6	36,000	18,457	50,457	250	250	225	225	200	200
7	36,000	18,679	50,679	250	250	225	225	200	200
8	36,000	18,901	50,901	250	250	225	225	200	200
9	36,000	19,123	51,123	250	250	225	225	200	200
10	36,000	19,345	51,345	250	250	225	225	200	200
11	36,000	19,567	51,567	250	250	225	225	200	200
12	36,000	19,789	51,789	250	250	225	225	200	200
13	36,000	20,011	52,011	250	250	225	225	200	200
14	36,000	20,233	52,233	250	250	225	225	200	200
15	36,000	20,455	52,455	250	250	225	225	200	200
16	36,000	20,676	52,676	250	250	225	225	200	200
17	36,000	20,898	52,898	250	250	225	225	200	200
18	36,000	21,120	53,120	250	250	225	225	200	200
19	36,000	21,342	53,342	250	250	225	225	200	200
20	36,000	21,564	53,564	250	250	225	225	200	200
21	36,000	21,786	53,786	250	250	225	225	200	200
22	36,000	22,008	54,008	250	250	225	225	200	200
23	36,000	22,230	54,230	250	250	225	225	200	200
24	36,000	22,452	54,452	250	250	225	225	200	200
25	36,000	22,674	54,674	250	250	225	225	200	200
26	36,000	22,896	54,896	250	250	225	225	200	200
27	36,000	23,118	55,118	250	250	225	225	200	200
28	36,000	23,340	55,340	250	250	225	225	200	200
29	36,000	23,562	55,562	250	250	225	225	200	200
30	36,000	23,784	55,784	250	250	225	225	200	200
31	36,000	24,006	56,006	250	250	225	225	200	200
32	36,000	24,228	56,228	250	250	225	225	200	200
33	36,000	24,450	56,450	250	250	225	225	200	200

COLA – Cost of Living Adjustment

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BASE FOR ADMINISTRATIVE INDEXES

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**HEAD START
202 DAY TEACHER
2019-2020**

HSTT

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>	Highly Effective		Effective Proficient		Effective Emerging	
				P	D	P	D	P	D
34	36,000	20,672	56,672	250	250	225	225	200	200
35	36,000	20,894	56,894	250	250	225	225	200	200
36	36,000	21,116	57,116	250	250	225	225	200	200
37	36,000	21,338	57,338	250	250	225	225	200	200
38	36,000	21,560	57,560	250	250	225	225	200	200
39	36,000	21,782	57,782	250	250	225	225	200	200
40	36,000	22,004	58,004	250	250	225	225	200	200
41	36,000	22,226	58,226	250	250	225	225	200	200
42	36,000	22,448	58,448	250	250	225	225	200	200
43	36,000	22,670	58,670	250	250	225	225	200	200
44	36,000	22,892	58,892	250	250	225	225	200	200
45	36,000	23,114	59,114	250	250	225	225	200	200
46	36,000	23,336	59,336	250	250	225	225	200	200
47	36,000	23,558	59,558	250	250	225	225	200	200
48	36,000	23,780	59,780	250	250	225	225	200	200
49	36,000	24,002	60,002	250	250	225	225	200	200
50	36,000	24,224	60,224	250	250	225	225	200	200
51	36,000	24,446	60,446	250	250	225	225	200	200
52	36,000	24,668	60,668	250	250	225	225	200	200
53	36,000	24,890	60,890	250	250	225	225	200	200
54	36,000	25,112	61,112	250	250	225	225	200	200
55	36,000	25,334	61,334	250	250	225	225	200	200
56	36,000	25,556	61,556	250	250	225	225	200	200
57	36,000	25,778	61,778	250	250	225	225	200	200
58	36,000	26,000	62,000	250	250	225	225	200	200
59	36,000	26,222	62,222	250	250	225	225	200	200
60	36,000	26,444	62,444	250	250	225	225	200	200
61	36,000	26,666	62,666	250	250	225	225	200	200
62	36,000	26,887	62,887	250	250	225	225	200	200
63	36,000	27,109	63,109	250	250	225	225	200	200
64	36,000	27,331	63,331	250	250	225	225	200	200
65	36,000	27,553	63,553	250	250	225	225	200	200
66	36,000	27,775	63,775	250	250	225	225	200	200

COLA – Cost of Living Adjustment

Includes \$200 Experience Adjustment if Rating Not Ineffective

BASE FOR ADMINISTRATIVE INDEXES

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**HEAD START
202 DAY TEACHER
2019-2020**

HSTT

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>	Highly Effective		Effective Proficient		Effective Emerging	
				P	D	P	D	P	D
67	36,000	27,997	63,997	250	250	225	225	200	200
68	36,000	28,219	64,219	250	250	225	225	200	200
69	36,000	28,441	64,441	250	250	225	225	200	200
70	36,000	28,663	64,663	250	250	225	225	200	200
71	36,000	28,885	64,885	250	250	225	225	200	200
72	36,000	29,107	65,107	250	250	225	225	200	200
73	36,000	29,329	65,329	250	250	225	225	200	200
74	36,000	29,551	65,551	250	250	225	225	200	200
75	36,000	29,773	65,773	250	250	225	225	200	200
76	36,000	29,995	65,995	250	250	225	225	200	200
77	36,000	30,217	66,217	250	250	225	225	200	200
78	36,000	30,439	66,439	250	250	225	225	200	200
79	36,000	30,661	66,661	250	250	225	225	200	200
80	36,000	30,883	66,883	250	250	225	225	200	200
81	36,000	31,105	67,105	250	250	225	225	200	200
82	36,000	31,327	67,327	250	250	225	225	200	200
83	36,000	31,549	67,549	250	250	225	225	200	200
84	36,000	31,771	67,771	250	250	225	225	200	200
85	36,000	31,993	67,993	250	250	225	225	200	200
86	36,000	32,215	68,215	250	250	225	225	200	200
87	36,000	32,437	68,437	250	250	225	225	200	200
87	36,000	32,659	68,659	250	250	225	225	200	200
89	36,000	32,881	68,881	250	250	225	225	200	200
90	36,000	33,103	69,103	250	250	225	225	200	200
91	36,000	33,325	69,325	250	250	225	225	200	200
92	36,000	33,547	69,547	250	250	225	225	200	200
93	36,000	33,769	69,769	250	250	225	225	200	200
94	36,000	33,991	69,991	250	250	225	225	200	200
95	36,000	34,213	70,213	250	250	225	225	200	200
96	36,000	34,435	70,435	250	250	225	225	200	200
97	36,000	34,657	70,657	250	250	225	225	200	200
98	36,000	34,879	70,879	250	250	225	225	200	200

COLA – Cost of Living Adjustment

Includes \$200 Experience Adjustment if Rating Not Ineffective

BASE FOR ADMINISTRATIVE INDEXES

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**HEAD START
NURSE
2019-2020**

HSTT1

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	36,000	8,306	44,306
2	36,000	8,659	44,659
3	36,000	9,012	45,012
4	36,000	9,367	45,367
5	36,000	9,819	45,819
6	36,000	10,198	46,198
7	36,000	10,553	46,553
8	36,000	10,907	46,907
9	36,000	11,337	47,337
10	36,000	11,905	47,905
11	36,000	12,470	48,470
12	36,000	13,240	49,240
13	36,000	13,823	49,823
14	36,000	14,424	50,424
15	36,000	14,774	50,774
16	36,000	15,124	51,124
17	36,000	15,474	51,474
18	36,000	15,824	51,824
19	36,000	16,174	52,174
20	36,000	16,524	52,524
21	36,000	16,874	52,874
22	36,000	17,224	53,224
23	36,000	17,574	53,574
24	36,000	17,924	53,924
25	36,000	18,274	54,274
26	36,000	18,624	54,624
27	36,000	18,974	54,974
28	36,000	19,324	55,324

COLA – Cost of Living Adjustment

Includes \$200 Experience Adjustment if Rating Not Ineffective

BASE FOR ADMINISTRATIVE INDEXES

Uncertified Teachers Paid at Base Rate Only

8 Step Adjustments: (Move Forward 8 Steps)

Each Advanced Degree Earned After 6/30/15

4 Step Adjustments: (Move Forward 4 Steps)

Certificate Endorsement For Educational Leadership

Teachers New To CPSB With Experience Will Be Charted On 2012-2013 Permanent Reference Salary Schedule (Adjusted) and Placed On New Salary Schedule At Closest Applicable Step

**HEAD START
PARA-PROFESSIONAL
2019-2020**

HST1

<u>STEP</u>	<u>GRADE 2 BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	12,540	3,766	16,306
2	12,540	3,908	16,448
3	12,540	4,043	16,583
4	12,540	4,181	16,721
5	12,540	4,318	16,858
6	12,540	4,415	16,955
7	12,540	4,595	17,135
8	12,540	4,733	17,273
9	12,540	4,873	17,413
10	12,540	5,010	17,550
11	12,540	5,149	17,689
12	12,540	5,287	17,827
13	12,540	5,425	17,965
14	12,540	5,562	18,102
15	12,540	5,701	18,241
16	12,540	5,839	18,379
17	12,540	6,118	18,658
18	12,540	6,391	18,931
19	12,540	6,667	19,207
20	12,540	6,947	19,487
21	12,540	7,232	19,772
22+	12,540	7,521	20,061

**HEAD START
PARA-PROFESSIONAL
2019-2020**

HST1

STEP	GRADE 4 BASE	SUPPLEMENT	ANNUAL SALARY
1	12,980	3,796	16,776
2	12,980	3,938	16,918
3	12,980	4,073	17,053
4	12,980	4,210	17,190
5	12,980	4,349	17,329
6	12,980	4,445	17,425
7	12,980	4,625	17,605
8	12,980	4,763	17,743
9	12,980	4,902	17,882
10	12,980	5,041	18,021
11	12,980	5,178	18,158
12	12,980	5,317	18,297
13	12,980	5,454	18,434
14	12,980	5,592	18,572
15	12,980	5,732	18,712
16	12,980	5,869	18,849
17	12,980	6,156	19,136
18	12,980	6,436	19,416
19	12,980	6,719	19,699
20	12,980	7,007	19,987
21	12,980	7,300	20,280
22+	12,980	7,596	20,576

**HEAD START
SCHOOL CLERK
2019-2020**

HSTC

<u>STEP</u>	<u>GRADE D BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	14,520	3,656	18,176
2	14,520	3,887	18,407
3	14,520	4,121	18,641
4	14,520	4,364	18,884
5	14,520	4,611	19,131
6	14,520	4,857	19,377
7	14,520	5,116	19,636
8	14,520	5,376	19,896
9	14,520	5,644	20,164
10	14,520	5,936	20,456
11	14,520	6,242	20,762
12	14,520	6,551	21,071
13	14,520	6,869	21,389
14	14,520	7,190	21,710
15	14,520	7,521	22,041
16	14,520	7,856	22,376
17	14,520	8,210	22,730
18	14,520	8,551	23,071
19	14,520	8,907	23,427
20	14,520	9,266	23,786
21	14,520	9,658	24,178
22+	14,520	10,051	24,571

**HEAD START
CENTRAL OFFICE CLERK
2019-2020**

HSTC

CLERK B				CLERK C			
STEP	BASE	SUPPLEMENT	ANNUAL SALARY	STEP	BASE	SUPPLEMENT	ANNUAL SALARY
1	16,500	4,106	20,606	1	16,500	4,644	21,144
2	16,500	4,413	20,913	2	16,500	4,963	21,463
3	16,500	4,727	21,227	3	16,500	5,287	21,787
4	16,500	5,047	21,547	4	16,500	5,618	22,118
5	16,500	5,374	21,874	5	16,500	5,958	22,458
6	16,500	5,706	22,206	6	16,500	6,300	22,800
7	16,500	6,046	22,546	7	16,500	6,655	23,155
8	16,500	6,393	22,893	8	16,500	7,011	23,511
9	16,500	6,746	23,246	9	16,500	7,378	23,878
10	16,500	7,107	23,607	10	16,500	7,749	24,249
11	16,500	7,474	23,974	11	16,500	8,131	24,631
12	16,500	7,848	24,348	12	16,500	8,519	25,019
13	16,500	8,232	24,732	13	16,500	8,914	25,414
14	16,500	8,622	25,122	14	16,500	9,319	25,819
15	16,500	9,021	25,521	15	16,500	9,731	26,231
16	16,500	9,425	25,925	16	16,500	10,148	26,648
17	16,500	9,839	26,339	17	16,500	10,590	27,090
18	16,500	10,264	26,764	18	16,500	11,017	27,517
19	16,500	10,693	27,193	19	16,500	11,462	27,962
20	16,500	11,133	27,633	20	16,500	11,915	28,415
21	16,500	11,580	28,080	21	16,500	12,379	28,879
22+	16,500	12,052	28,552	22+	16,500	12,866	29,366

**HEAD START
BUS DRIVER
2019-2020**

HSTB

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	11,000	3,672	14,672
2	11,000	3,861	14,861
3	11,000	4,052	15,052
4	11,000	4,241	15,241
5	11,000	4,431	15,431
6	11,000	4,621	15,621
7	11,000	4,812	15,812
8	11,000	5,000	16,000
9	11,000	5,192	16,192
10	11,000	5,382	16,382
11	11,000	5,661	16,661
12	11,000	5,889	16,889
13	11,000	6,136	17,136
14	11,000	6,386	17,386
15	11,000	6,639	17,639
16	11,000	6,897	17,897
17	11,000	7,157	18,157
18	11,000	7,422	18,422
19	11,000	7,691	18,691
20	11,000	7,964	18,964
21	11,000	8,241	19,241
22+	11,000	8,522	19,522

**HEAD START
BUS AIDE
2019-2020**

HSTB

<u>STEP</u>	<u>BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	9,350	3,081	12,431
2	9,350	3,176	12,526
3	9,350	3,273	12,623
4	9,350	3,370	12,720
5	9,350	3,467	12,817
6	9,350	3,566	12,916
7	9,350	3,665	13,015
8	9,350	3,765	13,115
9	9,350	3,866	13,216
10	9,350	3,968	13,318
11	9,350	4,071	13,421
12	9,350	4,174	13,524
13	9,350	4,278	13,628
14	9,350	4,383	13,733
15	9,350	4,489	13,839
16	9,350	4,596	13,946
17	9,350	4,703	14,053
18	9,350	4,812	14,162
19	9,350	4,921	14,271
20	9,350	5,031	14,381
21	9,350	5,142	14,492
22+	9,350	5,254	14,604

**HEAD START
FINANCE, MANAGEMENT, INTERNAL AUDITING
2019-2020**

HSTA

<u>STEP</u>	<u>BACHELOR'S BASE</u>	<u>SUPPLEMENT</u>	<u>ANNUAL SALARY</u>
1	43,033	10,790	53,823
2	43,033	11,221	54,254
3	43,033	11,652	54,685
4	43,033	12,085	55,118
5	43,033	12,636	55,669
6	43,033	13,098	56,131
7	43,033	13,531	56,564
8	43,033	13,963	56,996
9	43,033	14,488	57,521
10	43,033	15,180	58,213
11	43,033	15,870	58,903
12	43,033	16,809	59,842
13	43,033	17,520	60,553
14	43,033	18,253	61,286
15	43,033	18,680	61,713
16	43,033	19,107	62,140
17	43,033	19,534	62,567
18	43,033	19,961	62,994
19	43,033	20,388	63,421
20+	43,033	20,815	63,848