2022-2023 Pupil Progression Plan

Local Education Agency:

WASHINGTON PARISH

Background and Purpose

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

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

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

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

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

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I. Placement of students in kindergarten and grade 1

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

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1
Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

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

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

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:
The Desired Results Development Profile: Kindergarten (DRDP-K), Acadience assessment results, letters and sounds inventory and math portfolio assessment will determine student's proficiency in kindergarten critical skills and recommendation for placement.

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

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

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

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 29.

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 (67% accuracy) in <u>both</u> 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.)

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 Acadience 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 - 3

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

- A student must earn a passing grade (67% accuracy) in both English Language Arts and Mathematics.

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 (67% 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 (67% 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 28.

III. Promotion of students in grade 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the

department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Promotion: Grade 3
In addition to State Policy, a student must meet the following criteria to be promoted:

- A student must earn a passing grade (67% accuracy) in <u>both</u> 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 Acadience 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 Acadience 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.

IV. Promotion of students in grade 4

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

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

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.

- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

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

Promotion: Grade 4

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

- A student must earn a passing grade (67% accuracy) in 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.)

- A student must meet the state Fourth Grade Promotion/State Testing policy.

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 the state testing policy which will take precedence in the decision. Struggling students (those not scoring at least "Basic" in two core academic subjects) will be identified and an Individual Academic Improvement Plan will be developed.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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

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

- A student must earn a passing grade (67% accuracy) in 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 26.

- 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 promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

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

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

    a. receiving more than two credit recovery credits annually; and/or

    b. applying more than seven total credit recovery Carnegie units towards graduation requirements.

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

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

5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.

6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

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

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

NCAA Update

Nontraditional Courses

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

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

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

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

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the NCAA Eligibility Center to begin the review process.

LHSAA Academic Credit Policy

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

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

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

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

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

[(1st Nine-Weeks x 1.75) + (2nd Nine-Weeks x 1.75) + (Mid-term Exam x 1.5) + (3rd Nine-Weeks x 1.75) + (4th Nine-Weeks x 1.75) + (Final Exam X 1.5)] ÷ 10 = Yearly Average

122.5 + 129.5 + 114 + 140 + 131.25 + 112.5 = 749.75 ÷ 10 = 74.97 C

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, the students 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 enrolled in a State and district approved Advanced Placement/Dual Enrollment courses shall earn one (1) additional quality point for each AP/DE course in which he/she is enrolled.

HS LEAP 2025 Remediation:
30 hours of remediation shall be provided to students in each content area not meeting graduation requirement.

Awarding ½ Unit of Credit:
The WPSS does not award ½ unit credit. Student transfers will be awarded credits earned per transfer guidelines.

Credit by Proficiency:
NCCER Core
Spanish I and II
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 EOC/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. See Appendix for course retake form.

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 67% 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*.

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.

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.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

In the space below, please describe any additional considerations or local policies related to 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-III 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. Acadience and grade promotion guidelines will apply to grade 2-3 students.

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

VII. Support for students

School year support

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

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated "Highly Effective" pursuant to the teacher's most recent evaluation or have achieved a value-added rating of "Highly Effective" on the most recent evaluation.

- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall

    - Provide information on activities that can be done at home to support the student's literacy proficiency.
    - Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
    - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
    - Provide information about the importance of being able to read proficiently by the end of the third grade.
    - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.

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

English learners

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

    - Establish procedures to identify language minority students.
    - Establish procedures to determine if language minority students are Limited English Proficient.

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

- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
  - Establish procedures to monitor former Limited English Proficient students for two years.
  - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

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.

LEP

Every student entering a school in the district will complete a Home Language Survey. When answers on the survey indicate a home language or first language other than English, an assessment of the student's language will be made. A copy of the survey is submitted to the EL coordinator and the original is placed in the student's cumulative folder. The EL coordinator will schedule further screening, if necessary.

Identified students will be screened with the English Language Proficiency Screener (ELPS) in order to determine language proficiency, as needed.

EL students entering the school with no records shall be placed in the grade appropriate to his chronological age.

English as a Second language will be provided as part of the language arts curriculum. Instruction in EL will follow the curriculum in the English Language Arts Curriculum Guide for EL K-12.

Once a student has exited LEP status, his/her academic progress will be monitored for two years by the district. The district EL coordinator, school counselors, school EL contact person, and classroom teachers will monitor the exited student's performance to ensure continued proficiency. 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.

Grading

- **K-8**
  - An LEP student will be assigned grades in the content area based on effort, cooperation, and participation in classroom assignments to the degree his/her English language proficiency allows. Consideration shall also be given to include the following: pays attention in class; follows directions; has required materials; completes homework assignments; shows progress in skill mastery.

- **High School**
  - Evaluation of a student's progress should be made in terms of successful mastery of the skills outlined in the state adopted Content Standards for the courses. Evaluation instruments that test skills or concepts thus mandated will be developed and documented by the teacher assigning the grade. When assigning grades for content courses, teachers should weigh effort and put more emphasis on end-of-semester or end-of-school year assessments than at the beginning.
  - The instructional program for the LEP 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/she 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. Course content should be simplified according to the LEP students English proficiency level.

- Middle and High School teachers of EL students are expected to modify instruction, pacing, materials, assessments, and grading practices as necessary and appropriate to meet the needs of their students.

- No LEP student shall be retained solely because of limited English proficiency. LEP students cannot be assigned less than a 67% for lack of understanding of the English Language if they are putting forth the effort (attending class with the appropriate materials and making an attempt to meet the course requirements) and language is a barrier to their success. An F can only be given after the following occurs:
  - Documentation of educational interventions and/or accommodations used in the regular education class and documentation of incidents of behavior disruptions, and
  - A conference with the regular education teacher, EL personnel, Principal, and parent/guardian of the student

Exit Criteria

In order for EL students in grades K-12 to be considered English proficient and exit LEP status, they must obtain a proficient level on the English Language Proficiency Test (ELPT). This is determined by scoring a combination of achievement level 4 (Early Advance) or Achievement level 5 (Advanced) in reading, writing, speaking, and listening on the ELPT.

X. Alternative education placements

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

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.

XI. 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 his 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 (***see Appendix B***) shall be completed by the grievant within five (5) days following the conference with the principal. The appropriate Central Office staff member shall communicate the decision to the grievant in writing within five (5) school days following the date of submission. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

Step 3: If the grievance is not resolved, the grievant may no later than five (5) school days after receipt of the Central Office staff member's decision appeal 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
Jennifer Thomas, 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.**

XII. 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.

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

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 <u>not</u> 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 4-6: Comprehensive Tests – This test will include the major concepts taught during each testing period. At least one of the four tests/quizzes will be a comprehensive chapter, unit, or nine-week test.

Grades 7-12:

1. **Nine-weeks Exams**
   - Content of exams must be a valid, comprehensive reflection of the major concepts/skills/knowledge that were taught and tested during the semesters of study in the class
   - Review - The teacher will conduct a complete review of material to be covered on the exam to help 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.

2. **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

1st Nine-Weeks Grade	70	X	2	= 140
2nd Nine-Weeks Grade	74	X	2	= 148
Mid-term Exam Grade	76			
1st Semester Grade	140 + 148 + 76 = 364 ÷ 5 = 72.8 D			

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

2nd Semester Grade 160 + 150 + 75 = 385 ÷ 5 = 77 C

Yearly Average: [(1st Nine-Weeks x 2) + (2nd Nine-Weeks x 2) + Mid-term Exam + (3rd Nine-Weeks x 2) + (4th Nine-Weeks x 2) + Final Exam] ÷ 10 = Yearly Average

140 + 148 + 76 + 160 + 150 + 75 = 749 ÷ 10 = 74.9 D

- **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

1st Nine-Weeks Grade	70	X	1.75 = 122.5
2nd Nine-Weeks Grade	74	X	1.75 = 129.5
Mid-term Exam Grade	76	X	1.5 = 114

1st Semester Grade 122.5 + 129.5 + 114 = 366 ÷ 5 = 73.2 D

3rd Nine-Weeks Grade	80	X	1.75 = 140
4th Nine-Weeks Grade	75	X	1.75 = 131.25
Final Exam Grade	75	X	1.5 = 112.5

2nd Semester Grade 140 + 131.25 + 112.5 = 383.75 ÷ 5 = 76.75 C

Yearly Average: [(1st Nine-Weeks x 1.75) + (2nd Nine-Weeks x 1.75) + (Mid-term Exam x 1.5) + (3rd Nine-Weeks x 1.75) + (4th Nine-Weeks x 1.75) + (Final Exam X 1.5)] ÷ 10 = Yearly Average

122.5 + 129.5 + 114 + 140 + 131.25 + 112.5 = 749.75 ÷ 10 = 74.97 C

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 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 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.

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Washington Parish School System 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 7-21-22

Frances Varnado
Superintendent

Board President