

2025-2026 Pupil Progression Plan

Local Education Agency:

Washington Parish School System

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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I. Background and Purpose

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

[RS 17:24.4](#) states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement."

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

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

II. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 30th of the calendar year in which the school year begins.

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

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

Required Assessment:

DIBELS assessment results, letters and sounds inventory and math portfolio assessment will determine student's proficiency in kindergarten critical skills and recommendation for placement.

III. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

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

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section VI. Support for students](#).

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

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)

Promotion: Kindergarten

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

1. A student must attend school a minimum of 161 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.

2. 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.

*Identify numerals 1-10 with 90% accuracy.

*Match sets of concrete items to numerals 1-10 with 90% accuracy.

A student can be retained only once in Kindergarten.

Promotion: Grade 1

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

1. Earn a passing grade (60% accuracy) in both English Language Arts 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.)

2. Students must master the following skills:

*Identify letter sounds from the district-developed sound symbol chart with 80% accuracy.
Ability to accurately blend nonsense CVC words as evidenced by EOY DIBELS nonsense word

assessment probes

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

Promotion: Grades 2

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

- A student must earn a passing grade (60% accuracy) in both English Language Arts and Mathematics.

Promotion: Grade 4

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

- A student must earn a passing grade (60% 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.)

Promotion: Grades 5 – 6

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

- A student must earn a passing grade (60% 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.)

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

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

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

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

Promotion: Grades 3

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

- A student must earn a passing grade (60% 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.)

NOTE: If a discrepancy exists between subject area grades and the state promotion policy, a decision shall be made by the SBLC through a review of the classroom based assessment, report card grades, and literacy screening data which will take precedence in the decision. Struggling students (those identified by the LDOE roster) will be identified and an Individual Academic Improvement Plan will be developed.

In addition:

Every student scoring intensive on DIBELS shall receive 60 min. of targeted literacy intervention in the Science of Reading (Really Great Reading or 95% Group). This is in addition to core instruction.

Every student scoring strategic on DIBELS shall receive 30 min. of targeted literacy intervention in the Science of Reading (Really Great Reading or 95% Group). This is in addition to core instruction.

Additionally, students' progress will be monitored every 3 weeks in effort to track growth.

Students scoring below benchmark will be invited to both afterschool and summer literacy intervention. Programs will be targeted and based on need.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

Promotion: Grades 5 – 6

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

- A student must earn a passing grade (60% 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.)

Promotion: Grade 7

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

- A student must earn a passing grade (60% 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. Calculating Semester Grades - see local policy page for examples

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

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

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

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

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

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

High school promotion and transition considerations

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. Applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or a certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade, determined by the LEA, must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

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

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

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

Credit recovery programs

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

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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

Promotion: Grade 8

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

- A student must earn a passing grade (60% 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. Calculating Semester Grades- see local policy page 29.

- A student must meet the Eighth Grade Promotion/ State Testing Policy.

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

High School

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

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

Full-Year Courses:

When determining grades for full-year courses, the weight value of each of the four nine-week marking periods is 1.75 and the weight value of each semester exam is 1.5.

Example: Calculating Semester Grades 9-12

1 st Nine-Weeks Grade	$70 \times 1.75 = 122.5$
2 nd Nine-Weeks Grade	$74 \times 1.75 = 129.5$
Mid-term Exam Grade	$76 \times 1.5 = 114$
1 st Semester Grade	$122.5 + 129.5 + 114 = 366 / 5 = 73.2$

3 rd Nine-Weeks Grade	$80 \times 1.75 = 140$
4 th Nine-Weeks Grade	$75 \times 1.75 = 131.25$
Final Exam Grade	$75 \times 1.5 = 112.5$
2 nd Semester Grade	$140 + 131.25 + 112.5 = 383.75 / 5 = 76.75$

Yearly Average:

$\{(1^{\text{st}} \text{ nine-weeks} \times 1.75) + (2^{\text{nd}} \text{ nine-weeks} \times 1.75) + (\text{Mid-term Exam} \times 1.5) + (3^{\text{rd}} \text{ nine-weeks} \times 1.75) + (4^{\text{th}} \text{ nine-weeks} \times 1.75) + (\text{Final Exam} \times 1.5)\}$ divided by 10 = Yearly Average

Example: $122.5 + 129.5 + 114 + 140 + 131.25 + 112.5 = 749.75$ divided by 10 = 74.97

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*

April Dunn Student Midterm and Final Exams

Any class in which April Dunn, through the IEP, is applied will have an exam weight of 5% instead of the 15% as applied to all other courses.

Transitional 9th Grade:

Remediation will be offered for Transitional 9th grade students based on academic need and

school recommendation. Students who are non-proficient in ELA and/or math, will be enrolled in a remediation class along with the corresponding Carnegie unit course.

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

Transitional 9th grade students will:

- Enroll in 9th grade-level course work and remediation courses in math and/or English
- Receive dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students

Advanced Coursework Grading Scale:

Students who successfully obtain a State and district approved Advanced Placement/University Dual Enrollment course shall earn one (1) additional quality point for each AP/DE course in which he/she earns a passing grade from the college credit awarding institution.

HS LEAP 2025 Remediation:

30 hours of remediation shall be provided to students in each content area not meeting graduation requirements.

Awarding½ Unit of Credit:

The WPSS does not award ½ unit credit. Student transfers will be awarded credits earned per transfer guidelines.

Credit by Proficiency:

Customer Service

Early Graduation:

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

- The student must have completed all graduation requirements (24 Carnegie Units and passed required parts of HS LEAP 2025) 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 Director of Curriculum.
- 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.

- WPSS encourages students to take full advantage of enrichment opportunities offered through various departments.

Classifying High School Students:

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

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

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.

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 a District approved Credit Recovery program. 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.

Student must pass a State approved test with 60% after participating in tutoring. The course will then be reflected as a Pass or Fail on the student's transcript.

Credit Recovery for HS LEAP 2025 Courses

If a student fails a regular HS LEAP 2025 course, but scores at least "Basic" on the HS LEAP 2025 exam, he/she may receive credit by *Credit Recovery*.

If a student has repeated a HS LEAP course for the second time, but scores at least "Approaching Basic" on the HS LEAP 2025 exam, he/she may receive credit by *Credit Recovery*.

In order to receive the Carnegie unit through Credit Recovery, the student must successfully complete remediation with a certified teacher for at least 6 hours.

When the remediation is complete, the teacher must verify that the student successfully completed it by being engaged and demonstrating proficiency. The grade recorded on the transcript will be a 70.

It is the responsibility of each school to provide the remediation and to provide documentation.

HS LEAP 2025 Exams

Students enrolled in a HS LEAP 2025 course will take the HS LEAP 2025 exam. The exam will count as 15% of the final grade for the course.

When the student has April Dunn applied to the course through the IEP, the exam will count as 5% of the final exam instead of 15%.

If the student passes the course and fails the HS LEAP 2025 exam, the student may retake the exam at a later date but the score from the retest will not count in the student's grade.

In order to meet graduation requirements, students who have April Dunn applied to a course through the IEP must successfully complete the course with an overall average of 60% or better, **and** participate in the LEAP 2025 until he/she scores Approaching Basic or better. If the student is not able to score an Approaching Basic or better by the end of their senior year, an alternate form of assessment (i.e. teacher- made test, portfolio, project) will be used to demonstrate proficiency in the standards of the course.

V. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

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

Transfer Grades - Approved Schools:

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.

Home Study and Unapproved Schools:

The District Test Coordinator and Supervisor of Child Welfare and Attendance will make placement recommendations based upon the following:

The Kaufman Test of Educational Achievement - Third Edition Brief Form (KTEA-3 Brief) may be administered to any student transferring to the public school system from home schooling and unapproved schools in grades 3, 4, 6, 7 and 8. DIBELS and grade promotion guidelines will apply to grade 1-3 students.

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

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

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

School year support

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

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

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *Bulletin 1566*. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

VII. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:

- Provide information on activities that can be done at home to support the student's literacy proficiency.
- Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VIII. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;

- Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to *Bulletin 118 - Statewide Assessment Standards and Practices*. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566* §701.

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

All students in Washington Parish are held to the same Pupil Progression standards. When there is a question regarding promotion, we meet through the SBLC-or IEP team to review all documentation in order to make an individualized, informed decision that is in the best interest of the child. This standard holds true for any student: regular education, 504, EL, or SPED.

When there is the possibility that a student will be retained, the SBLC shall meet. This committee shall be composed of all stakeholders responsible for the education of the student, at least two of which will be the Director of Curriculum and Instruction or a designee, Director of Special Education or a designee (if student with disabilities) AND the school principal.

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.

English Learners

Identification

Upon enrollment, all students entering the WPSS must complete the Home Language Survey (HLS). This survey form will be in the language spoken by the parent/guardian. When answers on the HLS indicate a home language other than English, a copy of the HLS is submitted to the Title 1 Department, and the original is placed in the student's original EL folder. The EL Coordinator will schedule further screening within 30 days using the English Language Proficiency Screener (ELPS) to determine language proficiency. Once identified, the English Language Proficiency Test (ELPT) is administered each spring to all limited English proficient students who have not achieved the following state exit requirements.

Placement

When determining the placement of an English Learner student, the following criteria will be considered: age, maturity level of the student, educational background, degree of literacy in the native language, English proficiency, and records from the previous school. If there is a discrepancy between chronological age and grade placement based on records or screening, the student will be placed in the approximate grade level with students of the same age. A student who is fifteen years of age or older will be placed in an appropriate high school program of study.

Instructional Program

Students will be enrolled in an online Language Acquisition Program to address the needs of both the elementary and the secondary EL students when possible. Secondary EL students may be scheduled in courses such as reading, speech, music, and other electives that facilitate oral comprehension and production while at the same time allow students to earn Carnegie credits. The EL Coordinator will also provide support, resources, and professional development for teachers instructing EL students.

Grading Procedures for English Learner Students

Guidelines regarding promotion and retention of limited English proficient (LEP) students whose native, or first language learned, is any language other than English and who are experiencing problems in school due to their limited ability to read, write, speak, and understand the English language and have been identified as an LEP student are to be graded as follows:

Grading for K-8th

No K-8 limited English proficient student shall be retained based solely on the lack of English proficiency. Consideration shall be given when his/her English language capabilities allow them to do the following: pay attention in class, follow directions, have required materials, attempt to participate in class activities with modifications, complete assignments (within reasonable expectations), and show progress.

- LEP students will be assigned grades in the content area based on effort, cooperation, and participation in classroom assignments to the degree their English language proficiency allows.
- LEP students cannot be assigned less than 60% because they lack understanding of the English language when the language is a barrier to learning and success.
- When recording grades for assignments and tests in grades K-8, teachers should give students appropriate accommodations from their LEP Accommodations Plans.
- The Pupil Progression Team, including the EL Coordinator, shall review the records of the students with limited English proficiency (K-8).

Grading for 9 -12

- ELs should NOT receive a failing grade in their content classes if their lack of English proficiency keeps them from fully accessing the content.
- Course content should be simplified and modified before grading to the LEP student's English proficiency level.
- The teacher assigning the grade shall develop, modify, and document the limited English proficiency secondary student evaluation instruments that test skills or concepts.
- In addition, the instructional program for the English Learner secondary student will be in courses in which the non-English speaking student will be placed in high language content dependent courses (i.e., American History) once they develop a level of competency to succeed in the courses. Limited English Proficiency students may be scheduled in courses such as remedial reading, speech, study skills, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credit. An EL student should be placed in regular classes for most of the school day, no matter how limited

the student's proficiency. Students may take regular education classes for physical education, music, art, and industrial arts. Some science and mathematics courses may be suitable for regular class placement.

Exit Criteria for K-12

In order for EL students in grades K-12 to be considered English proficient and exit EL status, they must obtain a proficient level on the English Language Proficiency Test (ELPT). The ELPT test includes four domains: reading, writing, speaking, and listening. The EL Coordinator and school EL chair will monitor former ELs for two years once they have met the state exit criteria and remain in the district. In the event of regression, a student could possibly be reclassified as LEP if a review of the academic achievement indicates a need to do so. This should be documented through SBLC.

X. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.
 - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;
 - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
 - graduates or withdraws from high school;
 - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XI. Alternative Education Placements

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

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

Entrance and Promotion Criteria:

Students that have been recommended for expulsion will be placed in the Alternative Program Site. There are two sites in the WPSS: Franklinton and Varnado. These sites will serve all schools in the WPSS. Before being placed in the Alternative Program Site, 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 Program Site.

The classroom will operate from 7:50 a.m. - 3:00 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.

XII. Due process related to student placement and promotion

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

Regular education students

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

In cases where there are grievances from individual students, parents, or teachers concerning pupil placement in the regular program, the individual may file a complaint with the principal of the school. The principal will arrange for a conference within five calendar days following the complaint. At this point the principal will direct continuation of the placement or modify such placement.

- Following the principal's conference and decision, should the party continue to be grieved, a written request may be filed with the parish superintendent of schools within ten days after the principal's conference requesting a review of the placement. The parish superintendent or designee shall schedule a hearing within 10 calendar days after receiving the complaint. A final decision will be reached at this point.
- The party involved has the right to appeal the decision of the parish superintendent of

schools. With-in 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.

- The Washington Parish due process procedures do not contradict the due process rights as defined in EHA- Part B.
- 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.
- 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.

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."

Section 504 students

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 (Director of Instruction, Supervisor of Child Welfare and Attendance, Section 504 Coordinator, etc.). Full details of the grievance shall be initiated in writing or a Grievance Form shall be completed by the grievant within five 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** or designee who will attempt to resolve the complaint through mediation. The appeal must be made in writing and must give details as to why the decision was unsatisfactory. The 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.

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 Lisa Magee, Director of Personnel

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 1 401-1485).

- ***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.**

XIII. Additional LEA policies related to student placement and promotion

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

Ex. Determination of Valedictorian

Homework policy

Minimum number of classes for a graduating senior

Summer school credit

Grading Grades 1-12:

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.

Grades are not to be double weighted by adding category weights to JCampus.

Weighted points are to be given for course-related academic work only (i.e. projects, tests, quizzes, assignments, homework). **Grades shall not be given based on non-content related requirements (i.e. returning papers, attending functions, behavior, etc.**

Each student must have at least one (1) grade/score per subject/period recorded each week in the class record book with a minimum of seven (7) grades/scores recorded per nine-week period in each subject/period. At least four (4) of the recorded grades/scores are to include tests/quizzes. These tests/quizzes will include the major concepts taught during each testing period.

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

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

Floor of 45% - There will be a 45% floor for each 9-week, midterm, or final grade. The only exception is if the student refused to take the midterm or final exam.

Exams:

Grades 4-12: Tests - Tests will include the major concepts taught during each testing period. At least one of the four tests/quizzes will be a chapter, unit, or comprehensive nine-week test.

Grades 7-12:

Semester and Final Examination

- **Grades 7-8:** A first semester exam shall be comprehensive and will include the major concepts taught in the first and second nine-weeks. A final exam shall be comprehensive

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

Example: Calculating Semester Grades for Grades 7-8

1 st Nine-Weeks Grade	$70 \times 2 = 140$
2 nd Nine-Weeks Grade	$74 \times 2 = 148$
Mid-term Exam Grade	76
1 st Semester Grade	$140 + 148 + 76 = 364 / 5 = 72.8$
3 rd Nine-Weeks Grade	$80 \times 2 = 160$
4 th Nine-Weeks Grade	$75 \times 2 = 150$
Final Exam Grade	75
2 nd Semester Grade	$160 + 150 + 75 = 385 / 5 = 77$

Yearly Average:

$\{(1^{\text{st}} \text{ nine-weeks} \times 2) + (2^{\text{nd}} \text{ nine-weeks} \times 2) + \text{Mid-term Exam} + (3^{\text{rd}} \text{ nine-weeks} \times 2) + (4^{\text{th}} \text{ nine-weeks} \times 2) + \text{Final Exam}\} \text{ divided by } 10 = \text{Yearly Average}$

Example: $140 + 148 + 76 + 160 + 150 + 75 = 749$ divided by 10 = 74.9

- Grades 9-12:** A first semester exam shall be comprehensive and will include the major concepts taught in the first and second nine-weeks. A final exam shall be comprehensive and will include the major concepts taught in the third and fourth nine-weeks. Semester and final exams will stand on their own and count as 15% of each semester average. When determining grades for full-year courses, the weight value of each of the four nine-week marking periods is 1.75 and the weight value of each semester exam is 1.5.

Example: Calculating Semester Grades 9-12

1 st Nine-Weeks Grade	$70 \times 1.75 = 122.5$
2 nd Nine-Weeks Grade	$74 \times 1.75 = 129.5$
Mid-term Exam Grade	$76 \times 1.5 = 114$
1 st Semester Grade	$122.5 + 129.5 + 114 = 366 / 5 = 73.2$
3 rd Nine-Weeks Grade	$80 \times 1.75 = 140$
4 th Nine-Weeks Grade	$75 \times 1.75 = 131.25$
Final Exam Grade	$75 \times 1.5 = 112.5$
2 nd Semester Grade	$140 + 131.25 + 112.5 = 383.75 / 5 = 76.75$

Yearly Average:

$\{(1^{\text{st}} \text{ nine-weeks} \times 1.75) + (2^{\text{nd}} \text{ nine-weeks} \times 1.75) + (\text{Mid-term Exam} \times 1.5) + (3^{\text{rd}} \text{ nine-weeks} \times 1.75) + (4^{\text{th}} \text{ nine-weeks} \times 1.75) + (\text{Final Exam} \times 1.5)\} \text{ divided by } 10 = \text{Yearly Average}$

Example: $122.5 + 129.5 + 114 + 140 + 131.25 + 112.5 = 749.75$ divided by 10 = 74.97

April Dunn Student Midterm and Final Exams

Any class in which April Dunn, through the IEP, is applied will have an exam weight of 5% instead of the 15% as applied to all other courses.

Retention:

When there is the possibility that a student will be retained, the SBLC shall meet. This committee shall be composed of all stakeholders responsible for the education of the student, at least two of which will be the Director of Curriculum and Instruction or a designee, Director of Special Education or a designee (if student with disabilities) AND the school principal.

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.

No student will be retained more than one time at each grade level K-8.

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

IDEA or Bulletin 1903:

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

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

Acceleration:

Grades K-8: Students in grades one through eight may be accelerated as much as a grade level upon full implementation of the following:

- 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.
- The parent and teacher(s) concur that acceleration would be of benefit to the child.
- The School Building Level Committee considers the student's school performance and social/emotional suitability and makes a recommendation for or against acceleration. The parent(s) and the school principal are to be provided with the results of this recommendation.
- The results of the standardized test, the recommendations of the student's teacher(s), and the recommendation of the 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.
- 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).

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 distance learning through the LSU College of Continuing Education or other approved institutions.

Terms:

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.

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 curricula.

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

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

Honor Roll Award - in order to receive this award, a student must have A's and B's in all subjects in each of the four marking period. The end-of-year award will be based on final grades only. (Students have 5 opportunities to earn this award.)

Academic Achievement - at the end of the school year, a professional type certificate will be awarded to each student in grades 4-12 who has attained an overall 3.0 grade point average (G.P.A.) or better. A student with a "B" average determined by a G.P.A. of 2.5-2.9 is not eligible for this award. The School Board will provide these certificates, and principals are to place their order with the Assistant Superintendent.

Junior and senior high schools will implement plans to give students with distinguished academic achievement (3.5 G.P.A. or higher on final grades) honor and recognition comparable to those honors and recognition given for athletic achievement.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this

Washington Parish School System

2025-2026 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

July 10, 2025


Superintendent


Board President