

Pupil Progression Plan

Format and Content

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State Superintendent of Education

Revised April 2011



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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) has been updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

	PAGE
SECTION I – FORMAL SUBMISSION STATEMENT.....	1
INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN	
• a formal submission statement	
• a local contact information page	
• a listing of the committee of educators appointed by the superintendent	
• a listing of the parents appointed by the school board	
• documentation of input into the PPP by educators/parents, and	
• copies of the public notice of the PPP prior to approval of PPP (dates and location)	
SECTION II – STATE AND DISTRICT POLICIES	3
I. Placement	3
II. Attendance Policy	7
III. Grading Policy.....	8
IV. Promotion K-8	9
V. Promotion 9-12.....	11
VI. Retention Policy	15
VII. Acceleration	15
VIII. Remediation	16
IX. Alternative Schools/Programs/Settings	20
X. Other Policies and Procedures.....	20
APPENDIX A – DEFINITION OF TERMS	24
A. State	
B. Local	
C. Include additional information with Appendix B.	

Pupil Progression Plan

for

West Carroll Parish School System

for

2011-2012

Submitted to Louisiana Department of Education

August 31, 2011

TABLE OF CONTENTS

SECTION I – FORMAL SUBMISSION STATEMENT.....	1
SECTION II – STATE AND DISTRICT POLICIES	3
I. Placement	3
II. Attendance Policy	10
III. Grading Policy.....	10
IV. Promotion K-8	12
V. Promotion 9-12.....	28
VI. Retention Policy	33
VII. Acceleration	34
VIII. Remediation	36
IX. Alternative Schools/Programs/Settings	48
X. Other Policies and Procedures.....	49
APPENDIX A – DEFINITION OF TERMS	56
D. State	
E. Local	
F. Include additional information with Appendix B.	

SECTION I

FORMAL SUBMISSION STATEMENT

Formal Submission Statement

Assurance is hereby made to the State Department of Education that the West Carroll Parish School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression 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.

R. Kent Davis

J. Kelly Coleman

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

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(Primary Signature)

(Date)

SECTION II

STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B):
 - 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.
 - ▶ West Carroll uses the district Kindergarten checklist.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)
 - 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. (Bulletin 741 §1111 B.)
 - 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. (Bulletin 741 §1111 C.1.)
 - ▶ West Carroll does not provide for early entrance, other than for gifted students whose IEP's direct such action.

- 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. (Bulletin 741 §1111 C.2.)

▶ West Carroll uses the district Kindergarten checklist.

3. 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 criteria for placement. (Bulletin 741 §325 C)

▶ Chicago Early Assessment

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, 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. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - 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.

- d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

▶ These students shall abide by the same policy as our public school enrollees.

3. Credits earned by students in American schools in foreign countries shall be accepted at face value. (Bulletin 741 §707)

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

- Approved schools within the state (public/nonpublic)

The WC school system accepts the placement decisions of these schools, when they have made the promotion decision:

- A student who has not attended Kindergarten, and is eligible for first grade will be given the WC parish Kindergarten Checklist on which he/she must score at least 70%.
- Students entering the 5th or 9th grade must meet the state requirements regarding LEAP, which may include summer school testing or IOWA placement tests.
- Other elementary grades will be given credit for work completed or promotional decisions according to the records received from the former school(s).
- A student transferred from an in-state-approved school, public or nonpublic, 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. Students seeking high school credit will be given equivalency tests when available. Subjects for which WC has no access to an equivalency test will not be awarded credit and must be retaken by the transferring student. Grades from the proficiency exams may be used for TOPS criteria, but not for district valedictory consideration.

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

The WC school system accepts the placement decisions of these schools, when they have made the promotion decision:

- A student who has not attended Kindergarten, and is eligible for first grade will be given the WC parish Kindergarten Checklist on which he/she must score at least 70%.
- Students entering the 5th or 9th grade must meet the state requirements regarding LEAP, which may include summer school testing or IOWA placement tests.

- Other elementary grades will be given credit for work completed or promotional decisions according to the records received from the former school(s).
- A student transferred from an out-of-state approved school, public or nonpublic, 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. Students seeking high school credit will be given equivalency tests when available. Subjects for which WC has no access to an equivalency test will not be awarded credit and must be retaken by the transferring student. Grades from the proficiency exams may be used for TOPS criteria, but not for district valedictory consideration.
 - Home Study and Unapproved schools (public/nonpublic)
 - Provisions for LEAP/iLEAP Students
- Students transferring to Home School are eligible for state mandated spring testing, LEAP and iLEAP. 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.
 - Names of the entrance tests used to determine grade placement

Chicago for Kindergarten; for grade 1, IOWA or the WC Kindergarten checklist of skills; for grades 2-3 IOWA; 4 refer to high-stakes testing policy; grades 5-7 IOWA or LEAP Placement for grade 5; grade 8 refer to high-stakes testing policy; grade 9 LEAP Placement if indicated by high-stakes policy, grades 9-12 available proficiency exams per subject area.

- The procedure used for determining Carnegie credit for high school students

Home school or non-public school students who transfer to West Carroll public schools, may be given a limited number of state-recognized equivalency tests for credit. Subjects for which no test is available will have to be taken over.

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

Home study program participants transferring from other systems and other home study programs will be placed using age appropriateness, social maturity, and home study placement. The principal may counsel parents and use some assessments if indicated (the parallel IOWA form A with the 30th percentile criterion as stated in the list of placement tests WC may use). The SBLC will review all pertinent data to make a placement decision.

*Proficiency tests for credit for Carnegie Units may, (based on availability), be administered for high school students transferring from home school settings. Limited availability may result in students taking classes they claim to have

previously taken in home study. (These exams may be the exams approved for Credit Recovery for the courses.)

C. Transfer policies for students with disabilities

1. 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.
 - a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
 - b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
 - c. The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

► Describe the procedures for Interim IEPs.

Students who have documented or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program

concurrent with the conduct of the evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within ten school days and shall include the steps, as listed below:

1. A review of all available evaluation information by pupil appraisal personnel.
2. Approval by the LEA's special education administrator
3. The development of an interim IEP in accordance with 440-446
4. Informed parental consent for the interim placement
5. The duration of the completion of the evaluation and interim placement shall not exceed the evaluation time lines specified in Section 436 of Bulletin 1706, with the initial IEP/Placement document developed within 30 calendar days from the date of dissemination of the written evaluation report to the LEA's special education administrator.

Any infant or toddler moving to Louisiana who has an individualized Family Service Plan (IFSP) will be referred to the child search coordinator who will assist the family in accessing family service coordination. Infants and toddlers with disabilities who have an Individualized Family Service Plan (IFSP) and who transfer to West Carroll must be referred to Early Steps to receive services.

D. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

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

For each student entering school in WC parish, a parent/guardian must complete a registration form that includes a Home Language Survey. If indicated, the data from this survey will be used by the district counselor.

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

► Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.

The counselor would administer the assessment to determine if the child is deemed to be Limited English Proficient.

c. 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.

- ▶ 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.

If students are identified as Limited English Proficient, they will be provided language services which address their need for becoming fluent and literate in English. They will be provided instructional programs which foster their success in core content area subjects. Alternative methods and modifications of lessons may be provided as part of the language arts block. Bulletin 1832.

- d. Establish procedures to monitor former Limited English Proficient students for two years.

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

Through the student counselor and/or SBLC, an annual review and assessment will be administered as indicated.

- e. 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)

E. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian (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 (R.S. 17:24.4 G).

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

Periodic monitoring of the implementation of parish policies concerning pupil progression shall be the responsibility of the principal, teacher, and appropriate supervisor.

Review of placement may be initiated by the local school board, superintendent, principal, student, parent/guardian, or teacher by first contacting the school principal, who shall convene a school level review committee. If further action is desired, a

request shall be made in writing to the Parish Superintendent who shall convene a parish-wide committee.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.
 - 1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
 - a. 10,020 minutes for a six-period schedule;
 - b. 8,589 minutes for a seven-period schedule; and
 - c. 7,515 minutes for an eight-period or 4x4 block schedule.
 - d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

III. Grading Policy

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish 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. (Bulletin 1566 §501 C.)
- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302)

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

- Describe grading policies for grades/courses for which letter grades are not used.

Kindergarten, will use S (Satisfactory), NI (Needs Improvement), and U (Unsatisfactory) for grading purposes. These grades will be used for Penmanship, Social Living, Music, Arts, and Crafts, and Physical Education for grades 1-6.

► Describe grading scales and policies for honors, gifted, Advanced Placement, International Baccalaureate or any other type of course for which special grading policies exist.

Advanced Placement and Dual Enrollment Courses will use the following grading scale**:

	<i>Scale</i>	<i>Meaning</i>	<i>Quality Points</i>
A	90-100	Excellent / Superior	5
B	80-89	Above Average / Strong	4
C	70-79	Average / Satisfactory	3
D	60-69	Below Average / Weak	2
F	***0-60***	Unsatisfactory	0

(Note: Grades will be rounded up if they are .50 and above. Grades will be rounded down if they are .49 and below.)

**NOTE: Exceptions are dual enrollment vocational courses (such as Welding, CNA, Foods and Nutrition, Business). The dual enrollment vocational courses will follow the grading scale/quality points for regular courses.

Students who scored a minimum of a 3.0 average in the previous course will be eligible to enroll in the AP course. West Carroll will use the same grading scale for Credit Recovery courses as is used for regular courses. Credit Recovery courses will be offered using a computer based instruction program and state approved test for end-of-course. The program will follow the guidelines set forth in Bulletin 741, Section 2324.

C. Grading Policy for End-of-Course (EOC) Tests

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the student's final grade for the course.
 - b. The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
 - c. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

► Describe the LEA's grading policy for students taking courses with EOC tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the EOC test will count.

Students in West Carroll Parish Schools will be assigned course grades following the conversion chart provided by the Louisiana Department of Education, which will be created by assigning a value of 15% of the final course grade to the EOC test using the uniform state grading scale.

IV. Promotion K – 8

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

A. 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 BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time 4th or 8th grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
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). (Bulletin 1566 §505 A.)

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. (Bulletin 1566 §707 E)

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

The SBLC reviews all pertinent data regarding the student performance and monitors for compliance with state and local criteria for promotion and retention.

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA's procedure for determining if a 4th or 8th grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

West Carroll may override the State policy for students scoring at the Unsatisfactory level in ELA or Math, if the student scores at the Mastery or Advanced level in the other provided that:

- a. The decision is made by the SBLC
- b. The student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program. The student shall participate in the summer retest only on the subject that he/she scored at the Unsatisfactory achievement level during the spring test administration, AND
- c. Parental consent is granted.

► 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.

No West Carroll student shall be 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.

► 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 if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 C.)

West Carroll promotes to grade 5 for a student who meets the above criteria.

► Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

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

- a. The student's highest score in English Language Arts and/or Math on either the spring or summer LEAP 21 must fall within (20) scaled score points of the cutoff score for Basic.
- b. The student shall have a 3.0 grade point average on a 4.0 scale in subjects on which he/she scored Approaching Basic on LEAP.
- c. The student must have attended the LEAP summer remediation program.
- d. The student must have taken the LEAP retest given at the conclusion of the summer remediation program.
- e. The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations* during the summer remediation program. *Students may miss no more than 5 days of summer school to qualify for special considerations and to be "in attendance".
- f. The principal and the SBLC must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in the subject for which the appeal is being considered.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

The West Carroll School Board will offer a fourth grade Transitional program for students meeting the minimum criteria:

- a. the student must score at the Approaching Basic/Approaching Basic achievement level on the English Language Arts and Mathematics components of LEAP
- b. the student must have met all requirements for promotion from the fourth grade (pass Reading, English/Language Arts, Mathematics and either Science or Social Studies)
- c. the student must participate in both the summer remediation program offered by the district and the summer retest

Promotion from the fourth grade transitional program to the sixth grade will only be considered for students meeting the following criteria:

- a. the student must be provided remediation in the subject area on which the student

scored below Basic on LEAP as well as instruction in the fifth grade curriculum

b. the student must score a minimum of Basic/Approaching Basic on English language arts and math and a minimum of Approaching Basic/Approaching Basic on the science and social studies on the fourth grade LEAP

c. the student must have met all requirements for promotion from the fifth grade (the student must pass English/Language Arts and Math and EITHER Science or Social Studies)

(Students not meeting these criteria will only be promoted to the fifth grade.)

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

Students may miss no more than 5 days of summer school to qualify for special considerations and to be considered “in attendance” for special considerations.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)

2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)

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 the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)

4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)

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. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements.

KINDERGARTEN – to be promoted: (at a minimum)

- (a) Must meet kindergarten requirements in Bulletin 741, Handbook for School Administrators.
- (b) Must be 5 years of age by September 30 of the current year to enter kindergarten (other than gifted IEP directives).
- (c) Successfully complete 70% of the parish developed checklist to be considered for promotion to the 1st grade. Grades will be S, NI, and U.

**A kindergarten student may be promoted 1 time per SBLC with less than 70% on the parish checklist.

FIRST – EIGHTH Grades to be promoted:

To pass for a semester, a student must have an overall 67 numerical average.

To pass for the session, a student must pass the second semester and have an overall 67 numerical average.

FIRST – to be promoted: (at a minimum)

A student must pass Reading and Math and EITHER ELA or Spelling.

FIRST GRADE SUBJECTS	
Reading	Penmanship (S-NI-U)
Math	Social Living (S-NI-U)
ELA	H&PE (S-NI-U)
Spelling	Music/Arts/Crafts (S-NI-U)
<i>*Language and Spelling to be graded all year.</i>	

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students in grades 1-12.

SECOND – to be promoted: (at a minimum)

A student must pass Reading and Math and EITHER ELA or Social Living.

NOTE: Social Living (graded) will be taught for the first six-weeks, alternating with Science each six weeks thereafter.

SECOND GRADE SUBJECTS	
Reading	Penmanship (S-NI-U)
Math	H&PE (S-NI-U)
English/Language Arts	Music/Arts/Crafts (S-NI-U)
Spelling	
Social Living	

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students in grades 1-12.

THIRD – to be promoted: (at a minimum)

A student must pass Reading, Math, English/Language Arts, and EITHER Science or Social Studies. Science and Social Studies will be taught all year(8/16/05).

THIRD GRADE SUBJECTS	
Reading	Penmanship (S-NI-U)
Math	H&PE (S-NI-U)
English/Language Arts	Music/Arts/Crafts (S-NI-U)
Spelling	
Science	
Social Studies	

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students in grades 1-12.

FOURTH – to be promoted: (at a minimum)

A student must pass LEAP according to the High Stakes Test Policy.
AND

A student must pass Reading, English/Language Arts, Math, and EITHER Science or Social Studies.

FOURTH GRADE SUBJECTS	
Reading	Penmanship (S-NI-U)
Math	H&PE (S-NI-U)
English/Language Arts	Music/Arts/Crafts (S-NI-U)
Science	*Foreign Language (S-NI-U)
Social Studies	*if offered
Spelling	

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students in grades 1-12.

LEAP High Stakes Testing Policy

(May be revised during the year with the latest policy superseding the previous policy)

4th Grade Promotion / Placement

(includes both state and local criteria) **NOTE: Students may miss no more than 5 days of summer school to qualify for special considerations and to be “in attendance.” Summer school will be a minimum of 50 hours.**

The district will grant all appeals and waivers for which students are eligible at grade four through consideration by the SBLCs.

A. *Regular promotion from Grade 4 to Grade 5*

Must pass both components of LEAP (at least Approaching Basic and Basic on ELA and Mathematics, and pass Reading, English/Language Arts, Mathematics and either Science or Social Studies.

*extenuating circumstances may be referred to SBLC for consideration

B. **Transitional Program:** The West Carroll School Board will offer a fourth grade Transitional program for students meeting the minimum criteria:

a. the student must score at the Approaching Basic/Approaching Basic achievement level on the English Language Arts and Mathematics components of LEAP

b. the student must have met all requirements for promotion from the fourth grade (pass Reading, English/Language Arts, Mathematics and either Science or Social Studies)

c. the student must participate in both the summer remediation program offered by the district and the summer retest

Promotion from the fourth grade transitional program to the sixth grade will only be considered for students meeting the following criteria:

a. the student must be provided remediation in the subject area on which the student scored below Basic on LEAP as well as instruction in the fifth grade curriculum

b. the student must score a minimum of Basic/Approaching Basic on English language arts and math and a minimum of Approaching Basic/Approaching Basic on the science and social studies on the fourth grade LEAP

c. the student must have met all requirements for promotion from the fifth grade (the

student must pass English/Language Arts and Math and EITHER Science or Social Studies)

(Students not meeting these criteria will only be promoted to the fifth grade.)

C. *Placement from Grade 4 into Grade 5 as a result of scoring at the Unsatisfactory achievement level on LEAP for a second time on spring administration.*

The student must attend summer school at least once, or pass Reading, English/Language Arts, Mathematics and either Science or Social Studies

*extenuating circumstances may be referred to SBLC for consideration.

** A student who is 12 years old on or before September 30 and has repeated the 4th grade, may be promoted through SBLC.

Exceptions to the High Stakes Testing Policy may include:

A. *Mastery/Advanced Waiver:*

The West Carroll School system may override the state policy for students scoring at the *Unsatisfactory* level in English Language Arts or Mathematics if the student scores at the *Mastery* or *Advanced* level in the other provided that:

2. The decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the SBLC.
3. The student has participated in *both* the spring and summer administrations of the *LEAP* and has attended the summer remediation program offered by the district. (The student shall participate in the retesting only on the subject area(s) that he/she scored at the *Unsatisfactory* achievement level during the spring test administration.)
4. Parental consent is granted.

B. *Twenty Point Appeal: Placement of a student into Grade 5 through the appeals process(After Summer Retest)*

After the summer retest, the district, through the superintendent, may consider granting a waiver on behalf of individual students, provided that all of the following criteria have been met:

1. The student's highest score in ELA or Mathematics on either the spring or summer LEAP falls within 20 scaled score points of the cutoff score for Basic.
2. The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
3. The student must have attended the LEAP summer remediation program and have taken the LEAP retest.

4. The student must have met state-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
5. The principal and the SBLC must review student work samples and attest that the student exhibits the ability to perform at or above the Basic achievement level in the subject for which the appeal is being considered.

C. *Waiver for Limited English Proficient Students*

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.

D. *Waiver for extenuating circumstances:*

1. An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - a. a physical illness or injury that is acute or catastrophic in nature;
 - b. a chronic physical condition that is in an acute phase;
 - c. court-ordered custody issues.
2. Documentation
 - a. *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in testing and/or remediation.
 - b. *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation or retesting.
3. Student Eligibility/Retest Requirements
 - a. Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP; and
 - b. who are unable to participate in both the spring and the summer administration of LEAP; or
 - c. who failed to achieve the passing standard on the spring administration of LEAP English language arts and mathematics tests and are unable to participate in LEAP summer retest:
 - i. shall take the Iowa Tests for grade placement within 10 school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
 - ii. must score at or above the cutoff score on the selected form of the Iowa Tests for grade placement to be promoted to the fifth or ninth grade; and
 - iii. are not eligible for a retest. These students may be eligible for the other waivers in accordance with the local Pupil Progression Plan;

- d. students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP; and
- e. who are unable to participate in the spring testing and/or summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the LEAP summer retest. These students may be eligible for the other waivers in accordance with the local pupil progression plan.

E. State Granted Exceptions, High Stakes Testing Policy

1. A local school superintendent, a parent or guardian, or the DOE may initiate a request for a state-granted waiver from the State Superintendent of Education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.
2. The DOE will provide a report to BESE detailing state-granted waivers.
3. Documentation:
 - a. LEA Error: the LEA superintendent or parent must provide the State Superintendent of Education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.
 - b. Other Unique Situations: documentation must be provided to the State Superintendent of Education detailing the unique situation and justifying why a waiver should be granted.
4. Testing/Promotion Decisions
 - a. The DOE will communicate to the LEAs the means for establishing promotional decisions for those students who have received a state-granted waiver.

F. Students with Disabilities:

1. Students with Disabilities eligible under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessment, Level 1 (LAA1) or LEAP Alternate Assessment, Level 2 (LAA2) shall have promotion decisions determined by the SBLC.

NOTE: Grades 5-8 will combine Reading and Language into one subject, English/Language Arts.

FIFTH – to be promoted: (at a minimum)

A student must pass English/Language Arts and Math and EITHER Science or Social Studies to be considered for promotion.

FIFTH GRADE SUBJECTS

English/Language Arts	Penmanship (S-NI-U)
Math	H&PE (S-NI-U)
Science	Music/Arts/Crafts (S-NI-U)
Social Studies	Foreign Language (S-NI-U) *if offered

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students in grades 1-12.

NOTE: Grades 5-8 will combine Reading and Language into one subject, English/Language Arts.

SIXTH – To be promoted: (at a minimum)

A student must pass English/Language Arts, Math, and EITHER Science or Social Studies.

SIXTH GRADE

English/Language Arts	Penmanship (S-NI-U)
Math	H&PE (S-NI-U)
Science	Music/Arts/Crafts (S-NI-U)
Social Studies	Foreign Language (S-NI-U) *if offered

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students grades 1-12.

****Semester exams will be given at the end of the 3rd and 6th six-week grading periods. The exams will count as 20% of the six-weeks grade. All students will take the exams unless they meet the school's criteria for exemption.

NOTE: Grades 5-8 will combine Reading and Language into one subject, English/Language Arts.

SEVENTH – To be promoted: (at a minimum)

A student must pass English/Language Arts, Math, and EITHER Science or Social Studies.

SEVENTH GRADE	
English/Language Arts	Foreign Language (S-NI-U)
Math	
Science	
Social Studies	
H&PE	

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students grades 1-12.

****Semester exams will be given at the end of the 3rd and 6th six-week grading periods. The exams will count as 20% of the six-weeks grade. All students will take the exams unless they meet the school's criteria for exemption.

NOTE: Grades 5-8 will combine Reading and Language into one subject, English/Language Arts.

EIGHTH – To be promoted: (at a minimum)

A student must pass the state LEAP requirement per the High Stakes Testing Policy

AND

A student must pass English/Language Arts, Math, and EITHER Science or Social Studies in addition to LEAP requirements.

The district will grant appeals and waivers for which students are eligible on a case-by-case basis through the local SBLC recommendation. The SBLC will review classroom grades, LEAP scores, age of the student, attendance, and other pertinent or extenuating factors, with LEAP scores being given primary consideration when making the decision to grant appeals or waivers.

NOTE: Options, Waivers, Overrides, Extenuating Circumstances, and State Granted Exceptions are addressed in the High Stakes Testing Policy.

EIGHTH GRADE

English/Language Arts	Foreign Language (S-NI-U)
Math	*if offered
Science	
Social Studies	
H&PE	

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject . unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report card for all students grades 1-12.

****Semester exams will be given at the end of the 3rd and 6th six-week grading periods. The exams will count as 20% of the six-weeks grade. All students will take the exams unless they meet the school's criteria for exemption.

Grade 8 Promotion / Placement:

A student may not be promoted to the 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 8th grade LEAP and at the *Approaching Basic* achievement level on the other.

Exceptions to the High Stakes Policy:

A. *Mastery/Advanced Waiver:*

The West Carroll School system may override the state policy for students scoring at the *Unsatisfactory* level in English Language Arts or Mathematics if the student scores at the *Mastery* or *Advanced* level in the other provided that:

1. The decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the SBLC.
2. The student has participated in *both* the spring and summer administrations of the *LEAP* and has attended the summer remediation program offered by the district. (The student shall participate in the retesting only on the subject area(s) that he/she scored at the *Unsatisfactory* achievement level during the spring test administration.)
3. Parental consent is granted.

B. U/B Waiver: The LEA may waive the state policy for eighth grade students scoring at the Unsatisfactory level in English language arts or mathematics, if the student scores at the Basic level in the other, provided that the following criteria are met:

1. the student scored Approaching Basic or above on the science and social studies components of LEAP;
2. the student had an overall 2.5 grade point average on a 4.0 scale;
3. the student had a minimum 92 percent attendance during the school year;
4. the decision is made in accordance with the local pupil progression plan, which may include a referral to the SBLC;
5. the student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the Unsatisfactory level during the spring test administration; and
6. parental consent is granted
7. If a student meets the criteria for this waiver, and is promoted with an Unsatisfactory, the student must enroll in and pass a high school remedial course in the Unsatisfactory subject before enrolling in or earning Carnegie credit for English or mathematics.

C. AB/AB Waiver: After the summer retest, the LEA, through its superintendent, may consider a waiver for an eighth grade student who has scored at the Approaching Basic level on both the English language arts and mathematics components of LEAP. The LEA may grant the waiver in accordance with the local pupil progression plan provided the following criteria are met:

1. The student has attended the LEAP summer remediation program offered by the LEA, and has taken the summer retest of the component(s) (English language arts and/or mathematics) on which the student scored Approaching Basic or below on the spring test.

D. Waiver for Limited English Proficient Students

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. Waiver for extenuating circumstances:

1. An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - a. a physical illness or injury that is acute or catastrophic in nature;
 - b. a chronic physical condition that is in an acute phase;
 - c. court-ordered custody issues.
2. Documentation
 - a. *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in testing and/or remediation.
 - b. *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation or retesting.
3. Student Eligibility/Retest Requirements
 - a. Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP; and
 - b. who are unable to participate in both the spring and the summer administration of LEAP; or
 - c. who failed to achieve the passing standard on the spring administration of LEAP English language arts and mathematics tests and are unable to participate in LEAP summer retest:
 - i. shall take the Iowa Tests for grade placement within 10 school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
 - ii. must score at or above the cutoff score on the selected form of the Iowa Tests for grade placement to be promoted to the fifth or ninth grade; and
 - iii. are not eligible for a retest. These students may be eligible for the other waivers in accordance with the local Pupil Progression Plan;
 - d. students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP; and
 - e. who are unable to participate in the spring testing and/or summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the LEAP summer retest. These students may be eligible for the other waivers in accordance with the local pupil progression plan.

F. State Granted Exceptions, High Stakes Testing Policy

1. A local school superintendent, a parent or guardian, or the DOE may initiate a request for a state-granted waiver from the State Superintendent of Education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.
2. The DOE will provide a report to BESE detailing state-granted waivers.

3. Documentation:

a. LEA Error: the LEA superintendent or parent must provide the State Superintendent of Education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.

b. Other Unique Situations: documentation must be provided to the State Superintendent of Education detailing the unique situation and justifying why a waiver should be granted.

4. Testing/Promotion Decisions

a. The DOE will communicate to the LEAs the means for establishing promotional decisions for those students who have received a state-granted waiver.

G. Students with Disabilities:

1. Students with Disabilities eligible under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessment, Level 1 (LAA1) or LEAP Alternate Assessment, Level 2 (LAA2) shall have promotion decisions determined by the SBLC.

H. Students Who Repeat Eighth Grade:

Students who are repeating the eighth grade due to failure to achieve the passing standard on the eighth grade LEAP may take high school courses except any in a content area in which they scored Unsatisfactory on the eighth grade LEAP. These students may be housed on a high school campus or a middle school campus.

A student who has repeated the eighth grade may:

(a). be promoted to the 9th grade. If promoted with an Unsatisfactory on the ELA or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the unsatisfactory subject (ELA or Mathematics) before enrolling in or earning Carnegie credit for that subject.

(b). placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in Bulletin 741.

(c). be enrolled in the Career Diploma pathway if they meet the criteria for eligibility.

LEAP Testing

- Students repeating the 8th grade will retake all four components of LEAP.
- Students in the Pre-GED/Skills Options Program will not participate in the state testing program for the 2010-2011 school year.

For SBLC consideration : *Additional circumstances may be considered:*

- Overage student is at least 2 years behind
- Family trauma may include family death, illness, divorce.

*Students who meet the criteria for extenuating circumstances under the physical illness, chronic physical condition, or court ordered custody category related to LEAP may have additional provisions as found in the **High Stakes Testing Policy** attached to the end of this document.

► Describe the elementary foreign language program for academically able students in grades 4–8.

West Carroll has a waiver for foreign language in grades 4-8.

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

The level of competency pertaining to the state content standards / gle’s a student must demonstrate. This pertains to grades 4-8 with 70% accuracy.

- List the model program sites.

For grades 9-12:

Epps High School	Spanish
Forest High School	Spanish
Oak Grove High School	Spanish
Kilbourne High School	Spanish

- List the designated subject area(s) for foreign language.
- Spanish will be taught at grades 9-12 at the four high schools and will impact study hall.
- If your LEA was granted a waiver from full implementation of the elementary foreign language program, include a copy of the approval letter in the appendix.

V. Promotion 9 – 12

A. Carnegie Credit Time Requirements

1. 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: (Bulletin 741 §907)
 - a. 10,620 minutes for a six-period schedule;
 - b. 9,103 minutes for a seven-period schedule; and
 - c. 7,965 minutes for eight-period or 4 x 4 block schedules.

- d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
- e. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
- f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

► List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

For Grades Nine - Twelve

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject unless waived by the principal or superintendent due to extenuating circumstances.

***Numerical grades will be shown on the report cards for all students grades 1-12.

****To pass for a semester, a student must have, at a minimum, an overall 67 numerical average.

*******Semester exams will be given at the end of the 3rd and 6th six-week grading periods. The exams will count as 20% of the six-weeks grade.** All students will take the exams unless they meet the school's criteria for exemption.

NINTH -- To be promoted:

A student must have earned four (4) Carnegie units.

Students who take the NRT in grades 3, 5, 6, 7, and 9 must exhibit proficiency in grade appropriate skills as defined by state standards.

TENTH – To be promoted:

A student must have earned ten (10) Carnegie units.

ELEVENTH – To be promoted:

A student who entered ninth grade prior to 2008-2009 must have earned sixteen (16) Carnegie units. Those who entered after 2008-2009 must have earned seventeen (17) Carnegie units.

TWELFTH – In addition to completing a minimum of 23 Carnegie units (those who entered ninth grade prior to 2008-2009) or 24 Carnegie units (those who entered ninth after 2008-2009) as presented by BESE:

All students shall pass ELA, Math, and EITHER Science OR Social Studies, as mandated by the state, of the GEE. Students entering the ninth grade in 2010-2011 and beyond must pass three End-of-Course tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or American History.

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

West Carroll will award ½ unit credit for all courses.

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - ii. Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:

- (a) An academic catch-up component to address all the areas of student deficiency,
 - (b) An adult mentoring component with an emphasis on workforce awareness and readiness,
 - (c) Work awareness and work readiness skills component, and
 - (d) A work-based learning component, such as job shadowing/job exploration/paid internships.
- b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
- List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

Behavior standards for students who enter the Career Diploma Pathway will be the same as for all other students as stated in Bulletin 741 and the West Carroll Parish Student Handbook.

- List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.
- Prior to entering the ninth grade, such student must complete a summer LEAP remediation program and take the retest in the subject area of any component of the eighth grade LEAP test on which the student scores at the Unsatisfactory level. Any such student who fails to satisfactorily complete the LEAP summer remediation program or who scores Unsatisfactory on the mathematics or English language arts component of the eighth grade LEAP shall be required to successfully complete a remedial course for credit in the subject area of the component of the eighth grade LEAP test on which they scored at the Unsatisfactory level before pursuing other courses in the content area.
 - The student must have achieved a minimum cumulative grade point average of 1.5 on a 4.0 scaled for course work required for completion of the eighth grade
 - The student must meet the attendance requirements established the LEA in the Pupil Progression Plan for students entering the career diploma pathway. West Carroll Parish attendance requirements for these students

will be the same as for all high school students, an equivalent of 81 days per semester.

- The student must enroll in Education for Career the first semester and Personal Finance for the second semester of their ninth grade year. The LEA will employ a Graduation Coach to provide the following services: monitor attendance, preparation/consultation regarding the Five-Year Plan, monitor achievement, monitor transition, monitor jobskills/work-based opportunities, provide required reports to LDE
 - Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The school principal shall also sign the form stating that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student.
5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
 6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A.)
 7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly

impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Any student entering the ninth grade having scored *Unsatisfactory* in math and/or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 - a. 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.
2. 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.
 - a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 - b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 - c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
3. 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.

VI. Retention Policy

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

Grades K-3 **No more than 1** retention.

Grades K-7 **No more than 2** total retentions*. **However, no student shall spend more than two years in the same grade.**

*These retentions are apart from those resulting from LEAP failures.

Grade 8 Retentions will be determined by the High Stakes Testing Policy and any special considerations listed by the LEA in promotion/retention/placement guidelines set forth previously in this document.

- ▶ Describe any additional LEA policies that may determine student retention.

No Limited English Proficient student (LEP) shall be retained solely because of limited English proficiency.

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

The district uses Title I Reading and Math intervention, LEAP remediation after-school tutoring for 4th and 8th graders, GEE remediation either before or during school hours, DIBELS NEXT interventions for reading for all grades K-3. The district will use various computer-based programs, such as, EAGLE, to screen for Math RTI. The results will be used to schedule interventions in these areas. At-risk students who do not respond to intervention will be referred to the SBLC for further evaluation and remediation, possibly with 504 or Special Education services if indicated.

VII. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate 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.

Grades K-8/9-12: West Carroll Parish shall not accelerate students from one grade to another, other than gifted students whose IEP's direct such action. The School system shall allow high school credit for college courses and proficiency examinations as outlined in [Bulletin 741](#).

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

Only gifted students shall be considered by the IEP team for acceleration as directed by their IEP's.

- ▶ Describe any applicable policies and procedures for grade “skipping.”

West Carroll does not allow for grade “skipping.”

- ▶ Describe any policies governing services for gifted students.

The most current parish test scores (LEAP or iLEAP) for students grades 3-8 will be reviewed once a year by Pupil Appraisal personnel. Points will be assigned to students' percentile rank scores in the areas of total reading, total math, and core total as follows:

98 th – 99 th percentile -	3 points
93 rd – 97 th percentile -	2 points
84 th – 92 nd percentile -	1 point
1 st - 83 rd percentile -	0 points

Students who earn a combined math and reading score of five points, or students who earn a core total of the 97th, 98th, or 99th percentile, will be invited to participate in additional screening if the following conditions are met.

If percentile rank scores are not provided, any student who earns at least one advanced and one mastery in the areas of ELA and mathematics will be invited to attend additional screening if the following conditions are met.

CONDITIONS:

- The parent/guardian gives written approval for the student to participate
- The student has not repeated a grade
- The student has not participated in a screening session within the last calendar year
- The student does not have a current evaluation with an exceptionality of “none”

Based on the screening, a recommendation to conduct an individualized evaluation will be made if:

- The student earns a score of 124 or higher on the aptitude test **or**
- The student earns a score of 122 or higher, and a determination is made that there is a possibility of the existence of sociocultural factors or other factors which may have significantly or adversely affected the student’s performance.

Based on a written recommendation made by the school building level committee as a result of a written request from the child’s parent, teacher, or principal, any child not meeting the above criteria may be screened at a different time.

A. Carnegie Credit for Middle School Students

1. Students who intend to take a GLE-based course for Carnegie credit in middle school should successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the LEA shall administer a test based on the eighth grade GLEs. The LEA shall publish in its Pupil Progression Plan the criteria for placement of students in the Carnegie credit course, one of which shall be the student's performance on the eighth grade GLE test. Other suggested criteria include the student's performance in the seventh grade course, standardized test scores, and teacher recommendation. All policies regarding Carnegie credit for middle school students are found in Bulletin 741 §2321.

- ▶ List the LEA requirements for placement of middle school students in Carnegie credit courses.

West Carroll shall require that the student must successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the student shall pass a test based on the eighth grade GLEs. In order for a West Carroll eighth grade student to be placed in a Carnegie credit course, the student must pass with 80% accuracy the test on 7th

and 8th grade GLEs and be recommended by the seventh grade teacher of that course. Also, the student's standardized test scores and the grade in the seventh grade course shall be considered by SBLC before the student is placed in the course.

. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.
 - a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
 - ▶ Describe the components and requirements of the local early graduation program.

West Carroll will make early graduation possible for students through the use of middle school Carnegie credits, Virtual School courses, AP classes where available, Dual Enrollment and approved correspondence courses.

C. Accelerated Student Achievement Pathway Program

1. The Accelerated Student Achievement Pathway (ASAP) Program is an intervention process of the College and Career Readiness (CCR) Office. This process is designed to allow students the opportunity to accelerate the attainment of Carnegie units required for high school graduation.
 - ▶ If participating, describe the components and requirements of the local ASAP Program.

West Carroll does not participate in the Accelerated Student Achievement Pathway (ASAP) Program at this time.

VIII. Remediation

A. Legal Authorization

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

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

B. Purpose

1. 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, the Graduation Exit Examination, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements

1. 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 BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who 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.
 - i. 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.
 - ii. 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, including accommodations.
 - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
 - iv. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
 - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests.

- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the LEAP Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

D. Local Program Development and Evaluation

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

► School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
- 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 GEE/EOC.
- Beginning in the summer of 2004, remediation in the form of summer school shall be provided to students who score at the "Approaching Basic" level on **LEAP** English language arts or Mathematics tests.
- Beginning in the fall of 2004, remediation shall be provided to students who score at the "Approaching Basic" level on **LEAP**, science and social studies.
- Beyond the goal of student achievement in grade appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school (R.S. 17:395 B)
 - Describe the criteria used to determine which 4th and 8th grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.

Any public elementary or secondary student, including an exceptional student 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-reference tests, shall be provided remedial education (R.S. 17:397).

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

The pupil teacher ratio for after school is 7:1. The pupil teacher ratio for summer and other remediation is 12:1.

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

Instructional time will vary according to the type program used and the appropriate use of money allotted by the state. Students may be offered remediation during the school day in regular class, in after school programs, and through summer school programs of instruction.

- Approximately when will the school year intervention/remediation programs begin in your district?
- August 2011
- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the school year intervention/remediation.
- Remedial teachers shall possess the appropriate certification/qualifications as required by BESE.
- Paraprofessionals, with the following qualifications, and under the supervision of a certified teacher, may be employed.
 - (a) Must be 20 years of age.
 - (b) Must possess a high school diploma or its equivalent.
 - (c) Must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of twelfth grade students (R.S. 17:398 A and BESE Policy).
- Educators already employed as regular or special education teachers to provide remedial instruction. These educators may receive additional compensation for remedial instruction, provided the services are performed in addition to their regular duties (R.S. 17:398 A).
 - Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
 - For the GEE/EOC, remediation shall be provided in English language arts, mathematics and writing to all eligible students beginning in either the summer of 1989 or the 1989-90 school year. Remediation shall be provided in social studies and science for those eligible students beginning in either the summer of 1990 or during the 1990-91 regular school year (R.S. 17:24.4 G; 395 B and C and Board Policy).

- Beginning the summer of 2000, remediation in the form of summer school shall be provided to students who score at the “Unsatisfactory” level on **LEAP** English language arts or mathematics tests.
- Beginning in the Fall of 2004, remediation shall be provided to students who score at the “Approaching Basic” level on LEAP science and social studies tests.
- Beginning the summer of 2004, remediation will shall be provided for 4th grade students who score below the passing criteria (at least a Basic and Approaching Basic in Math and ELA)
- Instruction shall include but not be limited to the philosophy, the methods and the materials included in local curricula that are based on State Content Standards in mathematics, English language arts, science and social studies. Methods and materials will supplement and reinforce those methods and materials used in the regular program. After mastery has been achieved, maintenance will be based on student need.

- Instructional time will vary according to the type program used and the appropriate use of money allotted by the state. Students may be offered remediation during the school day in regular class, in after school programs, and through summer school programs of instruction. Following summer school instruction, students will be administered the **LEAP** . Students that are retained in grades 4 and 8 (failed the summer retest) will be retested in the respective grade the following year. The CRT will be the major factor in determining success of the remediation program. Other factors that may be considered in gauging success will be local criteria for passing (parish adopted grading scale), and Title I data.

- The instructional strategies will be varied and focus on state content standards. Instructional tools may include but not be limited to ALS computer software programs of basic skill; Title I programs; Accelerated Reader, parish adopted materials; and content standard enhancement materials. Professional Development for teachers will enhance instruction for students to be remediated i.e. LaSIP trained teachers.

- CRT Profiles will qualify students for remediation. Individual profiles will be maintained within the appropriate schools. ***Documentation of a parent and student’s refusal of remediation will be kept at the respective schools.***

- Failure of one or more components of the GEE/EOC will result in remediation opportunities prior to the retesting schedule mandated by the state. The passing rate on these re-tests will determine the success of the remediation program. High school students, grades 10 and 11, who do not meet the requirements to pass the GEE/EOC test will be offered remediation prior to their re-test date. All remediation will be tailored to closely follow the State Content Standards.

- The methodologies to be used in the remediation program will follow the guidelines set forth by the regular education program. The teacher will provide instruction using hand-outs, computer programs, electronic learning devices, workbooks, manipulatives, and textbooks. The students will also receive help from parents and paraprofessionals.

- Coordination of programs will be noted through documentation of meetings, conferences, and check-lists on instructional plans for remediation. A folder will be maintained with samples of plans, test, and worksheets to help document the remediation process.
- The evaluation of the plan will include teacher made tests; checklists, teacher observations, standardized tests, and the progress of each student will be noted. Student progress will be noted by pre- and post-test administered to determine skill mastery as well as growth. The extent of growth and achievement will be noted.
- All persons responsible for planning, conducting, and reporting the evaluation will have a valid Louisiana Certificate in Program Evaluation.
- West Carroll Parish School System shall complete an annual evaluation of its program using the approved Department of Education guidelines and will submit the evaluation report to the State Superintendent by June 15 of each year.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.

Documentation of a parent and student's refusal of remediation will be kept at the respective schools.

- Describe how science and social studies remediation is implemented.
- Science and Social Studies are remediated in the summer program.
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

Coordination of programs and initiatives such as state/local, Title I, K – 3, Special Education, and Technology opportunities will enhance the remediation plan for West Carroll Parish. Coordination of programs will be noted through documentation of meetings, conferences, and check-lists on instructional plans for remediation. A folder will be maintained with samples of plans, test, and worksheets to help document the remediation process.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.
- The evaluation of the plan will include teacher made tests; checklists, teacher observations, standardized tests, and the progress of each student will be noted. Student progress will be noted by pre- and post-test administered to determine skill mastery as well as growth. The extent of growth and achievement will be noted.
- All persons responsible for planning, conducting, and reporting the evaluation will have a valid Louisiana Certificate in Program Evaluation.

- West Carroll Parish School System shall complete an annual evaluation of its program using the approved Department of Education guidelines and will submit the evaluation report to the State Superintendent by June 15 of each year.

► Summer Remediation Program

- List the objectives for your summer remediation program.
- The intent of our summer 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 GEE/EOC.
- Beginning in the summer of 2004, remediation in the form of summer school shall be provided to students who score at the "Approaching Basic" level on **LEAP** English language arts or Mathematics tests.
- Beginning in the fall of 2004, remediation shall be provided to students who score at the "Approaching Basic" level on **LEAP**, science and social studies.
- Beyond the goal of student achievement in grade appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school (R.S. 17:395 B)
 - Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Any public elementary student, including an exceptional student, 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-reference tests, shall be provided remedial education (R.S. 17:397).

- 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?

The summer remediation pupil/teacher ratio is 12:1.

- 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 summer remediation program is held from 7:30 a.m. until 1:00 for approximately four weeks (54 hours). It begins a few days after the regular school year ends.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the summer remediation. Please be reminded that all teachers selected must be certified.
- Remedial teachers shall possess the appropriate certification/qualifications as required by BESE.

- Paraprofessionals, with the following qualifications, and under the supervision of a certified teacher, may be employed.
 - (d) Must be 20 years of age.
 - (e) Must possess a high school diploma or its equivalent.
 - (f) Must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of twelfth grade students (R.S. 17:398 A and BESE Policy).
- Educators already employed as regular or special education teachers to provide remedial instruction. These educators may receive additional compensation for remedial instruction, provided the services are performed in addition to their regular duties (R.S. 17:398 A).
 - Describe the materials and methodology to be used throughout the district in summer remediation.
 - For the GEE, remediation shall be provided in English language arts, mathematics and writing to all eligible students beginning in either the summer of 1989 or the 1989-90 school year. Remediation shall be provided in social studies and science for those eligible students beginning in either the summer of 1990 or during the 1990-91 regular school year (R.S. 17:24.4 G; 395 B and C and Board Policy).
 - Beginning the summer of 2000, remediation in the form of summer school shall be provided to students who score at the “Unsatisfactory” level on **LEAP** English language arts or mathematics tests.
 - Beginning in the Fall of 2004, remediation shall be provided to students who score at the “Approaching Basic” level on LEAP science and social studies tests.
 - Beginning the summer of 2004, remediation shall be provided for 4th grade students who score below the passing criteria (at least a Basic and Approaching Basic in Math and ELA)
 - Instruction shall include but not be limited to the philosophy, the methods and the materials included in local curricula that are based on State Content Standards in mathematics, English language arts, science and social studies. Methods and materials will supplement and reinforce those methods and materials used in the regular program. After mastery has been achieved, maintenance will be based on student need.
 - Instructional time will vary according to the type program used and the appropriate use of money allotted by the state. Following summer school instruction, students will be administered the **LEAP**. Students that are retained in grades 4 and 8 (failed the summer retest) will be retested in the respective grade the following year. The CRT will be the major factor in determining success of the remediation program. Other factors that may be considered in gauging success will be local criteria for passing (parish adopted grading scale), and Title I data.
 - The instructional strategies will be varied and focus on state content standards. Instructional tools may include but not be limited to ALS computer software programs of basic skill; Title I programs; Accelerated Reader, parish adopted materials; and

content standard enhancement materials. Professional Development for teachers will enhance instruction for students to be remediated i.e. LaSIP trained teachers.

- CRT Profiles will qualify students for remediation. Individual profiles will be maintained within the appropriate schools. ***Documentation of a parent and student's refusal of remediation will be kept at the respective schools.***
- Failure of one or more components of the GEE will result in remediation opportunities prior to the retesting schedule mandated by the state. The passing rate on these re-tests will determine the success of the remediation program. High school students, grades 10 and 11, who do not meet the requirements to pass the GEE test will be offered remediation prior to their re-test date. All remediation will be tailored to closely follow the State Content Standards.
- The methodologies to be used in the remediation program will follow the guidelines set forth by the regular education program. The teacher will provide instruction using hand-outs, computer programs, electronic learning devices, workbooks, manipulatives, and textbooks. The students will also receive help from parents and paraprofessionals.
- Coordination of programs will be noted through documentation of meetings, conferences, and check-lists on instructional plans for remediation. A folder will be maintained with samples of plans, test, and worksheets to help document the remediation process.
- The evaluation of the plan will include teacher made tests; checklists, teacher observations, standardized tests, and the progress of each student will be noted. Student progress will be noted by pre- and post-test administered to determine skill mastery as well as growth. The extent of growth and achievement will be noted.
- All persons responsible for planning, conducting, and reporting the evaluation will have a valid Louisiana Certificate in Program Evaluation.
- West Carroll Parish School System shall complete an annual evaluation of its program using the approved Department of Education guidelines and will submit the evaluation report to the State Superintendent by June 15 of each year.
 - Describe the form of documentation collected for students and parents who refuse summer remediation services.

Documentation of a parent and student's refusal of remediation will be kept at the respective schools.

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

Coordination of programs and initiatives such as state/local including grants, Title I, Special Education, and Technology opportunities will enhance the remediation plan for West Carroll Parish. Coordination of programs will be noted through

documentation of meetings, conferences, and check-lists on instructional plans for remediation. A folder will be maintained with samples of plans, test, and worksheets to help document the remediation process.

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

The evaluation of the plan will include teacher made tests; checklists, teacher observations, standardized tests, and the progress of each student will be noted. Student progress will be noted by pre- and post-test administered to determine skill mastery as well as growth. The extent of growth and achievement will be noted.

All persons responsible for planning, conducting, and reporting the evaluation will have a valid Louisiana Certificate in Program Evaluation.

West Carroll Parish School System shall complete an annual evaluation of its program using the approved Department of Education guidelines and will submit the evaluation report to the State Superintendent by June 15 of each year.

► GEE, LAA 2, and EOC Remediation

- Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:
 - Program Description
 - Student selection criteria

Any public secondary student, including an exceptional student 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-reference tests, shall be provided remedial education (R.S. 17:397).

- Pupil/Teacher ratio
The GEE/EOC suggested remediation pupil/teacher ratio is 12:1.
- Instructional time
- GEE/EOC remediation instructional time is scheduled as 50 hours.
- Selection criteria for teachers and/or paraprofessionals
- Remedial teachers shall possess the appropriate certification/qualifications as required by BESE.
- Paraprofessionals, with the following qualifications, and under the supervision of a certified teacher, may be employed.
 - (g) Must be 20 years of age.
 - (h) Must possess a high school diploma or its equivalent.
 - (i) Must have taken a nationally validated achievement test and scored such as to demonstrate a level of

achievement equivalent to the normal achievement level of twelfth grade students (R.S. 17:398 A and BESE Policy).

- Educators already employed as regular or special education teachers to provide remedial instruction. These educators may receive additional compensation for remedial instruction, provided the services are performed in addition to their regular duties (R.S. 17:398 A).
- Materials and methodology to be used

For the GEE/EOC, remediation shall be provided in English language arts, mathematics and writing to all eligible students beginning in either the summer of 1989 or the 1989-90 school year. Remediation shall be provided in social studies and science for those eligible students beginning in either the summer of 1990 or during the 1990-91 regular school year (R.S. 17:24.4 G; 395 B and C and Board Policy).

Beginning the summer of 2000, remediation in the form of summer school shall be provided to students who score at the "Unsatisfactory" level on **LEAP** English language arts or mathematics tests.

Beginning in the Fall of 2004, remediation shall be provided to students who score at the "Approaching Basic" level on the **LEAP** science and social studies tests.

Instruction shall include but not be limited to the philosophy, the methods and the materials included in local curricula that are based on State Content Standards in mathematics, English language arts, science and social studies. Methods and materials will supplement and reinforce those methods and materials used in the regular program. After mastery has been achieved, maintenance will be based on student need.

Instructional time will vary according to the type program used and the appropriate use of money allotted by the state. Students may be offered remediation during the school day in regular class and through summer school programs of instruction. Following summer school instruction, students will be administered the **LEAP**. The CRT will be the major factor in determining success of the remediation program. Other factors that may be considered in gauging success will be local criteria for passing (parish adopted grading scale), and Title I data.

The instructional strategies will be varied and focus on state content standards. Instructional tools may include but not be limited to ALS computer software programs of basic skill; Title I programs; Accelerated Reader, parish adopted materials; and content standard enhancement materials. Professional Development for teachers will enhance instruction for students to be remediated i.e. LaSIP trained teachers.

CRT Profiles will qualify students for remediation. Individual profiles will be maintained within the appropriate schools. ***Documentation of a parent and student's refusal of remediation will be kept at the respective schools.***

Failure of one or more components of the GEE/EOC will result in remediation opportunities prior to the retesting schedule mandated by the state. The passing rate on these re-tests will determine the success of the remediation program. High school students, grades 10 and 11, who do not meet the requirements to pass the GEE/EOC test will be offered remediation prior to their re-test date. All remediation will be tailored to closely follow the State Content Standards.

The methodologies to be used in the remediation program will follow the guidelines set forth by the regular education program. The teacher will provide instruction using hand-outs, computer programs, electronic learning devices, workbooks, manipulatives, and textbooks. The students will also receive help from parents and paraprofessionals.

Coordination of programs will be noted through documentation of meetings, conferences, and check-lists on instructional plans for remediation. A folder will be maintained with samples of plans, test, and worksheets to help document the remediation process.

The evaluation of the plan will include teacher made tests; checklists, teacher observations, standardized tests, and the progress of each student will be noted. Student progress will be noted by pre- and post-test administered to determine skill mastery as well as growth. The extent of growth and achievement will be noted.

All persons responsible for planning, conducting, and reporting the evaluation will have a valid Louisiana Certificate in Program Evaluation.

West Carroll Parish School System shall complete an annual evaluation of its program using the approved Department of Education guidelines and will submit the evaluation report to the State Superintendent by June 15 of each year.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
- The West Carroll program for GEE/EOC remediation includes offering of remedial course instruction and summer school remediation.
- Documentation of students' and parents' refusal to accept remediation

Documentation of a parent and student's refusal of remediation will be kept at the respective schools.

- Plan for coordination of state, federal, and local funds for remediation

Coordination of programs and initiatives such as state/local, Title I, Special Education, and Technology opportunities will enhance the remediation plan for

West Carroll Parish. Coordination of programs will be noted through documentation of meetings, conferences, and check-lists on instructional plans for remediation. A folder will be maintained with samples of plans, test, and worksheets to help document the remediation process.

- Evaluation plan for documenting evidence of achievement/growth of students

The evaluation of the plan will include teacher made tests; checklists, teacher observations, standardized tests, and the progress of each student will be noted. Student progress will be noted by pre- and post-test administered to determine skill mastery as well as growth. The extent of growth and achievement will be noted.

All persons responsible for planning, conducting, and reporting the evaluation will have a valid Louisiana Certificate in Program Evaluation.

West Carroll Parish School System shall complete an annual evaluation of its program using the approved Department of Education guidelines and will submit the evaluation report to the State Superintendent by June 15 of each year.

IX. Alternative Schools/Programs/Settings

A. Definition

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

- ▶ List the written policies for all alternatives to regular placements.

West Carroll School system offers an alternative school/program, located at the Oak Grove Elementary/Oak Grove High School site.

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

The West Carroll parish school district will offer an approved alternative setting beginning with the 2007-2008 school year. The purpose is to provide an alternative instructional program for those students who are disruptive, unmotivated, or unsuccessful in the traditional setting. All enrolled students in the West Carroll system are eligible to participate in the program. Students suspended from the system will be given the choice of attending the alternative school and staying current with their school assignments and grades material or remaining at home and receiving no credit for material missed. Student placement of expelled students will follow the same procedure. No student will be placed in the alternative school following expulsion if it is determined that the student may present a danger or hazard to the other students and faculty of the alternative school. Student grade placement will remain the same as it was at the regular education school. Students will be assigned to the alternative

school for the duration of their written suspension or expulsion. After completion of their assigned days, the students will return to the school setting from which they came. If the student is still enrolled at the alternative school at the end of the year, promotion will be determined using the same criteria as the regular education school. The alternative program curriculum will be the same as the curriculum followed at the sending school.

- ▶ Describe the LEA's procedures for placement in adult education programs.

West Carroll School System follows the Compulsory school attendance law (RS 17:221f).

B. Connections Process

1. Connections is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age by September 30th (beginning in 2011) and 2 or more grade levels behind are eligible to enter the process. Current Pre-GED/Options students will move into an appropriate exiting pathway pending committee review.

- ▶ Describe the local process for placing students in the Connections Process.

Students will be identified by the school principal and counselor based on state guidelines for Connections Eligibility.

- ▶ Describe the components and requirements of the local Connections Process.

The local Connections Process will follow state guidelines as outlined in the Connections Process Handbook dated March 2011.

X. Other Policies and Procedures

A. 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. (Bulletin 741 §703)

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

1. Local school systems shall maintain permanent records of each student's placement, K – 12. Each record shall be kept as a part of the student's cumulative file.
2. Student records for the purpose of these guidelines shall include:
 - a. Course grades;
 - b. Scores on the Louisiana Educational Assessment Program;
 - c. Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - d. Information or reasons for student placement;
 - e. Information on outcome of student participation in remedial and alternative programs;
 - f. Special education documents as specified in the Individuals with disabilities Education Act (IDEA).
 - g. A copy of the document informing the parent of either placement of the student in or the removal of the student from either a compensatory or a remedial program;
 - h. A copy of the parent's written consent for either the student to be placed in or the removal from an alternative to regular placement;
 - i. Report cards send to parents every six weeks to report progress of students;
 - j. Record of a decision to retain a student (These records will be maintained to reflect that the parent/guardian has been informed in

writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.)

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

B. 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 ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

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

- Regular education students

The Parish-Wide committee shall be selected from the following personnel and is not to include those persons directly involved in the previous decision.

- (2) Appropriate Supervisor
- (3) Principal
- (4) Classroom Teacher
- (5) Guidance Counselor
- (6) Other appropriate persons with specialized expertise (when indicated)

It shall be the responsibility of the committee to review all placement information, interview involved persons, and hear testimony from the person filing the written complaint and report to the superintendent within 10 operational days.

If not resolved to the satisfaction of the complainant, the complainant may request, in writing, a review by the West Carroll Parish School Board who must render a decision within 10 operational days from the date of the request unless extenuating circumstances occur.

- Students with disabilities

Rights of the exceptional child, in addition to those stated above, are found in the procedural safeguards of Act 754, Sections 470 – 479.

In the case of a student with a disability, the due process procedure must be consistent with those described in the approved individuals with Disabilities Education Act (IDEA) Part-B, LEA Application.

- Section 504 students

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

C. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).
2. Local criteria for K-12 must supplement the content standards approved by the BESE (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 (R.S. 17:24.4(E) and (G)).

D. Other Policies and Procedures

Each LEA shall have policies and procedures that address, but are not limited to, the following (Bulletin 741 §337):

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;
2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;
3. the operation of special departments and special programs in each school;
4. the admittance of students to and the dismissal of students from special educational programs;
5. the exclusion of students with communicable diseases and their readmittance following their recovery (refer to §1131);
6. the control of communicable problems, such as lice and scabies (refer to §1131);
7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;
8. the administration of medication in schools (refer to §1129);
9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);
10. the disciplining of students with disabilities (refer to §131.);

11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;
12. the use of school buildings outside of regular school hours;
13. student access to the Internet (refer to §1709);
14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);
15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;
16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;
17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
 - a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
 - b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;
18. the implementation of §2304 Science Education;
19. the school assignment of students in foster care (refer to §1109);
20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);
21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);
22. the physical abuse of public school teachers and other school employees by students (refer to §521);
23. the collection of student biometric information (refer to §1149);

24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;
25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and
26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities*)

► **NOTE:**

Multi-Sensory Language Program

Students who receive two hours of MSL instruction per day shall receive grades for Language, Reading, and Spelling from the MSL ONLY.

Students who receive less than two hours of MSL instruction per day shall receive Reading and Spelling from the MSL program, but the Language grade shall be a combination grade from the MSL and the regular classroom. In this instance, the classroom teacher and the MSL teacher will collaborate on grading procedures for English/Language Arts grades (points vs. percentages) AND a minimum of 30% of the English/Language grades should come from the MSL program. Registers, report cards, and transfer slips shall indicate the subject grades that come from the MSL – the letters “MSL” will be placed beside those grades to show evidence of the multi-sensory program.

**Please note that NEITHER of the above options will provide the total number of instructional minutes that are required by Bulletin 741. The remainder of the minutes must be provided in the regular classroom regardless of how the grade is taken. Bulletin 741 minute requirements must be verified for the total English/Language Arts block. (This is the total instructional minutes for Reading, Spelling, and Language.)

Note:
Exceptional Students

Exceptional students participating in LEAP and iLEAP will have accommodations provided as noted in their IEP or IAP.

Note:
Grading Procedures

*Comprehensive Curriculum Unit tests will be given according to the parish adopted timelines and will be **weighted equally** with all other tests.

**A minimum of 6 grades will be given in each 6-weeks grading period per subject.

***Numerical grades will be shown on the report card for all students grades 1-12.

*******Semester exams will be given at the end of the 3rd and 6th six-week grading periods for all students in grades 6-12. The exams will count as 20% of the six-weeks grade.** All students will take the exams unless they meet the school's criteria for exemption.

Note:

High Stakes Testing

The High Stakes testing policy may be updated or replaced throughout the year. Each new policy shall supersede the previous one.

Early College Admission

a. Those students who have participated in the Early College Admissions Program may be given consideration consistent with the adopted policy of the State Board of Elementary and Secondary Education.

b. Prior to graduation from high school, students of high school ability may be admitted to a college on a full-time basis, provided the following conditions are met:

(1) A student must have maintained a "B" or better average on all work pursued during 3 years (6 semesters) of high school work.

(2) The student must have earned a minimum composite score of 25 on the ACT or the appropriate concordant value on the Enhanced ACT, and this score must be submitted to the college.

(3) The student must be recommended by his/her high school principal.

(4) Upon earning a minimum of 24 semester hours at the college level, the student will be eligible to receive a high school diploma.

Science Education Act

1. Each LEA is required to have a policy regarding the implementation of the Science Education Act. (Bulletin 741 §337 C. 18; §2304) Include the policy for your district.

Teachers will teach content presented in the Louisiana Comprehensive Curriculum that is based on the Louisiana Science Content Standards and the standard textbooks used by the Board, with supplemental materials being allowed for use if approved by the School Board.

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.

A. 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 assessments.
3. LEAP 21 Summer School – The summer school offered by the LEA that is afforded to all 4th and 8th grade students for remediation of Mathematics or English language arts prior to the summer LEAP retest.
4. Louisiana Educational Assessment Program (LEAP) – The state’s testing program that includes the grades 3, 5, 6, 7, 9 Louisiana Norm-referenced Testing Program (Iowa Test); the grades 4, 8, 10, and 11 Criterion-referenced Testing Program, and the Graduation Exit Examination (GEE) (written composition, English language arts, mathematics, science and social studies).
5. Promotion – A pupil’s placement from a lower to a higher grade based on criteria established by the State Department of Education.
6. Pupil Progression Plan – “The comprehensive plan developed and adopted by each parish or city school board 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. A Pupil Progression Plan shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.” (Act 408)
7. 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.
8. Remedial Programs – Programs designed to assist students, including identified exceptional and Non/Limited English Proficient (LEP) students, to overcome

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

9. Remediation – See Remedial Programs.
10. Retention – Retaining a student at the same grade level for the next year.
11. School Building Level Committee (Role of) – The purpose of the School Building Level Committee is to assist students who are experiencing difficulties in the regular education program. This assistance may include general screening of student data, grade placement, determinations, recommendations and evaluation of interventions, determination of Section 504 eligibility, or referral to Pupil Appraisal Staff if a disability is suspected.
12. State Content Standards – Specific levels of attainment of benchmarks as established in the mandated state content standards frameworks and the Grade Level Expectations.
 - A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

B. Local Terms

1. Central Office Staff – Refers to supervisors in the academic areas of instruction.
2. Criterion Referenced Tests – A test constructed to measure whether or not a student has mastered a specific skill. This is administered after the teaching of skills.
3. Developmental Readiness Screening Instrument – An instrument designed to determine acceptability of kindergarten students entering Louisiana public schools for the first time.
4. Grade Level or Above – The level of competency a student must demonstrate in the State Curriculum Guide for grades four through eight with 70 percent accuracy.
5. Limited English Proficiency (LEP) Student – A student whose home language is other than English (as determined by a Home Language Survey), and whose English aural comprehension, speaking, reading, or writing proficiency level of English speaking students of the same age and/or grade.
6. Promotion-Retention Policy – A set of minimum standards for each grade, K – 12, adopted by the West Carroll Parish System and used in determining a student's readiness for promotion to the next highest grade. Failure to obtain the minimum would cause retention unless the child had already spent one year in the same grade or two years in the K – 6 grades.
7. Remedial Education Program – A local program designed to assist students, including identified handicapped students, to overcome their educational deficits as identified by

the state criterion referenced testing program for grades 3, 5, 7, and the Graduation Test. (R.S. 17:396, 397, 24.4 and Board Policy).

- Additional information that you wish to add would begin with Appendix B.

See attached Foreign Language Waiver