

Pupil Progression Policies and Procedures

for

Washington Parish School System

for

2009-2010

Submitted to Louisiana Department of Education

July 2009

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# SECTION I

## FORMAL SUBMISSION STATEMENT

Assurance is hereby made to the State Department of Education that the Washington Parish School System's Pupil Progression Policies and Procedures has been developed in compliance with the State Board of Elementary and Secondary Education Guidelines Bulletin 1566, (R.S. 17.24.4), with all applicable policies and standards of Bulletin 741 and 1706, and with all applicable federal, state and local regulations. If any local policy outlined in this plan conflict with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Policies and Procedures shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

PUPIL PROGRESSION POLICIES AND PROCEDURES

LEA CONTACT INFORMATION

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(Primary Signature)

\_\_\_\_\_  
(Date)

PUPIL PROGRESSION POLICIES AND PROCEDURES COMMITTEE MEMBERS

Darrell Fairburn	Central Office
Richard Kennedy	Central Office
Mary Jones	Central Office
Carolyn Knight	Central Office
Sandy Morgan	Central Office
Randy Branch	Angie Jr. High
Cindy Melancon	Angie Jr. High (community volunteer)
Jackie Boone	Enon Elementary
Stephanie Smith	Enon Elementary (parent)
Polly Thigpen	Franklinton Elementary
Ella Rose Bickham	Franklinton Elementary
Aylene Crain	Franklinton Primary
Tricia Smith	Franklinton Primary (parent)
Lisa Tanner	Franklinton High
Suzette Nielson	Franklinton High
Mary Mobley	Franklinton High (parent)
Pauline Bankston	Franklinton Jr. High
Rita Mulina	Franklinton Jr. High (parent)
Ruth Stoudenmier	Mt. Hermon
Debbie Burris	Mt. Hermon
Linda Fortenberry	Mt. Hermon (community volunteer)
Geary McKenzie	Pine
Kaye Crain	Pine
Steve Knight	Thomas Elementary
Jennifer Thomas	Thomas Elementary (parent)
Rhonda Gunnell	Varnado High
Emma Ross	Varnado High
Dorothy Young	Wesley Ray Elementary
Charlotte Fasola	Wesley Ray Elementary (community volunteer)
Ann Cowart	Special Education
Mary Henderson	Title I

DOCUMENTATION OF INPUT BY EDUCATORS AND PARENTS

PUBLIC NOTICE OF PUPIL PROGRESSION POLICIES AND PROCEDURES PRIOR TO APPROVAL

## SECTION II

### STATEWIDE MANDATORY CRITERIA

#### Placement and Retention Policies

*These policies address promotion and retention criteria for all students, including regular education students, student with disabilities, and Limited English Proficient students.*

#### High Stakes Testing Policy

In developing the LEA's Pupil Progression Policies and Procedures, refer to the current High Stakes Testing Policy revised June 2005.

#### A. Kindergarten and First Grade Entrance Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:
  - a. Have attended a full-day public or private kindergarten for a full academic year; or
  - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; 17:170; 17:222.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
  - a. 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.
  - b. 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 the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
  - c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance, shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; R.S. 17:222.

## **B. Kindergarten Screening**

1. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The Pupil Progression Policies and Procedures for each LEA shall include criterion for placement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.8; R.S. 151.3; R.S. 17:233.

## **C. Attendance Policy**

1. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 81 days, or the equivalent, per semester or 162 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:221; R.S. 17:226; R.S. 17:233.

## **D. Requirements of the Louisiana Educational Assessment Program**

1. A Pupil Progression Policies and Procedures shall require the student's proficiency on certain tests as determined by the SBESE before he or she can be recommended for promotion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

2. Each plan shall include the statement that, in addition to completing a minimum of 23 or 24 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
3. No 4<sup>th</sup> or 8<sup>th</sup> grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs.
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC).

8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level.

#### **E. Elementary Program of Studies Requirements**

1. The elementary grades shall provide a foundation in fundamentals of the language arts, mathematics, social studies, science, health, physical education, and cultural arts.
2. Each elementary school shall provide 63,720 minutes of instructional time per year.
3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade Level Expectations, and locally developed curricula.
4. Each LEA should adhere to the suggested and required minimum minutes for elementary grades.
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six, and 150 minutes per week in grades seven and eight.

Note: Refer to *Bulletin 741*, §2313

#### **F. Carnegie Credit Time Requirements**

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows:

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.

#### **G. High School Graduation Requirements**

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.

- a. The English language arts and mathematics components of GEE shall first be administered to students in the 10<sup>th</sup> grade.
- b. The science and social studies components of the graduation test shall first be administered to students in the 11<sup>th</sup> grade.
- c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts their ability to pass the final required GEE component.

## H. Scheduling

A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students.

1. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.

B. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.

1. By the end of the eighth grade, each student shall develop, with the input of his family, a Five Year Educational Plan. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.

2. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.

3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and Five Year Educational Plan for students in grades 8-12.

C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

## I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).

2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

## **J. Transfer Students**

1. A student transferred from a state-approved school, in- or out-of-state, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required.
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations.
  - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
  - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

Note: Refer to *Bulletin 1566: Guidelines for Pupil Progression*.  
 AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

## Transfer policies for students with disabilities

Districts will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

- Transfer from outside of state – In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school and who had an IEP that was in effect in another State, the local education agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the local education agency conducts an evaluation, and if appropriate, develops a new IEP that is consistent with federal and state laws.
- Students who have a documented severe or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program concurrent with the conduct of an evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within 10 school days.
- Students out-of-school and/or former special education students residing in the state, students out-of-school, including students ages 3 through 5 years who are suspected of having a disability, and former special education students who have left a public school without completing their public education by obtaining a state diploma, shall be referred to the LEA's Child Search Coordination. The Child Search Coordinator shall locate and offer enrollment in the appropriate public school program, and if needed, refer the student for an individual evaluation. Following the enrollment process, students may be enrolled with the development of an interim IEP based on their individual needs. If the Louisiana evaluation is current, students may be enrolled with the development of a review IEP within five school days.

## K. Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. 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.
4. Establish procedures to monitor former Limited English Proficient students for two years.
5. No LEP student shall be retained solely because of limited English proficiency.

*Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.*

(See: *Louisiana District and School Administrators English Language Learners Program Handbook*)

#### **L. Alternative Schools/Programs/Settings**

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.

*Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs*

2. A school system shall implement the PreGED/Skills Option Program and shall obtain approval from the LDE at least 60 days prior to the establishment of the program.

*Note: Refer to Bulletin 741: § 2907 for program guidelines.*

#### **M. Review of Placement**

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian [Act 750; R.S. 17:24.4(G)].
2. Each Local school board may adopt policies whereby it may review promotion and placement decisions in order to ensure compliance with its local plan [Act 750; R.S. 17:24.4(G)].

#### **N. Policies on Records and Reports**

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program;
  - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
  - Information (or reason) for student placement (See definition of placement.);
  - Documentation of results of student participation in remedial and alternative programs;
  - Special education documents as specified in the approved IDEA-Part B, LEA application;
  - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
  - A statement regarding written notification to the parent concerning retention and due process procedures.

Note: Refer to Bulletin 741, §703, Student Records

### **O. Policies on Due Process**

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Policies and Procedures as related to student placement. The local school system must assure that these procedures do not contradict the due process rights of students with disabilities as defined in the IDEA-Part B.

### **P. Legislative Guidelines**

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use [Act 621; R.S. 17:391.7(G) and Act 750; R.S. 17:24(H)].
2. Local criteria for K-12 must supplement the content standards approved by the SBESE [Act 750; R.S. 17:24(G)].
3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan [Act 750; R.S. 17:24.4(E) and (G)].

## SECTION III

### LOCAL OPTIONS

#### Placement Policies

*These policies address promotion and retention criteria applicable to regular education students, students with disabilities, and Limited English Proficient students.*

In addition to the statewide mandatory criteria for student placement as presented in Section II of these guidelines, local school boards, by written local policies, may also establish local criteria to be used in determining student placement. Such criteria shall be compatible with the statewide criteria established in Section II and shall be submitted to the LDE as part of the local Pupil Progression Policies and Procedures.

#### Departmental Guidelines

Student scores on local testing programs may be used as additional criteria for determining pupil progression. Additional skills may be specified and tested for mastery at the local level as additional criteria for placement. With reference to pupil placement, the local school system shall state the name of the instrument and the publishers of other testing and screening programs to be used locally in grades K – 12 for regular and exceptional students.

#### Other Local Option Factors

In conjunction with the legislated guidelines and LDE directives, local school systems may include evaluative criteria in their local Pupil Progression Policies and Procedures. If other criteria are used, the Pupil Progression Policies and Procedures must so specify.

#### A. Kindergarten Entrance and Screening

1. Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

*As required under R.S. 17.391.11, upon entering kindergarten, each student will be screened using the Developing Skills Checklist. The results will be used to determine group and individual strengths and weaknesses for instructional planning.*

*Kindergarten Age Requirement: Students must reach their fifth birthday on or before September 30.*

2. Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

*The WPSS provides universal pre-school in which the students must reach their fourth birthday on or before September 30. Early entrance into kindergarten is, therefore, not provided. Rather, a developmentally enriched, differentiated instructional program is provided within the pre-kindergarten program.*

3. Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)

In addition to State Policy, a student who has not attended a full-day public or private kindergarten for a full academic year must meet the following criteria to be accepted in to first grade:

Students must master the following skills identified on Mastery Skills Checklist:

- \*Identify upper & lower case letter names with 92% accuracy.
- \*Identify letter sounds (consonants & short vowels) with 85% accuracy.
- \*Verbally count to 10 with 100% accuracy.
- \*Identify numerals 1-10 with 80% accuracy.
- \*Match sets of concrete items to numerals 1-10 with 80% accuracy.

4. Name the academic readiness screening instrument used for those students from out of state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

In addition to State Policy, those students from out of state who are entering first grade and not meeting the requirements herein for kindergarten attendance must meet the following criteria to be accepted into first grade:

Students must master the following skills identified on Mastery Skills Checklist:

- \*Identify upper & lower case letter names with 92% accuracy.
- \*Identify letter sounds (consonants & short vowels) with 85% accuracy.
- \*Verbally count to 10 with 100% accuracy.
- \*Identify numerals 1-10 with 80% accuracy.
- \*Match sets of concrete items to numerals 1-10 with 80% accuracy.

## **B. Placement: Grades K-12**

1. List detailed and specific LEA course requirements, Carnegie unit requirements or other factors used for promotion by grade level (K – 12). If promotion criteria for 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades.

*All students identified as having special needs under IDEA or Bulletin 1903 shall be provided accommodations as noted in the student's IEP or IAP.*

*Students identified as displaying characteristics of dyslexia shall receive multisensory structured language instruction within the regular classroom.*

**NOTE:** If a student does not meet promotion criteria, SBLC must meet to review classroom based assessment data in order to make a promotion decision.  
See Retention Policy page 45.

### a. Kindergarten

In addition to State Policy, a student must meet the following criteria to be accepted into first grade.

- i. A student must attend school a minimum of 160 days (except for extenuating circumstances). \*NOTE: Kindergarten report cards will be sent to parents once each nine weeks to report progress for each individual child on specific proficiency skills taught during the nine weeks period.
- ii. Students must master the following skills identified on Mastery Skills Checklist:
  - \*Identify upper & lower case letter names with 92% accuracy.
  - \*Identify letter sounds (consonants & short vowels) with 85% accuracy.
  - \*Verbally count to 10 with 100% accuracy.
  - \*Identify numerals 1-10 with 80% accuracy.
  - \*Match sets of concrete items to numerals 1-10 with 80% accuracy.

A student can be retained only once in kindergarten.

NOTE: A student must reach age five on or before September 30 of the current year to enter kindergarten.

### b. Promotion: Grade 1

In addition to State Policy, a student must meet the following criteria to be promoted into second grade:

- i. Earn a passing grade (65% accuracy) in both English Language Arts and Mathematics.

The second semester will be calculated by averaging the third and fourth nine-week grades. The yearly average will be calculated by averaging the grades from the third and fourth nine-weeks. (Semester grades will not be averaged to determine the yearly grade. Only the second semester grades will be used to determine promotion to second grade.)

- ii. A student must attend school a minimum of 160 days to be promoted to second grade (except for extenuating circumstances).
- iii. Students must master the following skills:
  - \*Identify letter sounds from the district-developed sound symbol chart with 85% accuracy.
  - \*Identify PP-1<sup>st</sup> grade Dolch Sight Words with 85% accuracy.

NOTE: A student must reach age six on or before September 30 of the current year to enter first grade.

**c. Promotion: Grades 2 - 3**

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

- i. A student must earn a passing grade (65% accuracy) in both English Language Arts and Mathematics.

The first semester grade in a subject will be calculated by averaging the first and second nine-week grades. The second semester will be calculated by averaging the third and fourth nine-week grades. The yearly average will be calculated by averaging the grades from each of the nine-weeks. (Semester grades will not be averaged to determine the yearly grade.)

- ii. A student must attend school a minimum of 160 days (except for extenuating circumstances)
- iii. Students must master the following skills:
  - \*Identify letter sounds from the district-developed sound symbol chart with 90% accuracy.
  - \*Identify Dolch Sight Words with 85% accuracy.

**d. Promotion: Grade 4**

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

- i. A student must earn a passing grade (65% accuracy) in at least three (3) of the following major subjects: English language arts, mathematics, science, and social studies.

The first semester grade in a subject will be calculated by averaging the first and second nine-week grades. The second semester will be calculated by averaging the third and fourth nine-week grades. The yearly average will be calculated by averaging the grades from each of the nine-weeks. (Semester grades will not be averaged to determine the yearly grade.)

- ii. A student must attend school at least 160 days during the school year (except for extenuating circumstances).

- iii. A student must meet the LEAP High Stakes state testing policy.

NOTE: If a discrepancy exists between subject area grades (1) and LEAP State Policy (3), a decision shall be made by the SBLC through a review of the classroom based assessment, report card grades, and the LEAP State Policy which will take precedence in the decision.

**e. Promotion: Grades 5 - 6**

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

- i. A student must earn a passing grade (65% accuracy) in at least three (3) of the following major subjects: English language arts, mathematics, science, and social studies.

The first semester grade in a subject will be calculated by averaging the first and second nine-week grades. The second semester will be calculated by averaging the third and fourth nine-week grades. The yearly average will be calculated by averaging the grades from each of the nine-weeks. (Semester grades will not be averaged to determine the yearly grade.)

- ii. A student must attend school at least 160 days during the school year (except for extenuating circumstances).

**f. Promotion: Grade 7**

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

- i. A student must earn a passing grade (65% accuracy) in at least three (3) of the following major subjects: English language arts, mathematics, science, and social studies.

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

Example: Calculating Semester Grades

1 <sup>st</sup> Nine-Weeks Grade	70	X 2	= 140
2 <sup>nd</sup> Nine-Weeks Grade	74	X 2	= 148
Mid-term Exam Grade	76		

$$1^{\text{st}} \text{ Semester Grade} \quad 140 + 148 + 76 = 364 \div 5 = 72.8 \text{ D}$$

3 <sup>rd</sup> Nine-Weeks Grade	80	X 2	= 160
4 <sup>th</sup> Nine-Weeks Grade	75	X 2	= 150
Final Exam Grade	75		

$$2^{\text{nd}} \text{ Semester Grade} \quad 160 + 150 + 75 = 385 \div 5 = 77 \text{ C}$$

Yearly Average:

$$(1^{\text{st}} \text{ Nine-Weeks} + 2^{\text{nd}} \text{ Nine-Weeks} + \text{Mid-term Exam} + 3^{\text{rd}} \text{ Nine-Weeks} + 4^{\text{th}} \text{ Nine-Weeks} + \text{Final Exam}) \div 10 = \text{Yearly Average}$$

$$140 + 148 + 76 + 160 + 150 + 75 = 749 \div 10 = 74.9 \text{ D}$$

- ii. A student must attend school at least 160 days during the school year (except for extenuating circumstances).

**g. Promotion: Grade 8**

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

- i. A student must earn a passing grade (65% accuracy) in at least three (3) of the following major subjects: English language arts, mathematics, science, and social studies.

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

Example: Calculating Semester Grades

1 <sup>st</sup> Nine-Weeks Grade	70	X 2	= 140
2 <sup>nd</sup> Nine-Weeks Grade	74	X 2	= 148
Mid-term Exam Grade	76		

$$1^{\text{st}} \text{ Semester Grade} \quad 140 + 148 + 76 = 364 \div 5 = 72.8 \text{ D}$$

3 <sup>rd</sup> Nine-Weeks Grade	80	X 2	= 160
4 <sup>th</sup> Nine-Weeks Grade	75	X 2	= 150
Final Exam Grade	75		

$$2^{\text{nd}} \text{ Semester Grade} \quad 160 + 150 + 75 = 385 \div 5 = 77 \text{ C}$$

Yearly Average:

$$(1^{\text{st}} \text{ Nine-Weeks} + 2^{\text{nd}} \text{ Nine-Weeks} + \text{Mid-term Exam} + 3^{\text{rd}} \text{ Nine-Weeks} + 4^{\text{th}} \text{ Nine-Weeks} + \text{Final Exam}) \div 10 = \text{Yearly Average}$$

$$140 + 148 + 76 + 160 + 150 + 75 = 749 \div 10 = 74.9 \text{ D}$$

- ii. A student must attend school at least 160 days during the school year (except for extenuating circumstances).

iii. A student must meet the LEAP High Stakes State Testing Policy.

NOTE: If a discrepancy exists between subject area grades (1) and LEAP State Policy (3), a decision shall be made by the SBLC through a review of the classroom based assessment, report card grades, and the LEAP State Policy which will take precedence in the decision.

**h. Promotion: Grades 9 – 12**

In addition to State Policy, students in grades 9-12 will adhere to the following parish guidelines:

i. One-half unit of credit courses

- (1) One-half unit credits in required courses are not allowed except in courses that are specifically established for  $\frac{1}{2}$  unit of credit, e.g. free enterprise, computer literacy, certain designated vocational courses, or courses that have been approved by the State Department of Education or the Board of Elementary and Secondary Education and carry  $\frac{1}{2}$  unit of credit.
- (2) In order to earn a  $\frac{1}{2}$  unit of credit, a student must meet the following criteria:
  - a) In order to earn credit, a student must be in attendance at school 80 days each half-term.
  - b) Pass each course with a 65 percent average.

ii. Whole unit of credit courses

- (1) Marking periods shall be on a nine-week basis.
- (2) Progress reports will be mandatory for all students. Parents or guardians of all students will be notified at the mid-point of each marking period. A copy will be retained at the school site.
- (3) In order to earn credit, a student must be in attendance at school 160 days during the school year except for extenuating circumstances.
- (4) A student must pass each course with a 65 percent average.
- (5) To receive credit when determining semester grades, each nine-weeks grade is counted twice, the exam grade is counted once, and the total is divided by 5, thus making the exam equal to one-fifth ( $\frac{1}{5}$ ) of a semester's grade.

The final grade shall be calculated by multiplying each marking period (9 weeks) by two, adding the midterm exam and final term exam grade, and

dividing the total by ten. The percentage is entered on the report card accompanied by the respective letter grade.

iii. Length of the school day

The length of the school day in Washington Parish Schools is 360 minutes of instructional time.

iv. Days in school year

The school session consists of 182 days, two semesters of 91 days each, with a minimum of 175 days consisting of 360 minutes per day actual instruction time.

v. Addition of Elective Courses for Middle and Secondary

In accordance with Bulletin 741 §2315, schools may offer locally developed elective courses if:

- (1) The course offerings are different from any other course.
- (2) A syllabus/outline for the course is presented to the Director of Curriculum and Instruction for approval.
- (3) The Director of Curriculum and Instruction reviews the course syllabus/outline with an appointed team and verifies that the course meets criteria of Bulletin 741 §2315.
- (4) Documentation must be kept on file at the school level.

2. Describe the LEA's policy for awarding ½ unit of credit.

In addition to State Policy, students in grades 9-12 will adhere to the following parish guidelines:

a. One-half unit of credit courses

- i. One-half unit credits in required courses are not allowed except in courses that are specifically established for ½ unit of credit, e.g. free enterprise, civics, computer literacy, certain designated vocational courses, or courses that have been approved by the State Department of Education or the Board of Elementary and Secondary Education and carry ½ unit of credit.
- ii. In order to earn a ½ unit of credit, a student must meet the following criteria:
  - (1) In order to earn credit, a student must be in attendance at school 80 days each half-term.
  - (2) Pass each course with a 65 percent average.

b. Whole unit of credit courses

- i. Marking periods shall be on a nine-week basis.
- ii. Progress reports will be mandatory for all students. Parents or guardians of all students will be notified at the mid-point of each marking period. A copy will be retained at the school site.
- iii. In order to earn credit, a student must be in attendance at school 160 days each semester except for extenuating circumstances.
- iv. A student must pass each course with a 65 percent average.
- v. To receive credit when determining semester grades, each nine-weeks grade is counted twice, the exam grade is counted once, and the total is divided by 5, thus making the exam equal to one-fifth (1/5) of a semester's grade.

The final grade shall be calculated by multiplying each marking period (9 weeks) by two, adding the midterm exam and final term exam grade, and dividing the total by ten. The percentage is entered on the report card accompanied by the respective letter grade.

3. List the LEA's grading scale for grades K – 12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school.

**a. Grading Systems for Elementary Grades 1-6**

- i. A weighted-points system based on the time spent on and the importance of a given activity will be recorded in the class record book for tests, homework, daily work, etc. (Example: A homework assignment might equal 5-10 points, daily work 15-20 points, and a test 40-50 points. In any case, the assigned points for an activity should reflect the overall relative value of the requirement.) At the end of the nine-week period, a percentage grade will be computed by dividing the sum of the points earned by the total possible points. From this percentage, a letter grade will then be assigned.

NOTE: Each student must have at least one (1) grade/score per subject recorded each week in the class record book with a minimum of nine (9) grades/scores recorded per nine-week period in each subject. At least four (4) of the recorded grades/scores are to include tests. These tests will include the major concepts taught during each testing period.

- ii. Scale for converting a percentage to a letter grade:

94% - 100% = A  
 86% - 93% = B  
 76% - 85% = C  
 65% - 75% = D

0% - 64% = F

NOTE: The Washington Parish School Board has instituted a 45% floor.

iii. Nine-weeks exams

Grades 4 - 6

Teachers are expected to have a minimum of one (1) grade per week. At least four (4) of these grades are to include tests. These tests will include the major concepts taught during each testing period. At least one of the four tests will be a comprehensive chapter, unit, or nine-week test.

**b. Grading Systems for Grades 7-8**

- i. A weighted-points system based on the time spent on and the importance of a given activity will be recorded in the class record book for tests, homework, daily work, etc. (Example: A homework assignment might equal 5-10 points, daily work 15-20 points, and a test 40-50 points. In any case, the assigned points for an activity should reflect the overall relative value of the requirement.) At the end of the nine-week period, a percentage grade will be computed by dividing the sum of the points earned by the total possible points. From this percentage, a letter grade will then be assigned.

NOTE: Each student must have at least one (1) grade/score per subject recorded each week in the class record book with a minimum of nine (9) grades/scores recorded per nine-week period in each subject. At least four (4) of the recorded grades/scores are to include tests. These tests will include the major concepts taught during each testing period.

- ii. Scale for converting a percentage to a letter grade:

94% - 100% = A  
 86% - 93% = B  
 76% - 85% = C  
 65% - 75% = D  
 0% - 64% = F

NOTE: The Washington Parish School Board has instituted a 45% floor.

EXCEPTION: In the event that a student refuses to take a midterm or final exam, or is suspended during a given nine-weeks, the 45% floor will not apply. In such situations, the student will receive a 0%. No students can receive higher than 100%.

- iii. Content of exam

Content of exams must be a valid, comprehensive reflection of the major concepts/skills/knowledge that were taught and tested during the semesters of study in the class.

## iv. Study guide

Students will be provided with a complete written study guide on the concepts to be covered on exams.

## v. Review

The teacher will conduct a complete review of material to be covered by the exam to help insure that all students have an understanding of what areas will be included. As an essential part of the review process, the teacher will clarify materials where students are having problems or questions.

## vi. Semester and final examination

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

Example: Calculating Semester Grades

1 <sup>st</sup> Nine-Weeks Grade	70	X 2	= 140
2 <sup>nd</sup> Nine-Weeks Grade	74	X 2	= 148
Mid-term Exam Grade	76		

$$1^{\text{st}} \text{ Semester Grade} \quad 140 + 148 + 76 = 364 \div 5 = 72.8 \text{ D}$$

3 <sup>rd</sup> Nine-Weeks Grade	80	X 2	= 160
4 <sup>th</sup> Nine-Weeks Grade	75	X 2	= 150
Final Exam Grade	75		

$$2^{\text{nd}} \text{ Semester Grade} \quad 160 + 150 + 75 = 385 \div 5 = 77 \text{ C}$$

Yearly Average:

$$[(1^{\text{st}} \text{ Nine-Weeks} \times 2) + (2^{\text{nd}} \text{ Nine-Weeks} \times 2) + \text{Mid-term Exam} + (3^{\text{rd}} \text{ Nine-Weeks} \times 2) + (4^{\text{th}} \text{ Nine-Weeks} \times 2) + \text{Final Exam}] \div 10 = \text{Yearly Average}$$

$$140 + 148 + 76 + 160 + 150 + 75 = 749 \div 10 = 74.9 \text{ D}$$

## vii. Nine-weeks grades

Teachers are expected to have a minimum of one (1) grade per week. At least four (4) of these grades are to include tests. These tests will include the major concepts taught during each testing period. At least one of the four tests will be a comprehensive chapter, unit, or nine-week test.

### c. Grading Systems for Grades 9-12

- i. A weighted-points system based on the time spent on and the importance of a given activity will be recorded in the class record book for tests, homework, daily work, etc. (Example: A homework assignment might equal 5-10 points, daily work 15-20 points, and a test 40-50 points. In any case, the assigned points for an activity should reflect the overall relative value of the requirement). At the end of the nine-week period, a percentage grade will be computed by dividing the sum of the points earned by the total possible points. From this percentage, a letter grade will then be assigned. The percentage will be recorded on the report card accompanied by the respective letter grade.

NOTE: Each student must have at least one (1) grade/score per subject recorded each week in the class record book with a minimum of nine (9) grades/scores recorded per nine-week period in each subject. At least four (4) of the recorded grades/scores are to include tests. These tests will include the major concepts taught during each testing period.

- ii. Scale for converting a percentage to a letter grade:

94% - 100% = A  
 86% - 93% = B  
 76% - 85% = C  
 65% - 75% = D  
 0% - 64% = F

NOTE: The Washington Parish School Board has instituted a 45% floor.

EXCEPTION: In the event that a student refuses to take a midterm or final exam, or is suspended during a given nine-weeks, the 45% floor will not apply. In such situations, the student will receive a 0%. **No students can receive higher than 100%.**

- iii. Content of exams

Content of exams must be a valid, comprehensive reflection of the major concepts/skills/knowledge that were taught and tested during the semesters of study in the class.

- iv. Study guide

Students will be provided with a complete written study guide on the concepts to be covered on exams.

- v. Review

The teacher will conduct a complete review of material to be covered by the exam to help insure that all students have an understanding of what areas will

be included. As an essential part of the review process, the teacher will clarify materials where students are having problems or questions.

vi. Semester and final examination

(1) Semester Examinations

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

Example: Calculating Semester Grades

1 <sup>st</sup> Nine-Weeks Grade	70	X 2	= 140
2 <sup>nd</sup> Nine-Weeks Grade	74	X 2	= 148
Mid-term Exam Grade	76		

$$1^{\text{st}} \text{ Semester Grade} \quad 140 + 148 + 76 = 364 \div 5 = 72.8 \text{ D}$$

3 <sup>rd</sup> Nine-Weeks Grade	80	X 2	= 160
4 <sup>th</sup> Nine-Weeks Grade	75	X 2	= 150
Final Exam Grade	75		

$$2^{\text{nd}} \text{ Semester Grade} \quad 160 + 150 + 75 = 385 \div 5 = 77 \text{ C}$$

$[(1^{\text{st}} \text{ Nine-Weeks} \times 2) + (2^{\text{nd}} \text{ Nine-Weeks} \times 2) + \text{Mid-term Exam} + (3^{\text{rd}} \text{ Nine-Weeks} \times 2) + (4^{\text{th}} \text{ Nine-Weeks} \times 2) + \text{Final Exam}] \div 10 = \text{Yearly Average}$

$$140 + 148 + 76 + 160 + 150 + 75 = 749 \div 10 = 74.9 \text{ D}$$

NOTE: Graduation rank will be computed on the basis of cumulative GPA using quality points: F=0, D=1, C=2, B=3, A=4 as defined in WPSB District Policy *FILE: IHC Cf: IKDB*

- Nine-weeks exams

Teachers are expected to have a minimum of one (1) grade per week. At least four (4) of these grades are to include tests. These tests will include the major concepts taught during each testing period. At least one of the four tests will be a comprehensive chapter, unit, or nine-weeks test.

- Requirements for passing

A passing grade in a subject is earned when the student has earned at least a 65% average for the final grade.

- One-half unit credits

For ½ unit credit, a student must earn a 65% average for the semester/final grade. A final exam shall be comprehensive and will include the major concepts, skills, and knowledge taught in the first and second nine-weeks of the course.

- Advanced Placement (AP) Courses

Students enrolled in a State and district approved AP courses shall earn one (1) additional quality point for each AP course in which he/she is enrolled.

vii. Classifying High School Students

(1) Students entering high school prior to the 2008-2009 school year must earn **23 Carnegie units** according to *Bulletin 741* guidelines prior to graduation.

(2) Students entering high school as first-time freshmen in the 2008-2009 school year must earn **24 Carnegie units** according to *Bulletin 741* guidelines prior to graduation.

(3) Students are classified by the number of Carnegie Units earned. Students are not promoted mid-year. The units required for each grade are:

(For an entering Freshman 2008 - 2009)

Sophomore .....	5 Units
Junior .....	12 Units
Senior .....	17 Units
Total Units for Graduation .....	24 Units

(For students entering as a Freshman before 2008 - 2009)

Sophomore .....	5 Units
Junior .....	11 Units
Senior .....	16 Units
Total Units for Graduation .....	23 Units

viii. Graduation Exit Exams

Graduation: In order for a student to graduate, he must complete all Carnegie unit requirements as required in Bulletin 741 and by the Washington Parish School Board.

The English language arts and mathematics components of the GEE will be administered to tenth grade students. Students must pass both of these tests in order to receive a high school diploma. The social studies and science components of the GEE will be administered to eleventh grade students. Students must pass at least one of these tests in order to receive a high school diploma.

#### vii. Retaking Courses

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

#### viii. Credit Recovery

Students who have previously taken and failed a course due to grades or excessive absences may be eligible to recover the Carnegie credit for the course by enrolling in the Credit Recovery program through Central Office. In order to enroll in Credit Recovery:

1. Student must receive approval from the school principal.
2. Student must attend 80% of tutoring time offered by the district.
3. Student must pass a State approved test with 65% after participating in tutoring. The course will then be reflected as a Pass or Fail on the student's transcript.
4. Student must give at least 7 days of seat time per course in order to recover credit in the event of failure due to excessive absences.

#### ix. Correspondence Courses

Students may enroll in correspondence courses if they adhere to the following guidelines:

1. Students must receive approval from the school principal prior to enrolling in the course.
2. Courses must be offered by a state and district approved institution.
3. Upon completion of the course, official documentation of course enrollment and grades earned must be filed in the students' cumulative folders.

#### x. Early Graduation

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

1. The student must have completed all graduation requirements (24 Carnegie Units and all 4 parts of GEE) and request early graduation prior to the beginning of the school year. Upon request, a formal SBLC meeting will be held in order to determine if early graduation approval will be granted. The SBLC shall consist of: student, parent or legal guardian, principal, counselor, teacher, and supervisor of instruction.
  2. Students may not enroll in an alternative education program for the sole purpose of acceleration for early graduation. Course requests cannot be honored if overcrowding results.
  3. WPSS does not encourage early graduation but will facilitate processing of request. We do encourage students to take full advantage of enrichment opportunities offered through various departments.
4. Describe the elementary foreign language program for academically able students in grades 4 – 8.

- a. Explain the local definition of the term “grade level” or “on grade level.”

An on-grade level student is a student who is at grade level or above. A student is considered at grade level or above when making passing grades on subject matter which reflects the teaching of content standards and GLEs for the student’s assigned grade level.

- b. List the model program sites.

The Washington Parish School System has been granted a waiver for full implementation of the elementary foreign language program. There is not a Foreign Language Model Program site in WPSS.

- c. List the designated subject area(s) for foreign language.

WPSS has been granted a waiver from full implementation of the elementary foreign language program. A copy of the approval letter is in the Pupil Progression Policies and Procedures Appendix.

### **C. Requirements of the LEAP: High Stakes Testing: Regular Placement**

1. Describe the LEA’s procedure for determining if a 4<sup>th</sup> or 8<sup>th</sup> grade student will receive an override from the High Stakes Testing Policy.

The WPSS may override the State policy for students scoring at the *Unsatisfactory* level in English Language Arts or Mathematics if the student scores at the *Mastery or Advanced* level in the other area provided that:

- the decision is made in accordance with the local Pupil Progression Policies and Procedures
  - the student has participated in **both** the spring and summer administrations of LEAP and has attended the summer remediation program offered by the WPSS. (The student shall participate in the summer retest only on the subject area(s) that he/she scored at the *Unsatisfactory* achievement level during the spring test administration, and
  - parental consent is granted.
2. Describe the LEA criteria that determine if a student is retained in 4<sup>th</sup> grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

The decision to retain a student in the 4<sup>th</sup> grade *more than once* as a result of his/her failure to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP shall be made by the School Building Level Committee (SBLC) through a review of the classroom based assessment and report card grades.

- i. Students retained in the 4<sup>th</sup> grade shall retake all four components of LEAP.
  - ii. For promotional purposes, however, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP *only one time*.
3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4<sup>th</sup> grade at least once, as a result of failure to pass LEAP, and he/she will be 12 years old on or before September 30<sup>th</sup> of the next school year.

A student who has repeated the 4<sup>th</sup> grade and who is 12 years old on or before September 30<sup>th</sup> may be promoted according to the local Pupil Progression Policies and Procedures.

Any other student who has repeated the 4<sup>th</sup> grade may be promoted to only the 5<sup>th</sup> grade. A district may apply for a waiver from this part of the policy if their specific plan is presented to the Department of Education and it is approved by the State Superintendent of Education.

4. Describe the LEA's criteria for determining which 4<sup>th</sup> grade student(s) will be granted an appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal.

WPSS, through its superintendent, may grant an appeal on behalf of individual students provided that **all** of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
  - The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored *Approaching Basic* on LEAP.
  - The students must have attended the LEAP summer remediation program.
  - The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
  - The student must have met State-mandated attendance regulations during the regular school year, and any locally mandated regulations during the summer remediation program.
  - The principal and the SBLC must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in the subject for which the appeal is being considered.
5. Does the LEA offer an approved 4<sup>th</sup> grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix.

WPSS **does not** offer an approved 4<sup>th</sup> grade transitional class.

6. Describe any local criteria that are used to determine if an 8<sup>th</sup> grade student is granted the promotion waiver allowed by the State's *High Stakes Testing Policy*.

WPSS **does not** have additional district policy in this area. Refer to State Policy.

7. Describe the LEA criteria that determines if a student who has repeated the 8<sup>th</sup> grade as a failure to pass LEAP (ELA or math) is retained again in the 8<sup>th</sup> grade or promoted to the 9<sup>th</sup> grade.

When there is a question relating to the decision to retain a student, the School Building Level Committee shall meet. This committee shall be composed of all stakeholders responsible for the education of the student, at least one of which will be the Director of Curriculum and Instruction or a designee.

The committee shall, on an individual basis, determine placement of each student. Documentation and supportive evidence will be reviewed by the committee and a decision will be made in the best interest of the student.

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

8. Describe the function of the SBLC as it relates to student promotion and retention.

When there is a question relating to the decision to retain a student, the School Building Level Committee shall meet. This committee shall be composed of all stakeholders responsible for the education of the student, at least one of which will be the Director of Curriculum and Instruction or a designee.

The committee shall, on an individual basis, determine placement of each student. Documentation and supportive evidence will be reviewed by the committee and a decision will be made in the best interest of the student.

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

9. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides.

No more than one day of absence per summer remediation subject area is allowed as a criterion for policy waivers, appeals, and overrides.

#### **D. Progression of students participating in LEAP Alternate Assessments**

1. Describe how the SBLC determines progression of students with disabilities participating in LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC.

Students with disabilities who participate in the LEAP Alternate Assessment (LAA) shall have promotion decisions determined by SBLC through a review of IEP objectives, progress reports, and curriculum based assessments.

- a. Students with disabilities who participate in LEAP Alternate Assessment shall have promotion decisions determined by SBLC.
  - The School Building Level Committee will review progress on IEP goals and objectives to determine promotion.
- b. The students participating in the LEAP Alternate Assessment will progress from one grade level to the next if they meet the following assurances:
  - The student has met attendance requirements according to Bulletin 741.
  - Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher.
  - The student participated in the LEAP Alternate Assessment.

#### **E. Limited English Proficient Students**

1. Describe the procedures the LEA has established to identify language minority students.

## Home Language Survey

When students enter the Washington Parish School System for the first time, responses to the following questions on the district's registration forms will be provided:

- First language learned by student\_\_\_\_\_
- Language other than English used at home\_\_\_\_\_
- Language student uses most often\_\_\_\_\_

This will assure the identification of potentially Limited English Proficient (LEP) students. When answers to the above questions indicate a home language other than English, an assessment of the student's language proficiency will be made.

2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.

Any student whose home language survey indicates a home language other than English will be assessed. The identified student will be screened with the Ballard & Tighe IPT IDEAS Proficiency Test in order to determine language proficiency.

3. Describe the procedures for age appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the limited English proficient student.

A LEP student entering the school with no records shall be placed in the grade appropriate to his chronological age as indicated by the I-94 or birth certificate or other available documents.

All other students with records will follow the regular placement procedures. Review of placement of LEP students will be considered when appropriate.

English as a Second language (ESL) will be provided as a part of the language arts curriculum. Instruction in ESL will follow the curriculum in the English Language Arts Curriculum Guide for LEP K-12. At the secondary level, LEP students should be placed in non-language dependent courses (electives, math, etc.) that permit progress toward meeting graduation requirements (See Bulletin 741).

LEP students shall be provided special language services which address their need for becoming fluent and literate in English.

LEP students shall be provided instructional programs which foster their success in math, social studies, and language arts (alternative programs and alternative methods may be necessary).

4. Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

a. Elementary

A LEP student will be assigned grades in the content area subjects based on achievement, cooperation, effort, and participation in classroom assignments to the degree his English language proficiency allows.

Consideration shall be given to include the following:

- Pays attention in class
- Follows directions
- Has required materials
- Participates in activities
- Completes homework assignments within reasonable expectations
- Joins in class activities
- Shows progress in skill mastery

b. Secondary

Evaluation of a student's progress should be made in terms of successful mastery of the skills outlined in the state adopted Content Standards and GLEs for the courses. Evaluation instruments that test skills or concepts thus mandated will be developed and documented by the teacher assigning the grade. The final grade will be determined by local grading criteria based on the requirements set forth by the state adopted Content Standards and GLEs.

c. No LEP student shall be retained solely because of limited English proficiency.

d. The instructional program for the Limited English proficient secondary student will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e. American History) until he develops a level of competency to succeed in the courses. Limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

## F. Acceleration

1. Describe the policies and procedures that address the placement of students who evidence that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K – 8 and grades 9 – 12.

a. Grades K-8

Students in grades one through eight may be accelerated as much as a grade level upon full implementation of the following:

- i. Results of the standardized achievement test show that the student is performing at least three years above grade level in reading, mathematics, and language expression.
- ii. The parent and teacher(s) concur that acceleration would be of benefit to the child.
- iii. The School Building Level Committee considers the student's school performance and social/emotional suitability and makes a recommendation for or against acceleration. The parent(s) and the school principal are to be provided with the results of this recommendation.
- iv. The results of the standardized test, the recommendations of the student's teacher(s), and the recommendation of the School Building Level Committee shall be sent to the superintendent for consideration of acceleration. A student must receive the recommendation of the superintendent in order to be accelerated.
- v. If a student meets all of the above criteria, the results shall be considered in conference with the parent(s) and the principal, and the child may be accelerated at the formal written request of the parent(s).

b. Grades 9-12

When a school official believes that a ninth, tenth, eleventh, or twelfth grade student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level, he may give such a student a proficiency examination for high school credit. The testing instrument must be approved by the State Department of Education.

The year taken, grade, and unit of credit earned are entered on the Certificate of High School Credits, with "M.P.S." (minimum proficiency standards) indicated in the remark column. Students shall not be allowed to take proficiency examinations in courses at a level below that which they have completed or in which they are enrolled.

Students are permitted to enroll in correspondence courses through the LSU College of Continuing Education or other approved institutions.

2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

a. Grades K-8

Students in grades one through eight may be accelerated as much as a grade level upon full implementation of the following:

- i. Results of the standardized achievement test show that the student is performing at least three years above grade level in reading, mathematics, and language expression.

- ii. The parent and teacher(s) concur that acceleration would be of benefit to the child.
- iii. The School Building Level Committee considers the student's school performance and social/emotional suitability and makes a recommendation for or against acceleration. The parent(s) and the school principal are to be provided with the results of this recommendation.
- iv. The results of the standardized test, the recommendations of the student's teacher(s), and the recommendation of the School Building Level Committee shall be sent to the superintendent for consideration of acceleration. A student must receive the recommendation of the superintendent in order to be accelerated.
- v. If a student meets all of the above criteria, the results shall be considered in conference with the parent(s) and the principal, and the child may be accelerated at the formal written request of the parent(s).

b. Grades 9-12

When a school official believes that a ninth, tenth, eleventh, or twelfth grade student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level, he may give such a student a proficiency examination for high school credit. The testing instrument must be approved by the State Department of Education.

The year taken, grade, and unit of credit earned are entered on the Certificate of High School Credits, with "M.P.S." (minimum proficiency standards) indicated in the remark column. Students shall not be allowed to take proficiency examinations in courses at a level below that which they have completed or in which they are enrolled.

Students are permitted to enroll in correspondence courses through the LSU College of Continuing Education or other approved institutions.

3. Describe any applicable policies and procedures for grade "skipping."

a. Grades K-8

Students in grades one through eight may be accelerated as much as a grade level upon full implementation of the following:

- i. Results of the standardized achievement test show that the student is performing at least three years above grade level in reading, mathematics, and language expression.
- ii. The parent and teacher(s) concur that acceleration would be of benefit to the child.

- iii. The School Building Level Committee considers the student's school performance and social/emotional suitability and makes a recommendation for or against acceleration. The parent(s) and the school principal are to be provided with the results of this recommendation.
- iv. The results of the standardized test, the recommendations of the student's teacher(s), and the recommendation of the School Building Level Committee shall be sent to the superintendent for consideration of acceleration. A student must receive the recommendation of the superintendent in order to be accelerated.
- v. If a student meets all of the above criteria, the results shall be considered in conference with the parent(s) and the principal, and the child may be accelerated at the formal written request of the parent(s).

b. Grades 9-12

When a school official believes that a ninth, tenth, eleventh, or twelfth grade student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level, he may give such a student a proficiency examination for high school credit. The testing instrument must be approved by the State Department of Education.

The year taken, grade, and unit of credit earned are entered on the Certificate of High School Credits, with "M.P.S." (minimum proficiency standards) indicated in the remark column. Students shall not be allowed to take proficiency examinations in courses at a level below that which they have completed or in which they are enrolled.

Students are permitted to enroll in correspondence courses through the LSU College of Continuing Education or other approved institutions.

4. Describe any policies governing services for gifted students.

The WPSS policy for accelerating gifted students is the same as it is for regular education students. Gifted students may also receive enrichment with a gifted education teacher outside of the regular class.

5. Describe any programs offered such as High School Credit for Elementary students. However, it is not necessary to include the criteria identified in *Bulletin 741*.

WPSS is not offering High School Credit to eighth grade students for the 2009-2010 school year as a result of 8<sup>th</sup> grade GLE testing in May 2009.

## G. Transfer Students

1. Describe the policies for the placement of all students, including kindergarten, transferring from all other systems and the provisions for awarding credit for elementary (K – 8) and secondary (9 – 12), including:

- a. Approved schools within the state (public/nonpublic)

A student transferring from a state-approved school (public/nonpublic, in or out-of-parish, in or out-of-state) will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned, is required.

Percentages and letter grades from the previous school system will be recorded as received. However, in cases where percentages are not recorded by the previous school, the lowest percentage for the letter grade in the WPSS will be recorded until the formal written notification is provided by the student, parent, or previous school.

- b. Approved out-of-state schools (public/nonpublic)

A student transferring from a state-approved school (public/nonpublic, in or out-of-parish, in or out-of-state) will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned, is required.

Percentages and letter grades from the previous school system will be recorded as received. However, in cases where percentages are not recorded by the previous school, the lowest percentage for the letter grade in the WPSS will be recorded until the formal written notification is provided by the student, parent, or previous school.

- c. Unapproved schools (public/nonpublic)

The principal of any approved school receiving a student from an unapproved school, in or out-of-state, may require the student to take an entrance examination on any subject matter at any grade level (grades 1-8) for which credit is claimed. The examination is to be based on content standards. The Kaufman Test of Educational Achievement – Second Edition Brief Form (KTEA-II Brief) may be administered. The principal may then place the student in the class best suited to the child and his performance level. In cases where students enroll from home study programs and non-approved schools, and are seeking Carnegie Unit Credits, such students will be administered a district proficiency exam, kept on file at Central Office, in each subject area for which credit is claimed.

The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where this credit was earned. High school students transferring into the system must also successfully complete all areas

of the LEAP Exit Exams as a requirement for graduation as indicated in the *GEE District & School Test Coordinators Manual*.

Effective with the 2000-2001 school year, students in grades 5 and 9 transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program shall be required to pass the English language arts **and** Mathematics portions of the state-developed *LEAP* placement test.

d. Home Study

i. Provisions for LEAP/LEAP Students

Students in grades 5 and 9 transferring to the public school system from any in-state unapproved school, or home schooling program shall be required to pass the English language arts **and** Mathematics portions of the state-developed *LEAP* placement test.

Students in grades K,1,2,3,4,6,7 and 8 transferring to the public school system from in-state or out-of-state home schooling shall be required to take a State developed Placement Test.

ii. Names of the entrance tests used to determine grade placement

The Kaufman Test of Educational Achievement – Second Edition Brief Form (KTEA-II Brief) may be administered to any student transferring to the public school system from home schooling.

iii. List the procedure for determining Carnegie credit for high school students.

The principal of any approved school receiving a student from a Home Study Program shall require the student to take an entrance examination on any subject matter or any grade level for which credit is claimed. The proficiency exams for students returning from home study are to be developed locally and neither provided nor approved by the State Department. The principal may then place the student in the class/subject best suited to the child and his performance level. The graduation test shall be administered at the appropriate grade levels.

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

Students in grades 5 and 9 transferring to the public school system from any in-state unapproved school, or home schooling program shall be required to pass the English language arts **and** Mathematics portions of the state-developed *LEAP* placement test.

Students in grades K,1,2,3,4,6,7 and 8 transferring to the public school system from in-state or out-of-state home schooling shall be required to take a State developed Placement Test.

2. Describe the procedures for Interim IEPs.

The interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an evaluation according to the Pupil Appraisal Handbook. The interim IEP shall also be developed for students who have been receiving special education services in another state. The school system shall provide the student with a free appropriate public education (FAPE), including services comparable to those described in previously held IEP. This must be in consultation with the parents and is valid until the school system adopts the previously held IEP or develops, adopts, and implements a new IEP that is consistent with federal and state law. An interim IEP may also be developed for students out of school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a State diploma.

3. List the placement test(s) administered to the above-mentioned transfer students, if applicable.

The Kaufman Test of Educational Achievement – Second Edition Brief Form (KTEA-II Brief) may be administered to any of the above-mentioned transfer students. For students entering grades five or nine, the LEAP placement test may be administered. Additionally, students entering high school may take a district proficiency exam, kept on file at Central Office, in each subject area for which credit is claimed.

## H. Retention Policy

1. State the number of times a student may be retained in each grade or level.

No student will be retained more than one (1) year at each grade level K-3 and 5-7. For grades 4 and 8, High Stakes Policy for **ALL** students.

2. Describe any additional LEA policies that may determine student retention.

When there is a question relating to the decision to retain a student, the School Building Level Committee shall meet. This committee shall be composed of all stakeholders responsible for the education of the student, at least one of which will be the Director of Curriculum and Instruction or a designee.

The committee shall, on an individual basis, determine placement of each student. Documentation and supportive evidence will be reviewed by the committee and a decision will be made in the best interest of the student.

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

3. Describe the intervention/remediation strategies to be used to prevent or in lieu of student retention at the lower grades.

In order to prevent retention at the lower grades, the district provides a 3-Tier intervention/remediation model. In the 3-Tier model, all students are taught in the core curriculum. When data shows that a student is struggling in the core curriculum, that student receives an additional 30 or 60 minutes of intervention/remediation in the areas of demonstrated weakness.

## **I. Alternative Schools/Programs/Settings and Adult Education**

1. List the written policies for all alternatives to regular placements.

The Washington Parish School system is committed to providing academic education programs to adults to help them upgrade their skills in reading, mathematics, and language arts which could result in obtaining a Louisiana High School Equivalency Diploma.

2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills).

In addition to State policy, Louisiana Technical College Sullivan Campus will administer a reading placement to students wishing to enter the Options Program. Students must read at a 5<sup>th</sup> grade level according to the placement test in order to attend the Options Program on the LTC Sullivan Campus. Students not reading at least on a 5<sup>th</sup> grade level may enroll in the Options Program on the Franklinton or Varnado High School campuses.

3. Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Students that have been recommended for expulsion will be placed in the Alternative School. This classroom will serve all schools in the WPSS. Before being placed in the Alternative School, the student and his/her parents/guardians must attend a disciplinary hearing at the Washington Parish School Board Office. The offense will determine the amount of time the student is assigned to the Alternative School. Placement in this facility will be for one or more semesters. Students assigned after November 15 will serve the remainder of the school year. Those assigned after April 15 will serve the remainder of the school year and the following fall semester.

The classroom will operate from 8:00 a.m. – 2:30 p.m., Monday through Friday, during the regular school year.

English language arts, math, science, and social studies are taught by certified teachers so that students can continue receiving Carnegie units and credit for subjects taken.

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent.

The adult academic programs are provided to adults 17 years of age and older and married students at any age who are not attending the regular day school program. Students 16 years of age may attend with parental consent and waiver approval.

No identified disabled student will be excluded from adult education based on the 1508 evaluation.

- a. There is one full-time learning center located geographically within the school district.
- b. The adult may enter and exit the program at any time during the year.
- c. The student attends the center when it is convenient for him.
- d. The program is individualized according to the individual student's needs and the student progresses at a rate commensurate to his ability.
- e. Students who meet the age requirement (17 years of age and older or a married student at any age) must score 13.0 grade placement on a standardized achievement test to qualify to take the General Educational Development tests.
- f. Students who score above 35 percent on the five GED tests are awarded a Louisiana High School Equivalency Diploma from a high school in the state.
- g. Veterans may follow the same procedure for obtaining a Louisiana High School Equivalency Diploma that the non-veteran adult student follows. However, upon presentation of the proper discharge documents from the armed forces, the veteran may take the GED without successfully passing a standard achievement test.

## **J. Review of Placement**

1. Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc. could initiate an individual review.

A review of the promotion and placement decisions made at each school site will be conducted not less than once annually. The review will be carried out by a central office committee appointed by the assistant superintendent. The purpose of the review will be to insure that policies are being implemented uniformly in the parish schools.

The review of an individual placement can be initiated by a parent, teacher, or other staff members. The procedures to be followed are provided in the Due Process section of this plan.

All teachers of state required subjects must use content standards and GLEs. Lesson plans will reflect the teaching of the standards and GLEs.

## **K. Records and Reports**

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.
  - a. The Washington Parish School System shall maintain permanent records of each student's placement K-12. Each record shall be kept as a part of the student's cumulative file.
  - b. Student records under the provisions of the Pupil Progression Policies and Procedures shall include:
    - i. Course grades,
    - ii. Scores on the Louisiana Educational Assessment Program,
    - iii. Scores on local testing programs and screening instruments necessary to document the local criteria for promotion,
    - iv. Information (or reasons) for student placement (see definitions of placement) to be written on cumulative card,
    - v. Information on the outcome of student participation in remedial or alternative programs to be entered in cumulative file,
    - vi. Other pertinent data, including IEPs and multidisciplinary evaluations,
    - vii. A copy of the letter informing the parent of either the placement of the student in, or the removal of the student from, either a compensatory or a remedial program must be kept on file,
    - viii. A copy of the parent's written consent for either the student to be placed in, or removed from, an alternative to regular placement must be kept on file.
    - ix. When a decision is made to retain a student, a record will be maintained to reflect the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Policies and Procedures.
    - x. Special education documents as specified in the approved Individuals with Disabilities Education Act (IDEA), Part B, LEA Application.

- xi. Documentation of SBLC procedures and actions regarding qualified, handicapped students under Section 504 of the Rehabilitation Act of 1973.

## L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

- a. Regular education students

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

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

\*"Due Process Procedures" relating to specific placement of students in special programs are outlined in the format in the appropriate sections.

- b. Students with disabilities

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

- “in the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA Application;”

“Due process procedures for qualified disabled student must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.”

c. Section 504 students

i. Grievance

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

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

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

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

**Step 3:** If the grievance is not resolved, the grievant may no later than five (5) school days after receipt of the Central Office staff member’s decision appeal it to the **Assistant Superintendent** who will attempt to resolve the complaint through mediation. The appeal must be made in writing

and must give details as to why the decision was unsatisfactory. The Assistant Superintendent shall notify the grievant of the date of the mediation meeting and of his/her right to present the complaint at said meeting. The grievant will be notified in writing of the action taken by the Assistant Superintendent within ten (10) school days. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

**Step 4:** If the grievance is still not resolved, the grievant may appeal the decision within five (5) school days to the **Superintendent**, who will review the facts and efforts made to resolve the problem and will make a decision in writing to the grievant within five (5) school days. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

**Step 5:** If the grievant is not satisfied with the decision of the Superintendent, within five (5) school days after receipt of the decision, he/she may request a review by the School Board. The request shall be made in writing through the Superintendent who shall attach all papers relating to the grievance. The grievant's appearance to present his appeal before the School Board shall be scheduled in accordance with regular procedures adopted by the School Board. The grievant may appear alone at this meeting or be accompanied by counsel of his/her own choice. The School Board shall issue a written decision within thirty (30) days after the meeting with the grievant. Unless the grievant appeals the decision in writing within 5 school days of the written decision, the grievance shall be deemed resolved.

## ii. Due Process

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

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

In all related hearing matters, the following definitions shall apply:

- **SBLC** -- refers to the School Building Level Committee.
- **Section 504** -- refers to the Rehabilitation Act of 1973.
- **Days** -- means calendar days.
- **Section 504 Individual Accommodation Plan (IAP)** -- means the specific program of accommodations/modifications/interventions developed to meet the needs of the eligible Section 504 student.
- **Parent(s)** -- refers to the student's parent(s), legal guardian(s), or surrogate parent.
- **BESE** -- refers to the Louisiana Board of Elementary and Secondary Education.

Parents or the School Board may initiate a due process hearing on a matter related to 1) eligibility and related procedures, 2) procedural safeguards, or 3) provisions of free and appropriate public education for the student.

Requests for a due process hearing must be submitted in writing to:

**Washington Parish School System**  
**Richard Kennedy**  
**Assistant Superintendent**  
**800 Main Street – Post Office Box 587**  
**Franklinton, Louisiana 70438**

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

**Hearing notifications to the parent(s) shall contain:**

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

**Hearing procedures** shall be presided over by the Hearing Officer, who shall conduct the proceedings in an impartial manner so that all parties involved have an opportunity to:

- Present their evidence.
- Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to the problems students with disabilities.

**Parent(s)** involved in the hearing will be **given the right to:**

- Have the student present at the hearing.
- Open the hearing to the public.
- Have an interpreter, when language differences are determined to exist.
- Present evidence and confront, cross-examine and compel the attendance of witnesses employed by the school system.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) days before the hearing.
- Have the child remain in his/her present educational placement during the pendency of the administrative proceedings, unless parent and the school system agree otherwise.
- Have the child, if not enrolled in the program, placed in a program operated by the school system until the hearing and review process is final.

**Duties of the Hearing Officer** shall be to:

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

Further, the Hearing Officer shall ascertain that:

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

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

Upon receipt of the decision in a due process hearing under Section 504 of the Rehabilitation Act of 1973, an aggrieved party may **appeal such decision** to the school system's Section 504 Coordinator within thirty (30) days of the date of the decision. If no party files an appeal within the thirty (30) day time period specified above, the written decision of the Section 504 Hearing Officer will be regarded as the final decision on the complaint at the expiration of that period.

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

A written or taped **recording of the Section 504 Due Process Hearing** shall be on file at the School Board office and will be available for review upon request of the parent(s) and/or any of the involved parties. Parent(s) may have a copy of the proceedings, in English and in the primary language of the home.

If an agreement is not reached between the grievant and the school system, **an appeal may be made in court within 30 days of the decision rendered.**

At any time after appealing to the Central Office of the school system, if a grievant feels that an impasse or no resolution will be forthcoming, he may **appeal to the Office of Civil Rights.**

- M. Include any additional local option criteria that my not have been addressed with the above questions.**

## SECTION IV

### REMEDICATION

#### Legal Authorization

R.S. 17:24.4(G) provides that those students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by the State Board of Elementary and Secondary Education.

R.S. 17.394 – 400 is the established legislation for the remedial education programs.

A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by the State Board pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction (R.S. 17:395A).

#### Purpose

The intent of remedial educational programs is to improve student achievement in the grade appropriate skills identified as deficient on the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:395 B and SBESE Policy).

#### State Mandatory Requirements

Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
  - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

- All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.
  - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
  - Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- C. Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.
- D. Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

The plan for remedial education programs is to be developed according to the “Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program” The projected program is to be included in this section.

## Local Program Development and Evaluation

Listed below are the major components that must be incorporated in the remediation plan. In addition to any State guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the LEAP/CRT. The plan must describe how all students, including students with disabilities, will be provided remediation to overcome their educational deficits as identified through the results of the LEAP/CRT.

### I. Program Objectives

- A. At least 80% of the eligible students will participate in the LEAP Remediation Programs.
- B. Of those students who participate in the English Language Arts component of the LEAP Remediation Programs, 50% will score at or above the Approaching Basic achievement level on the English Language Arts component of the spring or summer LEAP test.
- C. Of those students who participate in the Mathematics component of the LEAP Remediation Programs, 40% will score at or above the Approaching Basic achievement level on the Mathematics component of the spring or summer LEAP test.

### II. Program Description

#### A. Student selection criteria

- 1. Any elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the State criterion-referenced test, shall be provided remedial education.
- 2. The failure of students with disabilities to achieve performance standards on the State criterion-referenced tests does not qualify such students for special education extended school year programs.
- 3. Remediation in the form of summer school shall be provided to 4<sup>th</sup> grade students who score at the "Approaching Basic" or "Unsatisfactory" level on LEAP English Language Arts or Mathematics tests.
- 4. Remediation in the form of summer school shall be provided to 8<sup>th</sup> grade students who score at the "Approaching Basic" or "Unsatisfactory" level on LEAP English Language Arts or Mathematics tests.
- 5. Remediation in the form of summer school shall be provided to those eligible students who scored "Unsatisfactory" on the GEE. English Language Arts, Mathematics, Science and Social Studies remediation will be offered.

#### B. Pupil/Teacher ratio

1. The pupil/teacher ratio in remediation tutoring classes shall be no more than 7:1.
2. Remedial English and Math classes at the high school level shall be kept to a 15:1 ratio.
3. Summer school remediation classes shall be 15:1.

#### C. Instructional time

1. The LEAP Tutoring Program shall offer each eligible student a minimum of two hours of tutoring per week. All programs shall be in operation no later than the first week of October. The program shall operate through the week prior to Spring LEAP testing and may continue to the end of the regular school year.
2. LEAP Summer School will offer a minimum of 50 hours per subject.

#### D. Selection criteria for teachers and/or paraprofessionals

1. Classroom teachers shall have received at least a bachelor's degree from an accredited college or university and shall hold a current Louisiana teaching certificate and be certified in the area in which he/she teaches.
2. Instructional paraprofessionals may be employed under the immediate supervision of a regularly certified teacher to assist with the remediation. Paraprofessionals must have met certification requirements established by BESE as R.S. 17:398A and board policy.

#### E. Materials and methodology to be used

1. Individual instruction will be determined by the deficiencies on the LEAP Individual Student Profile. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program.
2. Instruction shall include but not be limited to the philosophy, the methods, and the materials included in the local curricula that are based upon State Content Standards in mathematics, language arts, science and social studies.
3. The LEAP Tutoring Guides will be used as a resource in the tutoring sessions.

#### F. Documentation of students' and parents' refusal to accept remediation

Documentation of students' and parents' refusal to accept remediation will be kept on file in the school offices. This written documentation must have the signatures of the parent and the student.

### III. Plan for coordination of state, federal, and local funds for remediation

- A. Each school will have the responsibility to assure that communication occurs on a regular basis among all who provide instruction for a student receiving remedial instruction at that school.

- B. Federal Title I funds and GEE Remediation local funds will be used along with the LEAP Remediation tutoring and summer funds to ensure that each eligible student receives remedial instruction to overcome their educational deficits identified as a result of the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination. Funds from these three sources will be used to provide tutoring/remediation during school, after school and during the summer.

IV. Evaluation plan for documenting evidence of achievement/growth of students

- A. A beginning of the year district information report and an end of the program report will be submitted to the LDE annually. The LDE staff will visit randomly selected program sites to gather information regarding the administration of the program, time schedules, classroom settings, student attendance records, tutor timesheets, as well as provide on-site technical assistance as needed. The Department will prepare a report at the conclusion of the program based on the on-site visits and the information submitted by the district.
- B. 80% of the eligible students will participate in the LEAP Remediation Programs as evidenced by attendance records.
- C. Of those students who participate in the English Language Arts component of the LEAP Remediation Programs, 50% will score at or above the Approaching Basic achievement level on the ELA component of the spring or summer LEAP test.
- D. Of those students who participate in the Mathematics component of The LEAP Remediation Programs, 40% will score at or above the Approaching Basic achievement level on the Mathematics component of the spring or summer LEAP test.

## APPENDIX A

### Definition of Terms

As used in this plan, the terms shall be defined as follows:

1. Acceleration -- The advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to Bulletin 1508.
2. Alternative Assessment -- The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. Alternate to Regular Placement -- Placement of students in programs which are not required to address the State Content Standards.
4. Content Standards -- Statements of what we expect students to know and be able to do in various content areas.
5. LEAP 21 Summer School – The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP 21 test in English language arts, or mathematics.
6. Louisiana Educational Assessment Program (LEAP) – The state’s testing program that includes the grades 3,5,6,7 and 9 Louisiana Norm-reference Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies and science and the Graduation.
7. Promotion -- A pupil’s placement from a lower to a higher grade based on criteria contained in these guidelines.
8. Pupil Progression Policies and Procedures -- The comprehensive plan developed and adopted by each parish or city school board who 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 Policies and Procedures shall require the students’ proficiency on certain test as determined by SBESE before he or she can be recommended for promotion.
9. Regular Placement -- The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Policies and Procedures. Placement includes promotion, retention, compensatory programs and/or remediation, and acceleration.
10. Remedial Programs -- Programs designed to assist students including identified exceptional and Limited English Proficient (LEP) students to overcome educational

deficits identified through the Louisiana Educational Assessment Program and other local criteria.

11. Remediation -- See Remedial Programs
12. Retention -- Non promotion of a pupil from a lower to a higher grade based on criteria contained in these guidelines.
13. Local Terms -- The definition of terms used in a local school system plan must be clearly defined for use as the basis for interpretation of the components of the plan.

**School Building Level Committee (SBLC)** – an established committee of knowledgeable persons at each school site. Each committee shall have a chairperson to facilitate the functions of the committee. Committee membership may change according to the agenda and the resource personnel available at the local school, but must include at least three educators, including the child's teacher and the SBLC chairperson. Members of the committee must be knowledgeable about the student and the suspected condition, or disability of the student.

**Student Assistance Team (SAT)** – same as the SBLC.

**Curriculum Team** – an established team of district-level instructional supervisors and curriculum coordinators. This team shall meet regularly to discuss curriculum issues that arise within the district. The team shall work collaboratively to plan, implement, and assess district curricular.

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

**Banner Roll Award** – in order to receive this award, a student must have straight A's in all subjects in each marking period. The end-of-year award will be based on final grades only.

**Honor Roll Award** – in order to receive this award, a student must have A's and B's in all subjects in each marking period. The end-of-year award will be based on final grades only.

## APPENDIX B

### Additional Information