

# **2021-2022 Pupil Progression Plan**

**Local Education Agency:**

**RICHLAND PARISH SCHOOL BOARD**

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## Background and Purpose

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

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

BESE has established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#) that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, credit recovery, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

Questions about this document should be directed to [ppp@la.gov](mailto:ppp@la.gov).

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## Placement of students in Kindergarten and Grade 1

### Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. 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 state regulations for such evaluation.

### Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

In order for a child to enter Grade 1, he/she must have attended a full year of kindergarten and met parish standards for promotion or demonstrate mastery of those standards tested upon entrance to Grade 1. A checklist of 18 reading skills and 18 math skills is used to chart student progress. As skills are mastered they are marked with an (S) on the checklist. Any skills not mastered are marked with a (U). In order for a student to be promoted from Kindergarten to Grade 1, a student must have an average of 78% or above on reading skills and an average of 78% or above on mathematics skills. This average is based on the second semester. The second semester consists of the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> six weeks. If the district/school is not able to obtain applicable documentation to determine progression on kindergarten skills, the Kindergarten Exit Test will be utilized.

## Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

### Update to template for 2020-2021 school year:

*Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.*

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

- Approved schools within the state (public/nonpublic)

Grade placement and Carnegie units are accepted as transferred. Students that are entering and who have not taken the state test or a nationally recognized test must take an English Language Arts and Mathematics assessment. Decision of placement is determined by SBLC using the assessment, grades, and transcripts from exiting school.

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

Grade placement and Carnegie units are accepted as transferred. A 4<sup>th</sup> or 8<sup>th</sup> grade student that transfers to a Richland Parish School before spring test administration of the state assessments must take and pass the spring state English Language Arts and Mathematics assessment. A 4<sup>th</sup> or 8<sup>th</sup> grade student who transfers to Richland Parish School after spring administration of the state test but before the end of the school year must have passing grades in ELA and Math.

- Home Study and Unapproved schools (public/nonpublic)

First grade students would take the Richland Parish Kindergarten Exit Test. Students transferring from unapproved schools and home study may be required to take a placement test to determine grade placement in grades 2, 3, 4, 6, 7, and 8. Students entering in grades 5 and 9 would be required to take a placement test for state assessments in ELA and Math. Decision of placement is determined by the SBLC.

## Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

***In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.***

### **1. Grades K, 1, and 2**

To be eligible for promotion, first and second grade students must successfully complete the following:

- a. Students must be present the required number of minutes/days.
- b. Students must pass ELA and Mathematics.

\* Numerical grades will be given each six weeks period. The average of both semester grades will determine promotion.

### **2. Grades 3, 5, 6, and 7**

To be eligible for promotion, grade 3, 5, 6, and 7 students must successfully complete the following:

- a. Students must be present the required number of minutes/days.
- b. Students must pass ELA and Mathematics.
- c. Students must not fail three or more subjects.

## Promotion of students in grade 4

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

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

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

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

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

To be eligible for promotion, grade 4 students must successfully complete the following:

- a. Students must be present the required number of minutes/days.
- b. Students must pass ELA and Mathematics.
- c. Students must not fail three or more subjects.



## Promotion and support of students in Grade 8

### **Regular Grade 8 Promotion**

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

### **Grade 8 Promotion Waivers**

The LEA may waive the state policy for 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 student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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

*Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.*

*Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation*

### **Transitional 9<sup>th</sup> Grade**

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

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

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

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

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

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

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

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

To be eligible for promotion, grade 8 students must successfully complete the following:

- a. Students must be present the required number of minutes/days.
- b. Students must pass ELA and Mathematics.
- c. Students must not fail three or more subjects.

## High School Considerations

### Instructional Minutes

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

### Individual Graduation Planning

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

### Financial Aid Planning

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

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

### Early Graduation

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

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

### Credit Recovery

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

- receiving more than two credit recovery credits annually; and/or
- Applying more than seven total credit recovery Carnegie units towards graduation requirements.

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

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

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

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

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

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

## **NCAA Policy**

### **Nontraditional Courses**

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

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

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

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

### **Information for school administrators**

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

### **Credit recovery programs**

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

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

### **Distance and E-Learning Environments**

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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

### **All Students pursuing a regular High School Diploma**

#### **Attendance Requirements**

To successfully obtain ½ Carnegie credits, a student may not miss more than 5 days per semester.

#### **Early Dismissal of Seniors**

Seniors who are not in good academic standing to graduate will be required to carry a course load of classes that meets or exceeds the Carnegie unit requirements for graduation. The principal or designee will review and/or revise the schedule of these students, at the end of the first six weeks of each semester. If necessary for timely graduation, students will be required to increase their course load of classes.

#### **LEAP 2025 Testing**

All Richland Parish students entering 9<sup>th</sup> grade in 2010-2011 and beyond will be required to score at or above the *Fair* level or *Approaching Basic* level (LEAP 2025) on English I, English II or English III for English Language Arts, Algebra I or Geometry for Mathematics, **and** Biology **or** American History portions of the LEAP 2025 test to be eligible to graduate. 10<sup>th</sup> and 11<sup>th</sup> eligible LEAP CONNECT students will be required to score at the Approaching Basic level or above on the English Language Arts, Math **and** Science portions of the LEAP CONNECT assessment to be eligible to graduate.

#### **Schools may offer Honors sections in the following courses:**

- English I, English II, English III, English IV
- Algebra I, Algebra II, Geometry, Trigonometry, Advanced Math
- Civics, World Geography, World History, American History
- Physical Science, Biology I, Biology II, Chemistry, Physics

#### **Honors classes**

The following requirements should be required for student entry into or continuation in the honors program:

##### 9<sup>th</sup> Graders

- 3.0 academic average
- *Basic* or Above on LEAP 2025 state assessment or 75% on other standardized test
- Teacher recommendation
- Attendance
- Student desire to enter the program and parent approval

## Support for students

### School year support

The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

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

### Summer remediation

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

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

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

## Promotion and placement of certain student populations

### **Students with disabilities**

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

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



## English learners

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

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

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

The School Building Level Committee (SBLC) may promote students with disabilities that participate in the LEAP Alternate Assessments (LEAP CONNECT) one grade level prior to October 1 of the current school year. The only exception to the October 1 date will be students transferring to Richland Parish from out of district/state after October 1. On a transfer student, the decision to promote should be made within a six week period of the transfer. Exceptions to one grade level promotions will be 4<sup>th</sup> grade repeaters who meet waiver conditions under high stake testing.

## Alternative education placements

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

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

List the written policies for all alternatives to regular placements.

A student 18 years of age or older who no longer attends high school classes may enroll in an adult education class of his/her choice so as to pursue a General Educational Development (HiSet) diploma.

A student 17-18 years old may enroll in an adult education program if he/she has a verified hardship of the following categories: parenting or pregnant, chronic illness, institutionalized, has less than 5 Carnegie credits, incarcerated, emancipated, or family/economic hardship. Hardship must be approved by the superintendent of adult education.

Any student who is 18 years of age or older and wishes to enroll at a high school after dropping out or missing one calendar year of school must receive written permission from a committee composed of the superintendent, personnel supervisor, and secondary supervisor.

The removal of a student from the regular program is a committee decision. The committee includes the student's principal, teacher(s), and parents(s). During the committee meeting, the student's most recent record and/or evaluation is reviewed to denote the functional and expected level. The decision for placement of an exceptional student in an alternative setting will be approved in writing by the parent. Instruction may take place in a resourced room, a self-contained classroom, a special school setting, or hospital/homebound setting. Instruction may also take place in the regular classroom. The parent will be fully informed concerning this placement in an alternative setting.

Richland Parish operates an alternative to expulsion program for students who would normally be expelled from school. This school admits students in grades 3-12. Upon recommendation from the superintendent, the students are placed in the Alternative program housed on an alternative school campus. They may earn Carnegie units, or work towards promotion in the grade when removed from the regular school.

Students are recommended to adult education classes when they meet state policy requirements and it appears to be the best opportunity for the student to obtain a diploma.

The regular curriculum is taught by a classroom teacher or through online courseware such as *Edgenuity*.

## Due process related to student placement and promotion

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

### Regular Education Students

Students, teachers, and parents shall be afforded due process regarding student placement as it relates to pupil progression. The chain of command is as follows:

1. student
2. parent
3. teacher
4. principal
5. superintendent
6. school board

(Richland Parish Codification Manual File JCAA)

Due process within the Richland Parish School System though a basically flexible and imprecise concept, shall be defined as fair play or fair and reasonable approaches to all areas of student governance and discipline on the parts of all school officials.

On the one hand, a general interpretation of due process in its substantive and procedural realms recognizes that students are endowed with basic constitutional rights. On the other hand, the granting of due process must recognize the distinct obligations of board members and Richland Parish School System professional staff members to maintain within each school, and integral parts thereof, such as classrooms, gyms, cafeterias, or auditoriums, a proper atmosphere for learning; this means simply an atmosphere in which there exists no material interference of substantial disruptions of the learning process. The adherence to this obligation mandates that recognition of such substantive rights as freedom of speech, freedom of assembly, rights of privacy, freedom of the press, and related aspects of substantive law must be done with this one major parameter: that is to say, no exercise of substantive due process rights can create material interference or substantial disruption of the maintenance within each Richland Parish school of a proper atmosphere for learning.

The board recognizes that observance of applicable substantive due process entails two basic considerations in every area. These are: (1) any objective sought relative to student governance must be legally defensible, i.e., based upon accomplishment of a compelling state interest as noted above; and (2) the means taken to assure such accomplishment must be within the constitutional limitations applicable to the *in loco parentis* position of school officials within this school district. To assure compliance with these two due process aspects, the Richland Parish School Board has endorsed the following as applicable to all policies, rules and regulations since the board considers each as a means taken to accomplish the compelling state interest of maintaining a proper atmosphere for learning in each school.

The area of procedural due process within this school district shall relate primarily to the area of discipline and disciplinary measures, i.e., corporal punishment, short-term suspension and expulsion.

The degree of procedural due process afforded in each of the above situations is dependent upon two vital factors: (1) the gravity of the offense a student is alleged to have committed; and (2) the severity of the contemplated penalty. A much greater degree of procedural due process is applicable in a suspension situation than in one where the penalty is a paddling. (Compare policy coded JDA with policy JDD-short-term suspension and long-term suspension).

Under due process, each student shall be guaranteed a fair hearing, a fair trial, a fair judgment, a written record of the decision, and notice of his right to appeal.

The full scope of procedural due process shall be afforded any student facing possible long-term suspension or expulsion (JDE). In both of these situations, the school board shall follow an adversary type procedure with legal counsel permitted, cross-examination, transcribed record of the hearing, and related safeguards noted in policies coded JDD and JDE

While the board recognizes that the essence of corporal punishment is “swift wages for ones’ transgression,” it is likewise insistent that what few procedural safeguards are considered applicable by judicial authorities shall be provided in every school. The board is equally insistent that all corporal punishment adheres strictly to school board policies.

Policies on records and reports require the documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973. The Richland Parish School Board assures that these procedures do not contradict the due process rights of exceptional students as defined in the IDEA-Part B, LEA Application.

Please review the pages relative to procedural safeguards as follows.

Procedural Safeguards (34 CFR 300.237)

In the case of the exceptional student, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

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

All actions will be consistent with *Bulletin 1706*.

- Students with disabilities

The Richland Parish School Board assures that these procedures do not contradict the due process rights of exceptional students as defined in the 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.

## Additional LEA policies related to student placement, promotion, etc.

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

***Note: This may include course pre-reqs, class ranking, etc.***

### Extended Day Operation

Richland Parish Schools operate on an extended day.

The district has added 19 instructional minutes a day to increase instruction time to 379 minutes a day. This permits the reduction in the number of student days to 171 while exceeding the required 63,720 instructional minutes by a total of 1,089 minutes or 2.9 instructional days.

Each secondary one credit class on the seven period school day must meet a total of 9,103 minutes or 53 minutes per day for the 171 days.

Teacher days include the 171.0 student days

- + 5.0 staff development days
- + 1.5 parent/teacher conference days
- + 0.5 spring pretest workshop days
- = 178.0 days

### Scheduling

No student's schedule can be changed after October 1 of the current school year. Changes to a high school student's schedule must be made by the end of the 3<sup>rd</sup> week of the enrolled course. Exceptions to this policy will be considered a function of the School Building Level Committee (SBLC).

### Minimum Number of Grades

There will be a minimum of three grades posted in JGradebook by the end of the third week of each six-weeks grading period. A minimum of six grades will be posted in JGradebook prior to the end of each six-weeks grading period. Physical education, enrichment and computer lab classes will be considered exceptions to the minimum number of grades listed above. For English Language Arts spelling can only count for 1/5 of the total ELA grade. For graduating seniors, during the sixth six-weeks, a senior will receive a minimum of grades equivalent to the number of weeks attended for the six-weeks prior to graduation. *Edgenuity* courses will follow the number of grades listed under *Edgenuity* Courses.

### Accelerated Reader (AR)

Accelerated Reader (AR) shall not be used as a grade.

Students Attending Summer School outside Richland Parish:

Parents of Richland Parish students should meet with and receive approval from the School Building Level Committee (SBLC) prior to their child's attending summer school outside the district to recover credit for failing grades or for a failed course. Failure to receive approval may lead to rejection of completed summer school for credit recovery. Only the SBLC can approve credit recovery or the promotion status of students.

***Edgenuity Courses***

**Pacing:**

The calendar for an Edgenuity course will follow a semester or full year plan, i.e., each six weeks a student should complete approximately 1/6th of the course (or 1/3rd if a semester course).

**Lessons, Quizzes, and Tests:**

Students can work on Edgenuity lessons in the classroom. Students can ONLY take quizzes and tests at school and must show their notes for the lesson(s) in their notebooks.

**Grades:**

For each progress report and report card, students will have two grades entered into Web-JPAMS:

Edgenuity grades will average to be a 100 point grade determined by the student's *actual* course grade which is based on the percentage of the course completed. This grade will represent 80% of the six weeks average. The notebook grade will be a 25 point grade and represent 20% of the six weeks average.

In order to receive credit for a course in *Edgenuity*, a student must complete 100% of the course with a passing grade.

## Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31)(A)] (Bulletin 741 §2302. Uniform Grading Policy)

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

- List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

Beginning with students graduating in the 2016-2017 school year and thereafter, the calculation of the minimum cumulative grade point average shall utilize a five-point scale for grades earned in certain Advanced Placement courses, International Baccalaureate courses, gifted and talented courses, honors courses, articulated courses for college credit, and dual enrollment courses as approved by the Board of Regents and the State Board of Elementary and Secondary Education, which may result in a student earning a cumulative grade point average that exceeds 4.00. For such courses, five quality points shall be assigned to a letter grade of "A", four quality points shall be assigned to a letter grade of "B", three quality points shall be assigned to a letter grade of "C", two quality points shall be assigned to a letter grade of "D", and zero quality points shall be assigned to a letter grade of "F".

grade	Regular Courses		AP, IB, DE, GT, and Honors Courses	
A	4 quality points	(93 - 100)	5 quality points	(90 - 100)
B	3 quality points	(85 - 92)	4 quality points	(80 - 89)
C	2 quality points	(75 - 84)	3 quality points	(70 - 79)
D	1 quality point	(67 - 74)	2 quality point	(60 - 69)
F	0 quality points	(0 - 66)	0 quality points	(0 - 59)



## Additional LEA Policies related to School Building Level Committee

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

The Building Level Committee will be composed of the following as appointed by the principal:

- a. principal (not to be the chairperson)
- b. coordinating teacher (standing member)
- c. regular teacher (may be standing)
- d. referring teacher
- e. K-2 regular ed. teacher
- g. personnel as needed (may be guidance counselor, master teacher, parent or school nurse)
- f. pupil appraisal personnel as needed (may be education diagnostician, psychologist, social worker, or speech therapist)

The functions of the Building Level Committee are as follows:

- a. Meet at least once a month to review referrals.
- b. Review cumulative folders and gather data pertinent to student referrals.
- c. Determine in appropriate interventions or adjustments have been selected and implemented.
- d. Keep documentation of meetings and student modifications required of teachers. Documentation will be submitted monthly to Pupil Appraisal Coordinator.
- e. Follow up to insure modifications are being made and that the student is being successful.
- f. Monitor the promotion and placement of students yearly as appropriate to determine that the parish policies are being implemented uniformly. The SBLC **may** promote students one grade level prior to October 1 of the current school year. The only exception to the October 1 date will be students transferring to Richland Parish from out of the district/state after October 1. On a transfer student, the decision to promote should be made within a six week period of the transfer. Exceptions to one grade level promotions will be 4<sup>th</sup> grade repeaters who meet the waiver conditions under high stakes testing.
- g. Meet to decide and document waiver of LEP students.
- h. Meet to decide on the placement of students taking the LEAP CONNECT test.
- i. Meet and review student work samples and attest to student ability to exhibit competency for an appeal to the High Stakes Testing Policy.
- j. Recommend students to be placed in the Multi-sensory Language Program (MSL) based on the dyslexia screening results.
- k. Make decisions and/or recommendations on promotions LEAP waivers, appeals, and overrides.
- l. Make decisions and/or recommendations related to the successful completion of summer school credit for all grades.

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or central office of the parish shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher, unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy. The normal chain of command (teacher, principal, superintendent, and school board) must be followed.

Each school shall determine the student rank of each graduating class by dividing the total number of quality points earned by each student by the total number of high school credits pursued.

Students who choose to retake a course that has been successfully completed may do so; however, the following criteria will apply:

- The student's official transcript will reflect only the highest grade achieved for the course that has been taken again.
- First time and repeat grades for courses will be used in figuring the student's cumulative grade point average.

For determination of GPA and class rank, college level and non-required online classes will not be averaged in.

Describe the LEA's policy for awarding  $\frac{1}{2}$  unit of credit.

Students are awarded  $\frac{1}{2}$  credit for the successful completion of one semester of 1 credit classes.

The Richland Parish Early Graduation Program will consist of: distance education courses offered through dual enrollment courses offered through accredited colleges and Universities; and Carnegie credit courses in 8<sup>th</sup> grade for junior high school courses. Distance education courses completed for Carnegie credit must consist of the corresponding EOC test if applicable. The principal or principal's designee must approve coursework prior to completion. A course of study by semester must be created by the high school for each early graduation candidate.

Early College Admission: A student who has been recommended by his high school principal may be admitted to college after three years in high school provided the student has a B or better average in all courses taken and scores a minimum composite of 20 on the ACT or the appropriate concordant value on the enhanced ACT.

The goal of any educational program is to move individuals through a developmental sequence to higher levels of functioning. In the education of some students, the focus must be on response to environmental stimulation, language acquisition, self-help and social skills development, motor coordination, and functional academic skills development.

## CLEP exams for High School/College Credit in Richland Parish

CLEP Exam*	High School Credit	ULM Credit	LDCC Credit
College Algebra	N/A	Math 1011	Math 110
Pre-calculus	Advanced Math H	Math 1013	N/A
Calculus	Calculus H	Math 1031	N/A
Biology	N/A	Bio 1001 and 1002	Bio 101 and 102
Chemistry	Chemistry H	Chem 1001 and 1008 Chem 1009 and 1001	Chem 1010 and 1020
Spanish	Spanish I and Spanish II (oral test required)	Spanish 1001	Spanish 101 and 102
Computer Information Systems	BCA	CIS 3050	N/A
West Civ I and Western Civ II	World History	History 1011 and 1012	History 101 and 102
Intro to Psychology	Psychology	Psychology 2001	N/A
Intro to Educational Psychology	Psychology	Psychology 3001	Psychology 201
Intro to Sociology	Sociology	Sociology 1001	Sociology 201
Human Growth and Development	N/A	Psychology 2078	Psychology 236
Principles of Marketing	Entrepreneurship	Marketing 3001	Business 201
Intro Business Law	Business Law (1/2 credit)	Business Law 4001	Business Law 231
Principles of Macroeconomics	Economics	Economics 2002	Economics 302
Principles of Microeconomics	Economics	Economics 2001	Economics 302
English Literature	English IV	English 2001 and 2002	English 201 and 202
College Composition	English IV H	English 1001 and 1002	English 101 and 102
American Literature	English IV	English 2005 and 2006	English 203 and 204
Analyzing and Interpreting Literature	English IV	N/A	English 205 and 206

\* Students must score a minimum of 50 to receive high school/college credit

\*\* For class ranking purposes, course credit earned by CLEP testing will be recorded as an "A"