

PUPIL PROGRESSION PLAN

For

WEST FELICIANA PARISH

SCHOOL SYSTEM

2008-2009

Submitted to Louisiana State Department of Education

Date Submitted

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Section I

Formal Submission Statement

Assurance is hereby made to the State Department of Education that the West Feliciana School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education Guidelines included in Bulletin 1566, (R.S. 17:24.4) with all applicable policies and standards of Bulletins 741, 1706, If any local policy outlined in this plan conflict with state and/or federal guidelines and/or regulation, the state and/or federal regulations/guidelines will supercede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

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

Lloyd Lindsey

Superintendent

Conville Lemoine

School Board President

Date

Date

PUPIL PROGRESSION PLAN
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Copy of newspaper notice

The West Feliciana Parish Pupil Progression Plan will be presented to the West Feliciana Parish School Board for approval on July 22, 2008. If you would like to review the plan before approval, it will be available at the School Board office from July 14, 2008 thru July 23, 2008.

SECTION II

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

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

High Stakes Testing Policy

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

A. Kindergarten and First Grade Entrance Requirements

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

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

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
 - c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance, shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

B. Kindergarten Screening

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

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

C. Attendance Policy

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

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

D. Requirements of the Louisiana Educational Assessment Program

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

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

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

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

E. Elementary Program of Studies Requirements

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

Note: Refer to Bulletin 741, §2313

F. Carnegie Credit Time Requirements

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

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7965 minutes of instructional time must be met for one Carnegie credit to be earned.

G. High School Graduation Requirements

1. Graduation requirement can be found in §2319 of Bulletin 741. **Note that for incoming freshmen in 2008,2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English Language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
 - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10th grade.

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

H. Scheduling

- A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students.
 - 1. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
- B. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.
 - 1. By the end of the eighth grade, each student shall develop, with the input of his family, a Five Year Educational Plan. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 - 2. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 - 3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and Five Year Educational Plan for students in grades 8-12.
- C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

I. Grade Tampering

- 1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R. S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students place in regular education programs as well as to exceptional students and to students place in alternative programs.

Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).
- 2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school

or central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

J. Transfer Students

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

NOTE: Refer to Bulletin 1566: Guidelines for Pupil Progression.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

Transfer policies for students with disabilities

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

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

K . Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the limited English proficient student.
4. Establish procedures to monitor former Limited English Proficient students for two years.
5. No LEP student shall be retained solely because of limited English proficiency.

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

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

L. Alternative Schools/Programs/Settings

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

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

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

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

M. Review of Placement

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

N. Policies on Records and Reports

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

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

O. Policies on Due Process

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

P. Legislative Guidelines

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

SECTION III
LOCAL OPTIONS

A. Placement: Kindergarten Entrance and Screening

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

Kindergarten - Entrance Requirements - Children who will be five (5) years of age on or before September 30th may enter Kindergarten at the beginning of the school term. All Kindergarten students will be given the DSC Kindergarten Screening.

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

Any student identified as gifted according to Bulletin 1508 prior to the regular entrance Kindergarten age may enter if the IEP Committee determines it to be the most appropriate placement.

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

1st grade students not attending a state approved kindergarten program will be given the DSC and must meet the following criteria by attaining a minimum weighted score of 7 out of 10:

- Must master 75 % of all selected Reading tests 3
- Must master 75% of all targeted Math Skills 3
- Must correctly identify 6 out of 9 print concepts 1
- Must be on or above level A 1
- Must master 75% of the readiness skills in social development, general work habits, and fine motor skills as defined by the Kindergarten Student Evaluation Report Checklist 1
- Teacher/Principal Recommendation 1

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

1st grade students from out of state who are entering first grade and not meeting the kindergarten requirements must be age six (6) on or before September 30th and will be given the DSC academic readiness screening instrument.

B. Placement: Grades K-12

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

Kindergarten

In order for a kindergarten student to achieve progression to the first grade, he/she MUST meet the following minimum weighted score of 8 out of 11 points.

Must master 75% of each of the categories listed:

Recognition of capital letters and lowercase letters (39 of 52 possible)	1
Decodes CVC Words (9 of 12 possible)	1
Recognition of Letter sounds (20 of 26 possible)	1
Number recognition 1-21 (24 of 31 possible)	1
One-to-one correspondence to 20 (15 of 20 possible)	1
Count backward from 12(9 of 12 possible)	1
Must master 75% of all other math skills listed on the report card(19 of 25 possible)	1
Must correctly identify 6 of 9 print concepts	1
Must be on or above Level 2 in reading	1
Must master 75% of the readiness skills in social development, General work habits, and fine motor skills as defined by the Kindergarten Student Evaluation Report Checklist	1
Teacher-Principal Recommendation	1

School Districts are required to offer Kindergarten. Students attending Kindergarten must meet the above criteria for promotion.

The DIBELS will be administered to students at the beginning, middle, and end of kindergarten, first, second and third grades. This assessment determines if the students require remedial reading instruction or intensive remedial instruction.

Grade 1

In order for a first grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 7 out of 10.

Reading -Attain a minimum grade of "D"	4 points
Language - (Writing & Grammar, and Spelling) Attain a minimum grade of "D"	1 point
Mathematics - Attain a minimum grade of "D"	3 points
Social Living - Attain a minimum grade of "S"	1 point
Teacher/Principal Recommendation	1 point

Revised 7/08

The Development Reading Assessment (DRA) is given at the beginning and end of first and second grades. This assessment measures the student's independent reading level, the level at which he/she can read without assistance.

The DIBELS will be administered to students at the beginning, middle, and end of kindergarten, first, second and third grades. This assessment determines if the students require remedial reading instruction or intensive remedial instruction.

Students with disabilities who participate in LEAP Alternate Assessment 1 (LAA1) shall have promotion decisions determined by the SBLC. The SBLC shall look at the Students' performance and progress in reaching and maintaining goals.

Grade 2 - In order for a second grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 15 out of 20.

Reading - Attain a minimum grade of "S/D"	5 points
Language/Spelling - Attain a minimum grade of "S/D"	5 points
Mathematics - Attain a minimum grade of "S/D"	5 points
Social Living - Attain a minimum grade of "S/D"	3 points
Teacher/Principal Recommendation	2 points

The DIBELS will be administered to students at the beginning, middle, and end of kindergarten, first, second and third grades. This assessment determines if the students require remedial reading instruction or intensive remedial instruction.

The Development Reading Assessment (DRA) is given at the beginning and end of first and second grades. This assessment measures the student's independent reading level, the level at which he/she can read without assistance.

Students with disabilities who participate in LEAP Alternate Assessment 1 (LAA1) shall have promotion decisions determined by the SBLC. The SBLC shall look at the Students' performance and progress in reaching and maintaining goals.

Grade 3 - In order for a third grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 12 out of 16

Reading - Attain a minimum grade of "S/D"	4 points
Language - Attain a minimum grade of "S/D"	3 points
Mathematics - Attain a minimum grade of "S/D"	4 points
Science/Social Studies - Attain a minimum grade of "S/D"	3 points
Teacher/Principal Recommendation	2 points

The DIBELS will be administered to students at the beginning, middle, and end of kindergarten, first, second and third grades. This assessment determines if the students require remedial reading instruction or intensive remedial instruction.

Students with disabilities who participate in LEAP Alternate Assessment 1 (LAA1) shall have promotion decisions determined by the SBLC. The SBLC shall look at the Students' performance and progress in reaching and maintaining goals.

Revised 7/08

Grade 4 - In order for a fourth grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 11 out of 15 and meet the High Stakes promotion requirement.

Reading - Attain a minimum grade of "S/D"	4 points
Language - Attain a minimum grade of "S/D"	3 points
Mathematics - Attain a minimum grade of "S/D"	3 points
Science - Attain a minimum grade of "S/D"	2 points
Social Studies - Attain a minimum grade of "S/D"	2 points
Teacher/Principal Recommendation	1 points

Students with disabilities who participate in LEAP Alternate Assessment 1 or 2 (LAA1 or LAA2) shall have promotion decisions determined by the SBLC. The SBLC shall look at the Students' performance and progress in reaching and maintaining goals.

Grade 5 - In order for a fifth grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 12 out of 16.

Reading - Attain a minimum grade of "S/D"	4 points
Language - Attain a minimum grade of "S/D"	3 points
Spelling - Attain a minimum grade of "S/D"	1 point
Mathematics - Attain a minimum grade of "D"	3 points
Science - Attain a minimum grade of "D"	2 points
Social Studies - Attain a minimum grade of "D"	2 points
Teacher/Principal Recommendation	1 point

Students with disabilities who participate in LEAP Alternate Assessment 1 or 2 (LAA1 or LAA2) shall have promotion decisions determined by the SBLC. The SBLC shall look at the Students' performance and progress in reaching and maintaining goals.

Grade 6, 7, and 8 - In order for a student to be placed in the next highest grade, the student must complete a full year's work at his/her present grade level, attend school on a daily basis (see attendance) and meet each of the following criteria:

Earn at least 58 of the 76 possible Pupil Progression points.

Must obtain 58 points from the following:

	1st Semester	2nd Semester	Total
Language Art Block	10	10	20
Math or Accelerated Math Block	10	10	20
Science	5	5	10
Social Studies	5	5	10
Physical Education	4	4	8
Exploratory	4	4	8

Revised 7/08

Students taking Algebra I must obtain 58 points from the following:

	1st Semester	2nd Semester	Total
Language Art Block	10	10	20
Algebra I	6	6	12
Science	5	5	10
Social Studies	5	5	10
Physical Education	4	4	8
Exploratory I	4	4	8
Exploratory II	4	4	8

Algebra I grades will be added to the students' high school transcripts (as a grade "P") and also be counted toward Pupil Progression Points for the 8th grade. NOTE: In addition to a minimum of 58 Pupil Progression points, 8th grade students must also achieve a Basic/Approaching basic on the English arts and math portions of LEAP 21 in order to be promoted.

Students with disabilities who participate in LEAP Alternate Assessment 1 or 2 (LAA1 or LAA2) shall have promotion decisions determined by the SBLC. The SBLC shall look at the Students' performance and progress in reaching and maintaining goals.

Applicable to Grades 6, 7, and 8

Yearly averages are determined by adding the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 68, the student receives the total possible pupil progression points for that course (even if he/she fails one semester.)

If a student's yearly average is less than 68 but he/she passes one of the semesters, the student receives half the pupil progression points for that course. If a student's yearly average is less than 68 and he/she failed both semesters, that student receives 0 pupil progression points for that course.

Applicable to all grades

Students enrolled in a Multisensory Structured Language Program, will have their grade derived from that program in lieu of the local program and Pupil Progression points will be awarded accordingly.

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

Students in grades 9-12 will earn Carnegie Units, and must work toward meeting State requirements for graduation including a passing score on English Language Arts, Mathematics and either Science or Social Studies on GEE 21.

All Carnegie units offered may be taken for 1/2 credit per semester.

Credits will be earned for individual subjects. To earn credit a student must have a minimum grade of "D".

Revised 7/08

Grade assignments will be based on the number of Carnegie Units earned and years in high school. (must meet both requirements):

9th grade	0-4.5 units
10th grade	5-9.5 units and beginning 2nd year in high school
11th grade	10 - 15.5 units beginning 3rd year in high school
12th grade	16 Carnegie Units (credits) and students must receive a score of " <i>Approaching Basic</i> " or above on English Language Arts, AND mathematics, and EITHER science OR social studies on the GEE test in order to be eligible for a high school diploma.

Students may be promoted at the semester provided they met the above criteria.

Honor Graduates - In order to be eligible for honor graduate status, a student must have a minimum cumulative GPA of 3.0 for grades 9-12.

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

Kindergarten	S (Satisfactory) 75% or above	U (Unsatisfactory) below 75%
Grades 1-5	Grades 6-8	Grades 9-12
100 - 94 A	100 - 95 A	100 - 94 A
93 - 87 B	94 - 87 B	93 - 87 B
86 - 79 C	86 - 78 C	86 - 76 C
78 - 70 D	77 - 68 D	75 - 65 D
69 - 0 F	67 - 0 F	64 - 0 F

West Feliciana High School students are ranked on a scale of 4.00 from highest to lowest. Only seniors who are addressing the regular high school diploma are ranked in the group. In computing the grade point averages, all letter grades earned by a student from grades 9th-12th are figured in the total number of grade points earned. In instances where a student receives Algebra I credit in the 8th grade, this grade is calculated in the GPA.. The total number of quality points is then divided by the total number of letter grades earned. All averages are rounded to thousandths. For example, 3.7991 = 3.799, and 38635 = 3.864.

The following grading scales are used:

A	-	4 quality points	D	-	1 quality point
B	-	3 quality points	F	-	0 quality points
C	-	2 quality points			

An additional quality point is given for each letter grade beyond a "D" for grades that are earned in honors and advanced placement courses. For these courses the following values are given:

A	-	5 quality points	D	-	1 quality point
B	-	4 quality points	F	-	0 quality points
C	-	3 quality points			

When calculating the grade point average for students who transfer into the system, extra quality points will be accepted only in those courses in which they are awarded at West Feliciana High School.

Students enrolled in honors or advanced placement classes will be awarded extra quality points for a "C" or above.

Starting in school year 2007-2008 all Carnegie Units earned while enrolled in the eighth grade will receive a "P" for proficient on the student's transcript.

4. Describe the elementary foreign language program for academically able students in grades 4-8.
 - a. Explain the local definition of the term "grade level" or "on grade level".
 - b. List the model program sites
 - c. List the designated subject area(s) for foreign language.

System is unable to find a certified or highly qualified teacher to implement a model foreign language program in grades 4 through 8. A waiver has been requested for teaching foreign language in grades 4 through 8 in the 2008-2009 school session. When a highly qualified foreign language teacher is identified and employed they will be placed at the appropriate site. Our foreign language model will be Spanish and the school sites will include Bains Elementary, Tunica Elementary, and West Feliciana Middle School. (Waiver approval letter Appendix A)

An academically able student is defined as one who is functioning at grade level. Grade level is defined as having a stanine score of 4 or above on a national achievement test or a C average in the area of instructional enhancement. On level definition: Score of 4 on National Achievement Test, C average, Basis on iLeap/LEAP/GEE scores, and teacher assessment.

C. Requirements of LEAP: High Stakes Testing: Regular Placement

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

The principal or his/her designee will review all students who fail to meet the high stakes testing policy to determine if they qualify for an override. Eligible students will be referred to SBLC.

2. Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required Basic/Approaching Basic achievement level on LEAP.

Students will only be retained in the 4th grade more than once as a result of failure to score the required Basic/Approaching Basic achievement level on LEAP 21 if:

- 1) they turn 12 after September 30th,

- 2) meet no other exception in the High Stakes Testing Policy, or
- 3) by parental request.

3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4th grade at least once, as a result of failure to pass LEAP, and he/she will be 12 years old on or before September 30th of the next school year.

Students who have repeated 4th grade at least once may be promoted to the 5th grade unless an IEP decision determines another grade placement is more appropriate..

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

The principals or their designee will determine which students are eligible for an appeal based on the High Stakes Testing Policy. The SBLC will review the High Stakes Testing Policy criteria to verify that each component has been satisfied in order to grant an appeal. Such appeals will be granted provided all criteria are met.

5. Does the LEA offer an approved 4th grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix.

West Feliciana does not offer 4th grade transitional classes.

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

Other than the High Stakes Testing Policy criteria, an 8th grade student must meet the local promotion policy as outlined in section 3 in order to be eligible for a promotion waiver.

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

An 8th grade (Option 1) student who has repeated the 8th grade and failed to score above the “*Unsatisfactory*” achievement level on either the English language arts or the mathematics components of LEAP 21, will either be retained in 8th grade or voluntarily placed in Option 3 if he/she meets the criteria.

An 8th grade(Option 1) student who has repeated the 8th grade, will be promoted to the 9th grade provided he/she has received a score of “*Approaching Basic*” or above on EITHER the English language arts or mathematics components of LEAP 21, and has participated in the summer remediation program and the summer retest. Students will either enroll in a remedial high school course in the subject in which an “*Unsatisfactory*” achievement level was attained, OR be placed in Pre-GED/Skills Option Program (Option 3).

An 8th grade (Option 1) student who has repeated the 8th grade and who failed to score above the “*Unsatisfactory*” achievement level on LEAP 21, may be eligible to enroll in the Pre-GED/Skills Option Program(Option 3).

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

The School Building Level Committee (SBLC) is used as a problem-solving committee for children at the school in which they are located. Each school in West Feliciana Parish has an SBLC, which meets at least once a month. The SBLC may help with problems such as continual tardiness of students by working with parents, learning problems of students by working with teachers to provide appropriate and measurable interventions, and behavior problems of students by performing observation and developing behavior plans.

The SBLC also refers students to Pupil Appraisal for evaluations for children with special needs, and they refer students to Pupil Appraisal or other school personnel for counseling.

Parents are always invited to SBLC meetings so that they are part of the decision-making process.

Promotion/retention decisions may also be brought to SBLC when it is warranted, so that the SBLC can investigate the child's progress and curriculum to help determine, with the parent, the appropriate choice. For students not working toward a regular high school diploma the SBLC shall look at the students' performance and progress in reaching and maintaining goals. If this is satisfactory (70%) the student shall be promoted.

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

The West Feliciana School Board administers a LEAP 21 summer remediation program for 4th and 8th grade students for approximately 6 weeks each summer. Students are required to maintain a minimum attendance rate of 85%.

Waiver requests shall not be granted to any student who does not meet the minimum attendance requirement.

D. Progression of students participating in LEAP Alternate Assessments

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

Students participating in the alternate assessment will progress from one grade level to the next if they meet the following assurances:

The student has met attendance requirements according to Bulletin 741,

The student has completed 70% of his annual goals,

Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher,

The student participated in the alternate assessment program.

Students with disabilities who participated in alternate assessment shall have promotion decisions determined by the SBLC.

E. Limited English Proficient Students

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

LEP students will be identified through a home language survey given to all new students in the district.

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

If the survey indicated that the child speaks a language other than English at home and it is evident that he has difficulty speaking English, he will be administered the English Language Developmental Assessment (ELDA) to determine the student's level of English proficiency.

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

LEP students shall be provided language services that address their needs for becoming fluent and literate in English. LEP students shall be provided instructional programs that foster their success in math, science, social studies, and language arts through alternative methods and modified lessons. If the ELDA test results indicate that the student is non or limited English proficient an appropriate instructional program will be provided. Also, he/she will be placed in the grade level of his/her age group. The instructional program for the non/limited English proficient secondary student will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e. American History) until he/she develops a level of competency to succeed in the courses. Non/limited English students may be scheduled in courses such as reading, speech, music, and other courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

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

Services will be provided by regular classroom teachers, English will be provided by a secondary language certified teacher and assistive technology devices provided as necessary. In the absence of this teacher, paid or voluntary bilingual tutors will provide assistance to the student in the content area subjects. In addition, the regular classroom teacher will provide modified instruction. Periodic checks will be made over a 2 year period, using the ELDA, to determine that the student is making progress.

F. Acceleration

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

Acceleration is designed for students with exceptionally high achievement potentials and who may benefit from assignment to the next higher grade level.

West Feliciana High School does not allow students to complete graduation requirements for a regular high school diploma in fewer than four years, regardless of the number of Carnegie Units they have earned. Students may be eligible for Early College Admission or Concurrent Enrollment provided they meet the criteria outlined in Bulletin 741.

Acceleration for a student below the ninth grade level shall be recommended by the classroom teacher(s) to the principal and to the academic supervisor for that grade level. Approval from all three is required before further evaluation can be administered by a qualified testing examiner. Written recommendation from the examiner shall include factors of a student's academic, physical, and emotional status. The recommendation of approval to accelerate the student to the next higher grade requires parent approval. Final approval is given by the principal of the school.

Acceleration for a student above the ninth grade level will be reviewed by the School Building Level Committee. Any evidence of extenuating circumstances provided by a parent/guardian will be evaluated and the SBLC will make a recommendation to the principal.

Students who are enrolled in the Pre-GED/Options program may exit once they have passed the GED test and/or earned a skills certificate. If students are 17 when they enter this program, they can exit in one year once all the program requirements are completed. If students turn 16 during the school year they enter this program, they can exit in two years if all the program requirements are completed, or once they pass the GED test.

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

Criteria for promotion K-8th grades:

- 1) recommendation of classroom teacher, principal, and supervisor,
- 2) take qualified test,
- 3) recommendation of testing examiner with special consideration on student's academic, physical and emotional status,
- 4) approval of parent,
- 5) approval of principal.

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

The "skipping" of grades is generally not advocated; however, it is permissible under circumstances described above in F1 and F2.

4. Describe any policies governing services for gifted students.

Gifted programs are established in grades PreK - 12. Students must be evaluated and must meet criteria set forth in Bulletin 1508 in order to receive services in the gifted program. Procedures for placement in the program meet established state guidelines. Parental approval is required prior to placement of the student in the program.

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

Algebra I is offered at the middle school level for high school credit.

G. Transfer Students

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

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

Students who transfer from a state approved public or non-public school outside the parish are placed in a grade appropriate to their age or according to recommendation of one parent or guardian. The student will remain there until his records have been received from the school he previously attended. Students shall be allowed credit for work completed. Secondary students are placed according to a properly certified transcript for high school students and to the school's schedule. Students are placed in a course of study based on availability. If transfer students come into the system during the year, they are placed in a related area with credit being continued.

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

Students who transfer from a state approved public or non-public school outside the parish are placed in a grade appropriate to their age or according to recommendation of one parent or guardian. The student will remain there until his records have been received from the school he previously attended. Students shall be allowed credit for work completed. Secondary students are placed according to a properly certified transcript for high school students and to the school's schedule. Students are placed in a course of study based on availability. If transfer students come into the system during the year, they are placed in a related area with credit being continued.

- c) Unapproved schools (public/nonpublic)

Students transferring from schools that are not state approved or accredited, will be placed by the school principal. In placing students, such factors as age, size, functional levels, school records, parental consultation, recommendations, and a placement test will be considered.

Secondary education students who transfer from a non-American, or non-approved school must pass locally designed tests for all subjects required for the grade they completed to be awarded Carnegie units (ex. algebra, American history, English I).

Elementary students who transfer from a non-American, or non-approved school must pass a LEA approved test for the appropriate grade.

d) Home Study

- i. Provisions for LEAP/iLEAP students
- ii. Names of the entrance tests used to determine grade placement
- iii. List the procedure for determining Carnegie credit for high school students.

Students transferring from home study will be placed according to the following:

Grades 1 thru 5 will be given and must pass a LEA approved Language Arts and Math test.

Grades 6-8 will be given and must pass a LEA approved Grade Level Test in Reading and Math.

Home School students entering West Feliciana High School in their sophomore year and beyond **may** be awarded high school credit (Carnegie Units) for courses taken in Home School providing they demonstrate proficiency by meeting **at least two** of the following criteria:

- (1) A composite score of 20 or above on the ACT and a minimum score of 18 in each subject area for which credit is being requested,
- (2) Score a 75 or above on a Proficiency Exam in each subject for which credit is being requested (Proficiency Exams will be administered in the highest level class that the student has completed),
- (3) Maintain a minimum semester grade of "B" in the classes in which the student is currently enrolled,
- (4) Credits awarded will carry regular value; no Honors credits will be awarded unless the Proficiency Exam is taken in the Honors classes.

The School Building Level Committee (SBLC) with the consent of the principal, may in certain extenuating circumstances, approve credit for courses taken in Home School provided that the local curriculum is followed and provided the student takes and passes the final exams in the courses in which he/she is enrolled.

The appropriate state Grade Level CRT will be administered to students in grades 4 and 8 and the Graduation Exit Exam will be administered to tenth and eleventh grade students. In-state home-schooled students, previously enrolled in public school, must take either LEAP 21/iLEAP or the IOWA placement test at the appropriate grade level before grade placement can be determined.

2. Describe the procedures for Interim IEPs.

Students who have been receiving special education services in another state may be initially enrolled in a special education program. West Feliciana Parish will follow the procedures as outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act in regard to interim IEPs and out of state and private evaluations.

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

Students with disabilities that transfer from an in state or out of state public agency within the same academic year, enrolls in a new school in West Feliciana, and who had an IEP that was in effect in the same state will have a free and appropriate public education provided to them. The school system, in consultation with the parents, must provide FAPE to the child including services comparable to those described in the previously held IEP, until such time as the West Feliciana Parish School System adopts the previously held IEP or develops, adopts, and implements a new IEP. To facilitate the transition for these students, the West Feliciana Parish School System must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student from the previous public agency.

Grades 1-5 – IOWA Test of Basic Skills – ELA and Math
Grades 6-8 – IOWA Test Basic Skills – Reading and Math

Note: West Feliciana follows the Guidelines for Nonpublic and Home Schooling Students Transferring to the Public School Systems: Participation in the LEAP 21 (Appendix B)

H. Retention Policy

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

Students may repeat only one (1) time between Pre-K and 3rd grade, unless there are some very unusual circumstances, such as but not limited to:

1. 2nd year student refuses to put forth any/limited effort,
2. attendance,
3. suspensions or expulsions.

Students may repeat only two (2) times between Pre-K and the end of 7th grade, unless there are some very unusual circumstances, such as but not limited to:

1. 2nd year student refuses to put forth any/limited effort,
2. attendance,
3. suspensions or expulsions.

Students who fail to meet the promotion criteria in Section II, Regular Placement, and Promotion: Grades K-12, shall be retained.

The SBLC in consultation with the parent will determine the best grade placement for student who has repeated the 4th grade and who is 12 years old on or before September 30th.

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

No additional LEA policies on retention

I. Alternative Schools/Programs/Settings and Adult Education

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

Every effort shall be made to inform students in the parish of the alternative programs available to them. Students who continuously fail remediation and who do not qualify for special education services, may be referred for either the Options Program, Adult Education, or to a Vocational Technical School through the guidance department or the School Building Level Committee of each individual school.

Students' grades will be based upon the amount of progress each student evidences through the CRT's and NRT's which will be administered throughout the year, as well as teacher observation and evaluation.

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

The Options program shall be administered in accordance with the regulations established by the State Department of Education and the Board of Elementary and Secondary Education.

Students who are already 16 years of age, or students who will turn 16 years old during the school year, who meet at least one of the following criteria may be eligible to enroll in the Options program.

Students must be age 16 years of age, or turn 16 during the school year they enter the Options program. In addition, one of these other criteria must be met:

- has failed either English/Language Arts or Math portion of the 8th grade LEAP,
- has failed a portion of GEE 21,
- has participated in alternative assessment,
- has dropped out of school,
- limited English proficient,
- has fewer credits than required for the grade and/or age, and
- is over the typical age for the grade assigned.

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

Students enrolled in the Options program may exit the program upon:

- written request to the principal by the parent, or
- satisfactory completion of the Options program and receipt of the G.E.D. diploma
- and/or skills certificate.

Students enrolled who are enrolled in the Pre-GED/Options program may exit once they have passed the GED test and/or earned a skills certificate. If students are 17 when they enter this program, they can exit in one year once all the program requirements are completed. If students turn 16 during the school year they enter this program, they can exit in two years if all the program requirements are completed.

The student must exhibit acceptable behavior and actively participate, completing all work assignments in the program, or be removed from the GED program.

After a student obtains a 12.9 grade equivalent level on all areas of the TABE /C.A.T. Level 19, form C or D, he/she is eligible to take the GED test. As soon as the student passes the half test, he/she should take the GED test immediately.

If the student meets state criterion on the GED test during the school year in which he/she exited the program, he/she should be given the opportunity of graduating at the high school attended. Additionally, the name of the high school should be printed on the diploma.

Students may earn a Skills Certificate or Certificate of Attendance in addition to, or in lieu of, a GED or regular high school diploma.

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent. **(Do not include copies of policies identified in Bulletin 741).**

Every effort shall be made to inform students in the parish of the adult education opportunities available to them.

The Board recognizes the use of school facilities for the purpose of developing a board program of adult education for the parish.

The Adult Education program shall be administered and conducted in accordance with the Adult Education Act of 1966, as amended, Public Law 95-561, and Act 43 of the 1974 session of the Louisiana Legislature, and with regulations established by the Bureau of Adult Education of the State Department of Education.

Eligible students who are not enrolled in the regular school program may be placed in the adult education program at 17 years of age or older, with less than a secondary education. However, the referral must be initiated by the school counselor or the principal, and a referral form stating adequate reasons for the referral must be provided to the adult education program.

A student 16 years of age will be eligible for the Adult Education Program if they have parental consent and are not enrolled in a regular high school program. Eligible students who are not enrolled in the regular school program may be placed in the Adult Education Program at 17 years of age or older, to improve skills that would assist them in the job market.

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A student who continuously fails remediation and who does not qualify for special education, will be referred to an alternative program of studies. (Adult Education or a Vocational Technical School through the guidance department of each individual school).

Students enrolled in the part time Adult classes, ABE/R.S. 17:14 are NOT eligible for regular High School graduation exercises.

J. Review of Placement

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

Pupil promotion in the West Feliciana Parish School System is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially, and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

The Superintendent or his designee will review and maintain internal management to insure the orderly administration of the Pupil Progression Plan and student placement. Monitoring of the Pupil Progression Plan will be by the same procedures as those used for all academic programs. These procedures will include, but are not limited to the following:

- observation by appropriate personnel,
- review of records of both student and teacher,
- meetings with principals, teachers, central office staff and Pupil Progression Committees,
- promotion/failure records.

To initiate an individual placement review, a letter must be sent to the student's principal requesting a review of the student's placement. A review of the student's placement will be conducted and appropriate parties will be notified.

Regular review of placement conferences for students with disabilities will be held in accordance with the State Board of Elementary and Secondary Education policies and the local Pupil Progression Plan. In addition, a review of the promotion and placement decision may be initiated by the local board, Superintendent, special education director, central office personnel, supervisors, teacher or principal, and parent or guardian should a need arise.

In addition to the above mentioned promotion policies, the West Feliciana School Board shall adhere to the promotion policies established by the Louisiana Department of Education with regards to High Stakes testing.

K. Records and Reports

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.

An accurate and/or confidential cumulative record for each student attending school in West Feliciana Parish is required. The record is kept in the respective school that the student attends. The following records and reports will be maintained for each student:

- Family information
- Student health and personal data information
- Anecdotal reports
- Course grades
- CRT/NRT, DIBELS, and DRA
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion (Documentation of School Building Level Committee procedures and actions regarding students with disabilities under Section 504 of the Rehabilitation Act of 1973)
- Information (or reasons) for student placement
- Information on the outcome of student's participation in remedial and alternative program
- Early intervening records.
- Other pertinent data, such as IEP's and multidisciplinary evaluations, will be maintained by the appropriate school district personnel. (As specified by Individuals with Disabilities Education Act, (IDEA-B, Part B, LEA Application)
- A copy of the letter informing the parent of either the placement of the student in, or the removal of the student from, either a compensatory or a remedial program (where required by law)
- A copy of the parent's written consent for either, the student to be placed in or removed from an alternative to regular placement (where required by law)
- Documentation of SBLC procedures and actions regarding qualified handicapped students under Section 504 of the Rehabilitation Act of 1973.

A permanent record of each student's final grade is kept in the school. The student's promotion and retention record is on the cumulative record card.

When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedures relating to placement procedures as defined in the system's Pupil Progression Plan.

When a student leaves the system to enter another school, a copy of his record is forwarded to the other system upon approved written request from the school system. The original copies are to remain in the school's file.

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:
 - a. Regular education students
 - b. Students with disabilities
 - c. Section 504 students

Students, parents, and teachers will be afforded due process in accordance with Act 250 of the 1979 Louisiana Legislative Session and the adopted policies and procedures of the West Feliciana Parish School Board.

1. Grievance procedures must follow lines of authority
2. A student or parent is permitted to file his/her complaint with the teacher of the school.
3. If the complaint cannot be resolved with a teacher/parent conference, the individual may:
 - a. file his/her complaint with the principal of the school; if the grievance is not resolved,
 - b. contact a central office supervisor,
 - c. contact the Superintendent of schools for West Feliciana Parish in writing.
4. Request a due process hearing at no cost.
5. Parties will be allowed to address the issue before a designated committee.
6. If the individual is not pleased with the decision of the committee, further action may be requested before the entire board.
7. The Superintendent will advise the President of the School Board for the purpose of setting a hearing on the grievance matter.
8. If the decision reached by the entire board is not considered satisfactory by the person(s) filing the grievance, further action may be pursued through the judicial system.
9. Teachers are afforded the same due process and may follow steps 3a through 8 of the above.
10. "Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973".
11. Rights of exceptional children are stated in the Procedural Safeguards from Act 754, Sections 470-479.
12. "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 Education Act (IDEA) Part B, LEA Application".

M. Additional Local Option Criteria

Other Considerations

Requirements for Accelerated Math

Enrollment requirement for 6th Grade Accelerated Math
Students must meet **all** the criteria:

1. Advanced or Mastery on the CRT portion of the 5th grade CRT math portion of the iLEAP test,
2. National Percentile Rank of 80 or above on the 5th grade CRT math portion of the iLEAP test, and
3. Maintained A's and B's in 5th grade math.

Enrollment requirement for 7th Grade Accelerated Math
Students must meet **three of the four** criteria:

1. Advanced or Mastery on the CRT portion of the 6th grade CRT math portion of the iLEAP test,
2. National Percentile Rank of 80 or above on the 6th grade CRT math portion of the iLEAP test, and
3. Pass an Algebra prognosis test, and
4. Maintained A's and B's in 6th grade math.

Note: In order for students to be eligible for Algebra I, they must pass 7th grade Accelerated Math **and pass a state test on Grade 8 GLE's.**

Enrollment requirements for 8th grade algebra I:

Students must:

1. Pass 7th grade Accelerated Math, and
2. Pass a state test on Grade 8 GLE's

NOTE: In order for students to receive Carnegie units in Algebra I, they must maintain at least a B average each semester.

Alternate School Placement for 2nd Year 8th Grade Students

After participating in summer LEAP remediation and LEAP retesting, if a student made only one Unsatisfactory in all four subject areas on LEAP 21, the student will be assigned to West Feliciana High School, Grade 8. The student must enroll in and pass a remedial course in the Unsatisfactory subject area before enrolling in or earning Carnegie units for that subject. The students will have to take all four subject areas of the LEAP test during spring testing.

To participate in graduation exercises a student must:

1. successfully complete a minimum of 23 Carnegie Units as specified in Bulletin 741, prior to the graduation date of West Feliciana Parish High School, and,
2. successfully complete all GEE or GEE 21 requirements, or West Feliciana Parish requirements prior to graduation date,
3. successfully earn his/her GED during the school year,
4. successfully earn a local skills certificate or a skills certification offered through a local technical college or an industry-based skills certificate,
5. successfully meet the IEP requirements for a Certificate of Achievement if the student has an IEP,
6. successfully earn a Certificate of Attendance if the student has an IEP, reached the maximum age for special education services, and does meet one of the other options for graduation.
7. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of the GEE to earn a standard high school diploma. For students with disabilities who have passed two of the three required components of the GEE and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required GEE component, that GEE component may be waived by the Superintendent of Education if the Department of Education determines the student's disability significantly impacts their ability to pass the final required GEE component.

Valedictorian/Salutatorian Status

Only those students who are 4th year seniors and who have successfully completed a minimum of one (1) advanced placement or honors level course are eligible to be valedictorian or salutatorian of their graduating class. In order to be eligible for valedictorian or salutatorian status in the graduating class, a student must be enrolled at WFHS for the last three semesters prior to graduation. This requirement, however, does not affect a student's class ranking.

Beginning with the class of 2011, valedictorian and salutatorian will be determined by the total quality points earned during the regular school year.

Guidelines for valedictorian and salutatorian for class of 2011 and after :

- 1) Must be an 8 semester or equivalent graduate. A student with more than 8 semesters will not be considered.
- 2) Must be enrolled and attending WFHS the last three semesters before graduation.
- 3) Only quality points earned during the 8 semesters or equivalent will be used. (No summer school, no grade 8 credits, extended school year credits, etc.)
- 4) Students transferring to WFHS not on a 7-period semester system: Quality points will be determined in the follow manner:

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- A) If a student earns more than 7 credits per year: (3.5 for a single semester), the transcript will be evaluated to determine the Quality Points. Required classes will count first, then electives in which the student has the highest grades. A maximum of 7 credits per year (3.5 for a single semester) will be used.
- B) If a student earns fewer than 7 credits per year: If the student took the maximum number of credits allowed at the original school, the students QP average will be prorated according to the following:
 - 1) Determine the GPA without any additional honors points.
 - 2) Multiply the GPA in step 1 by 7 times the number of semesters (For example use 7 for one semester, 14 for two semesters, 21 for three semester, and so on.
 - 3) Add extra quality points earned.
 - 4) Round to nearest whole number (.5 and above round up.) 5) Check to be sure a student at WFHS could earn that number of QP. If not, adjust to that highest amount that a student enrolled at WFHS could earn.
 - 5) Only extra quality points will be awarded for classes that were offered to the students graduating class. (For example the student has an A in Honors PE, since we do not offer honors PE only 4 quality points will be awarded not 5.)

Local Class Rank

Local class rank is determined by grade point average. Students are awarded quality points based on the course and the grade in that course. An “A” equals four quality points, a “B” is three, a “C” is two, a “D” is one, and no points are awarded to an “F”. Students who receive a “C” or above in an honors or AP course will receive an extra quality point. No extra quality points are awarded for transfer grades from other schools or universities unless the course is/was offered to the class in which the student is currently enrolled. (Honor classes are recognized in TOPS calculation.)

The number of quality points is divided by the number of courses taken in order to get the GPA used for ranking. That number is carried out three decimal places. The student with the highest GPA is the valedictorian. Beginning with the class of 2011, Valedictorian/Salutatorian will be determined by total quality points earned while at WFHS. Quality point will be awarded by the semester.

Exceptional Children

Participation in LEAP

Students with special needs will follow the Louisiana Department of Education's policies and regulations concerning participation in LEAP and iLEAP.

Eligibility Criteria for a Certificate of Achievement and/or a Provisional Certificate of Achievement

Eligible students must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:

1. The student has participated in general district and statewide assessments including all components of the Graduation Exit Exam (GEE).

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- If the student has failed a component of the GEE, the decision to retake that component of the GEE is an IEP team decision.
 - If the student will retake that component of the GEE, the student will be provided GEE remediation.
2. The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
 3. The student has met attendance requirements according to Bulletin 741.
 4. Transition planning has been completed and documented.
 5. A body of evidence exists to document that the student had access to and progressed in the general curriculum, to include, at a minimum, Louisiana Content Standards in the areas of English/Language Arts, Mathematics, Science, and Social Studies and the foundation skills.
 6. A body of evidence exists to document that the student has developed vocational competencies.

***NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22.**

The receipt of a Provisional Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22.

High School Credit for College Courses

The West Feliciana School System adheres to the policies as set forth in Handbook For School Administrators Interim Revision of Bulletin 741. In addition students must achieve acceptable scores on state proficiency examinations as set forth in Handbook For School Administrators, Interim Revisions of Bulletin 741.

Correspondence Courses

Correspondence courses are designed for those students who need to remove academic deficiencies in order to meet high school graduation requirements. The following guidelines for correspondence course work are effective for students in grades 9-12:

- Students may enroll in a correspondence course only after the student and parent consult with a counselor and the principal, and the principal grants approval.
- Students may not enroll in a correspondence course prior to the 2nd semester of their junior year without principal approval.
- Students may not enroll in a correspondence course in a subject REQUIRED for graduation unless that course has already been attempted at the school level. Ninth grade level required

courses may not be taken through correspondence, even though the student has reached 2nd semester junior status.

- If a student is enrolled in a correspondence course that is a prerequisite to a course that will be taken during the regular school year, at least 1/2 credit must be earned in the correspondence course before the student is allowed to enroll in the next level course. The grade and credit for the next school term.
- Seniors enrolled in correspondence courses must complete all course work no later than April 24.
- Grades and credits earned must be received at the school no later than the last day that senior grades are due to be turned in to the guidance office. Grades received after that date will not be considered, and students **WILL NOT** be eligible to participate in the graduation ceremony.

Early College Admission

The West Feliciana School System adheres to the policies as set forth in the Handbook for School Administrators Interim Revision of Bulletin 741.

Exception to the High Stakes testing policy

Unless otherwise stated, exception to the High Stakes Testing Policy will be considered if qualifications are met for student placement.

SECTION IV REMIEDIATION

Legal Authorization

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

R.S. 17:394 – 400 is the established legislation for the remedial education programs.

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

Purpose

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

State Mandatory Requirements

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

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the Approaching Basic or unsatisfactory achievement level on the spring LEAP (English language arts and/or mathematics) tests.
 - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.
 - All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA1), are not eligible to attend the LEAP summer remediation programs.

- Student with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- C. Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.
- D. Remediation is recommended for 4th and 8th grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

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

Local Program Development and Evaluation

I. School Year Remediation Program

A. Program Objectives

List the objectives for your school year intervention/remediation program.

1. 90% of the students receiving remediation shall demonstrate growth in the area(s) of deficiency/deficiencies that were indicated on the individual student profile.
2. 90% of the students receiving remediation shall demonstrate mastery of skills in which they were deficient by scoring at “Basic” or above. (LEAP21 Grades 4 & 8).

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.

The criteria used to determine student eligibility will be standardized test scores and/or identification by teachers as needing extra instructional time.

2. Does the district suggest or require a minimum pupil/teacher ration for remediation programs at each individual school? If so, what is the pupil/teacher ration at each grade level?

The district averages approximately 10 students to each teacher.

3. Does the district suggest or require a minimum number of hours each school should provide remediation services to its eligible students? If so, what is the minimum?

A minimum of 30 hours per subject area is recommended.

4. Approximately when will the school year intervention/remediation programs begin in your district?

October-March with breaks for Thanksgiving and Christmas; intense instruction will be provided from January-March.

5. Describe the criteria used to select teachers and /or paraprofessionals who work providing instruction in the school year intervention/remediation.

Applications are taken from certified personnel. Priority is given to regular classroom teachers in the subject area and/or grade level in which remediation is being offered.

6. Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

Students will be provided additional instructional time in small group settings where teachers will be able to target specific skill deficiencies and give the needed attention and instruction. Teachers will also be available to provide help with regular classroom skills that may need additional instruction. This intervention should lead to better performance and higher achievement in the students' regular classroom and higher scores on high-stakes tests. All instructional materials and strategies are linked to the State Content Standards and /or Grade Level Expectations. Teachers are highly skilled in correlating their lessons and activities with the Comprehensive Curriculum and the State Assessment. Teachers also utilize technology labs as well as resources provided by the State Department of Education website.

7. Describe the form of documentation collected from students'/parents' who refuse school year remediation services.

Rosters of eligible students are printed. Applications are provided to those students and checked off when received. Applications are kept on file at school.

8. Describe how Science and Social Studies remediation is implemented.

Science and Social Studies will be remediated in the regular classroom during the school year.

C. Coordination of Funds

Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

Remediation is a joint effort between Title I, Special Education, 8(g) projects, and the Regular Education program. Remediation will be provided for with local, state, and federal funds

D. Evaluation

Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

Students' achievement/growth will be evidenced by assessment results from Spring Testing and by academic performance as indicated on student report cards.

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

The remediation program shall provide instruction to assist students in mastery of deficient skills based on their performance on LEAP 21. Instruction will be provided in English/language arts and mathematics.

B. Student Selection Criteria

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

The criteria used to determine student eligibility will be standardized test scores and/or identification by teachers as needing extra instructional time.

2. Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

No remediation class will have more than 10 students at any particular time.

3. Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

The West Feliciana Parish School Board operates a LEAP 21 Remediation program for students in grades 4 & 8 during May and June for approximately 16 days prior to testing. This amounts to about 40 hours per subject. The other 10 hours per subject is provided through "Bridge Time" at the end of the school year.

4. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the summer remediation. Please be reminded that all teacher selected must be highly certified.

Regular teacher - Appropriate certification

Paraprofessional

- 19 years of age,
- 48 hours college credit or associates degree,
- must work under the supervision of a certified teacher

5. Describe the materials and methodology to be used throughout the district in summer remediation.

All remediation will be done in individual or small group settings using various teaching methods and a wide range of materials.

Each remediation program will develop appropriate objectives.

Grade appropriate materials correlated to the LEAP test skills will be used.

Pre and Post tests will be used to determine student growth. Individual skills will be tested as they are taught. Where applicable students will be required to retake the appropriate LEAP 21. A list of students eligible for remediation will be retained in the central office.

Teachers maintain an academic folder on each student. The folder contains the student's attendance records as well as samples of student work. Those teachers working in the summer program are well-armed with test scores and other pertinent data on all of their students. They are aware of the strengths and weaknesses of each student and plan lessons to meet those individual needs.

Each school is responsible for maintaining academic records on all students, including those who are being remediated through the LEAP 21 Tutoring program. Guidance counselors and/or administrators review and check the roster of students needing remediation and then notify parents accordingly. Once the re-test is given and scores received, students and parents are notified. Students who were retained because of failure to pass LEAP 21, and then who pass the re-test are then promoted to the next grade. Their academic record indicated the reason for promotion. If the student is being transferred to another school, those academic and testing records are forwarded accordingly.

6. Describe the form of documentation collected for students' and parents' who refuse summer remediation services.

Students or Parents who refuse remediation shall do so in writing. This statement will be placed in the child's permanent record.

C. Coordination of Funds

Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

Remediation is a joint effort between Title I, Special Education, 8(g) projects, and the Regular Education program. Remediation will be provided for with local, state, and federal funds.

D. Evaluation

Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

Assessment data is collected and maintained at the district level for all students participating in summer remediation. Results from the summer re-test are used in determining student achievement/growth as well as instructional effectiveness.

III. GEE Remediation

For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.

Please describe the GEE remediation provided for students. Include the following:

A. Program Objectives

90% of the students receiving remediation shall demonstrate growth in the area(s) of deficiency/deficiencies that were indicated on the individual student profile.

90% of the students receiving remediation shall demonstrate mastery of skills in which they were deficient by scoring at "*Basic*" or above.

B. Program Description

The West Feliciana Parish School Board operates a GEE 21 Remediation program for high school students for approximately 4 weeks each summer. GEE 21 materials from various publishers as well as teachers-made materials are used in tutoring these at-risk students in English Language Arts and Mathematics.

The summer program has typically run for about 4 weeks from May 28-June 28. After school and Saturday remediation is offered in the fall for students taking the October and February retests. Student will attend approximately 5.5 hours per day (7:30 a.m. until 1:30 p.m.) and again receive instruction in English Language Arts and Mathematics. Instruction will be both computer-based and teacher-directed.

1. Student selection criteria

"Any public elementary or secondary student, including students with disabilities, who do not meet the performance standards established by the Department and approved by the State Board, as measured by the state criterion-referenced tests, shall be provided remedial education (R.S. 17:397)."

The failure of a student with disabilities to achieve performance standards on the state criterion-referenced test does not qualify such students for the Extended School Year Program. If a high school level student's IEP indicates that the student fails the math portion of GEE 21 test, he/she would be recommended for remediation through the LEA.

The West Feliciana School Board administers GEE 21 remediation for high school for approximately 4 weeks each summer and a combination of after-school and Saturday tutorials prior to the October and February retests. Students are required to maintain a minimum attendance rate of 85%.

2. Pupil/Teacher ratio

No remediation class will have more than 10 students at any particular time.

3. Instructional time

Students who do not meet the promotion criteria for GEE 21 during spring testing will be provided a minimum of 50 hours remediation during the summer as well as a combination of after-school and Saturday tutorials prior to the October and February retest.

4. Selection criteria for teachers and/or paraprofessionals

Regular teacher with appropriate certification in content area (Highly Quality)

Paraprofessional will be 19 year of age, have 48 hours of college credit or associates degree, and must work under the supervision of a certified teacher.

5. Materials and methodology to be used

All remediation will be done in individual or small group settings using various teaching methods and a wide range of materials, including teacher-made materials and GEE 21 preparation booklets purchased from various publishers. Each remediation program will develop appropriate objectives. The remediation program shall provide instruction to assist students in mastery of deficient skills based on their performance on GEE 21. Instruction will be provided in English/Language Arts and Mathematics. A list of students eligible for remediation will be retained in the Central Office.

For both after-school and the summer programs, teachers maintain an academic folder on each student. The folder contains the student's attendance records as well as samples of student work. Those teachers working in the after-school and/or summer programs are well-armed with test scores and other pertinent data on all of their students. They are aware of the strengths and weaknesses of each student and plan lessons to meet those individual needs.

Each school is responsible for maintaining academic records on all students, including those who are being remediated through GEE 21 tutoring programs. Guidance counselors and/or administrators review and check the roster of students needing remediation and then notify parents accordingly. Once the re-test is given and scores are received, students and parents are notified.

6. Program type –After-school tutoring, Saturday tutoring, summer school

7. Documentation of students' and parents' refusal to accept remediation

Parents who refuse remediation for their child shall do so in writing. This statement will be placed in the child's permanent record.

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

Remediation is a joint effort between Title I, Special Education, 8(g) projects, EEF, and the Regular Education program. Remediation will be provided with local, state and federal funds. The extended day/week/year Remediation programs will be funded by the 8(g) projects.

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

The program coordinator and appropriate supervisory personnel will monitor the program. Student performance on the GEE 21 re-test will be the primary evaluative instrument for the remediation program. Appropriate documentation will be forwarded to the Louisiana Department of Education at the end of the fiscal year.

Appendix A

Definition of State Terms

1. Acceleration - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508.
2. Alternate Assessment - The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessment.
3. Alternate to Regular Placement – placement of students in programs not required to address the State Content Standards.
3. Content Standards - Statements of what we expect students to know and be able to do in various content areas.
4. LEAP 21 Summer Remediation Program - The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP 21 summer retest in English language arts or mathematics.
5. Louisiana Educational Assessment Program (LEAP) - The state's testing program that included the grades 3,5,6,7 and 9 Louisiana Norm-referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies and science and the Graduation Exit Examination (English language arts, mathematics, written composition, science and social studies).
6. Promotion - A pupil's placement from a lower to higher grade based on local and state criteria contained in these Guidelines.
7. Pupil Progression Plan- "The comprehension plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain test as determined by SBESE before he or she can be recommended for promotion."
8. Regular Placement - The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
9. Remedial Programs - Programs designed to assist students including identified exceptional and Non/Limited English Proficiency (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
10. Remediation - see Remedial Programs.
11. Retention - Non-promotion of a pupil from a lower to a high grade.

Appendix B

Local Terms

Local Terms

1. Administrative Placement - This term will apply to the primary grades grouping 1 - 4 beginning in the school session 1983-84. A pupil who has been retained or failed the state minimum standards for that grade may be administratively assigned into a basic skills class. In the case where a student has not been retained at least once in the primary grade grouping, the principal must receive written authorization from the parish superintendent or his designee before administrative placement can take place. In all cases, the student's cumulative record, and report card must indicate "grade assignment by administrative placement," the major reason(s) why, and the name of the principal who initiated the placement. A written record of formal notification and review with a parent must be in the student's record prior to the placement of the student.
2. Basic Skills Classes - Special Classes designed to emphasize basic skills instruction for those students who require more intensive instruction. The classes will be of a cross-grade, multi-age grouping pattern and will have no grade designation.
3. LEA - Local Educational Agency
4. LRE - Least Restrictive Environment
5. Extracurricular Activities - These activities are those which are not directly related to the program of studies. They are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of students. Activities are those such as the following:
 1. Pep rallies
 2. Athletic events (football, baseball, basketball, track, and etc.)
 3. Parades
 4. Club meetings not defined as co-curricular
6. Co-curricular activities - These activities are relevant, supportive, and are an integral part of the course of study in which the student is enrolled. They are under the supervision and/or coordination of the school instructional staff. Activities considered to be co-curricular are such as follows:
 1. 4-H Club meetings
 2. F.F.A. Club meetings
 3. Subject-oriented field trips
 4. Substance abuse meetings and programs
 5. Subject-oriented plays, theatrical performance, programs and musicals.
 6. Student government
7. School Building Level Committee - A committee designed to process referrals made for students who have been retained twice at a grade level, completed one remediation program, and are still unable to meet the requirements for promotion, as well as students suspected of having a disability. The committee consists of the following:
 1. teacher
 2. parent
 3. school counselor
 4. administrator
 5. Pupil Appraisal

Appendix C

Foreign Language Waiver

Approval Pending

Appendix D

Guidelines for Nonpublic and Home Schooling Students Transferring to the Public School Systems: Participation in the LEAP 21

A student who is transferring from an in-state nonpublic school or a home schooling program or a Louisiana resident* who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade LEAP 21 English Language Arts **and** Mathematics tests. Fourth grade students must score Basic or above on either the LEAP 21 English Language Arts test or the LEAP 21 Mathematics test and Approaching Basic or above on the other one. Eighth grade students must score Approaching Basic or above on both the English Language Arts and Mathematics tests. Beginning in spring 2006, the achievement level for 8th grade students will be raised to the Basic/Approaching Basic combination level. The following guidelines shall apply:

1. Students may take LEAP 21 during a Spring or Summer administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system, or Local Education Agency (LEA) District Test Coordinator to register for the test.
2. The nonpublic school and parent (s) (or home schooling parent[s]) are responsible for providing to the LEA District Test Coordinator, at least ten (10) working days prior to the testing date, appropriate documentation required for requested standard testing accommodations.
3. Students with disabilities who have a current 1508 evaluation will participate in LEAP 21 testing. Promotion decisions for these students will adhere to Board Policy.
4. LEAs may charge a fee for the testing of nonpublic and home schooling students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
5. Students who participate in the Spring administration and fail to score at the required achievement level(s) are eligible to retake the LEAP 21 at the Summer administration.
6. LEA's shall offer LEAP 21 summer remediation to nonpublic/home schooling 4th and 8th grade students who fail to score at the required LEAP 21 achievement level(s), as well as to nonpublic/home schooled 4th and 8th grade students who did not test in the spring but wish to prepare for the summer administration. LEAs may charge a fee, not to exceed \$100 per student, for such remediation. The summer remediation fee shall be refunded upon the student's enrollment in that public school system the semester immediately following summer remediation.
7. Students who score at the required achievement level(s) are not required to attend summer school offered by the LEA to be eligible to take the Summer retest. However, students must attend the LEA-offered summer remediation to be eligible for the appeal process or the policy override.
8. Only students who fail to score at the required achievement level(s) after participation in **both** the Spring and Summer administration of LEAP 21 **and** who attend the summer remediation offered by the LEA are eligible for the appeals process or the policy override, provided all criteria are met. (see the High-Stakes Testing Policy).
9. Students who participate **only in the Spring administration or only Summer administration** and fail to score at the required achievement level(s) **are not eligible** for the appeals process or the policy override. These students **are not eligible** to take The IOWA Tests for placement purposes.
10. Students transferring into local school systems after the LEAP 21 Summer retest but **prior to February 15th** are required to take the state selected form of The Iowa Tests for grade placement, if the students have not taken LEAP 21.
11. Student taking The Iowa Tests are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee (SBLC).

12. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

- A Louisiana resident transferring from any out-of-state school is defined as a student who lives in Louisiana but attends school in an adjacent state.