

Richland Parish School System Student Handbook 2011-2012

I. Introduction

Richland Parish School System Mission Statement

The mission of the Richland Parish School System is to increase the academic achievement and workforce skills of all students while preparing them to be responsible and productive citizens through focused teamwork among educators, parents, community members, and students.

Belief and Assumption Statements

The Richland Parish School System and members of the community believe that each child is an individual of great worth and is entitled to develop to his/her fullest potential. Achieving respect for self, for others, and for the values inherent in a democracy is an essential ingredient in the development of the individual. Enthusiasm for life, good health, and a love of learning should be fostered in a safe, secure, stimulating environment. The Richland Parish School Board and the community share the responsibility for providing:

1. An opportunity for each student to progress academically and to achieve workforce skills.
2. A chance for each child to use technology to acquire and share information in an ethical manner.
3. Experiences that will encourage the development of responsibility and respect among all students to foster their citizenship at home, in school, and in the community.
4. Opportunities for cooperation and teamwork among educators, parents, community members, and students in meeting the school system's goals and objectives.

Goals

Richland Parish Schools will:

1. Teach the skills and content required for grade-level competency in all subjects while addressing the individual needs of all students.
2. Provide learning experiences that prepare students to become productive citizens and active community members.
3. Provide safe, secure environments on each school campus.
4. Through focused teamwork, encourage participation and involvement of parents and other community members in the educational programs of the parish.

Non-discrimination Statement

The Richland Parish School System adheres to the equal opportunity provisions of federal civil rights laws and regulations that are applicable to this agency. Therefore, no one will be discriminated against on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); disability (Section 504 of the Rehabilitation Act of 1973) in attaining educational goals and objectives and in the administration of personnel policies and procedures. Any one with questions regarding this policy may contact the Richland Parish School Board at 728-5964, 411 Foster Street, Rayville, Louisiana 71269.

Southern Association of Colleges and Schools

All Richland Parish high schools are accredited by the Southern Association of Colleges and Schools (SACS). The Richland Parish School System has demonstrated a commitment to excellence that meets or exceeds State standards.

Responsibilities of the Principal

Principals are the instructional leaders of the school. Principal's responsibilities include:

1. Maintaining a vision that is communicated to students, employees, and parents/guardians for school improvement.
2. Ensuring that all classes are covered if a teacher is absent.
3. Managing fiscal resources in a responsible manner.
4. Serving as the building administrator.
5. Coordinating and ensuring supervision at all extracurricular or after school activities.
6. Being available for parent/guardian conferences.
7. Identifying ways to include parents/guardians and community representatives in the school in a productive manner.

Remember: As goes the principal, so goes the school.

Responsibilities of the Teacher

Teachers have the responsibility of creating an environment that promotes student involvement in the learning process. They can not do this without the cooperation of students and their parents/guardians. Below are the responsibilities of teachers:

1. Plan lessons that address student achievement.
2. Follow classroom management policy and procedures set forth in the school's teacher handbook and *The Richland Parish Policy Manual*. Students are not to be placed in the hallway for extended times due to behavioral problems. On minor infractions, write the office referral prior to sending the student out of class.
3. In a timely manner, usually defined as – days after the event, inform parents when their child is violating school policies or not completing work. This may be communicated through a letter or a telephone call.
4. Speak to students and parents in a professional manner. Teachers must model the appropriate behavior that we want our students to exhibit.
5. Maintain a grade book that accurately reflects grades that are assigned on Progress Reports or Report Cards.
6. To be available for parent/guardian conferences during planning periods or before or after school at a time that is convenient for the parent/guardian and the teacher. The principal or counselor may be present during conferences.
7. Complete activities identified on the School Improvement Plan.

Student Expectations

The Richland Parish School System has the following expectations of all of its students:

1. To be on time. Students are required to have 63,720 instructional minutes each year.
2. Come to school with the attitude of receiving an education. Students should not have any other agenda.
3. Complete classroom and homework assignments and turn these in to the teacher at the designated time.
4. Observe policies set forth in the student handbook and *The Richland Parish Policy Manual*.

5. Remain in class the entire class period or school day unless you are ill. There are ample opportunities for students to go to the restroom outside of class. Any medical issues will be addressed by the administration when proper medical information is submitted.
6. Respect self and others.
7. Keep head up and pay attention in class. Do not sleep in class.
8. Do not harm another student or any school employee.
9. Do not use, possess, or distribute alcohol or other illegal drugs.
10. Do not talk in class to friends about issues other than the topic of study. Do not pass notes.
11. On the school bus, sit in assigned seat. Remain seated while riding and only stand up at his/her stop.
12. Report any harassment immediately to (a) teacher or (b) principal. If the student does not want this to be a verbal conference, write the information down and give to one of the above individuals on the day that the harassment occurs.

Parent/Guardian Responsibility

The support of student learning from parents/guardians is crucial to a student's success. Some identified responsibilities include:

1. Go over the school's handbook with your child to ensure that he/she is well aware that you support these rules. Talking negatively about teachers, principals, and school policies in front of and to students only leads to students becoming confused, frustrated, and uncooperative in school.
2. Ensure that your child is at home at a early on school nights and gets plenty of rest.
3. Ensure that the school has current telephone numbers and addresses.
4. Send your child to the school where he or she is zoned to attend unless you have permission from the school board at the beginning of the school year to attend another school based on reasons outlined in the 1976 court decree.
5. Continually monitor your child's behavior, completion of homework, and dress.
6. Do not support your child if he or she violates a rule. Schedule a conference to discuss the issue with the person who identified the violation as he/she should have the pertinent information.
7. Speak to teachers, principals, and school employees in a tone and with words that you would want used when being addressed. Persons who use profanity or attempt to intimidate school employees or students will be asked to leave the campus, and may be subject to arrest.
8. Follow the protocol included in this handbook to handle concerns regarding your child.

Scheduling Conferences with Teachers, Principals, and the Superintendent

When you have a concern, you are encouraged to contact the administration at the school. We request that you phone the school to schedule a conference. Please identify times that are convenient for you. The same consideration should be extended to the teacher and the principal. A mutual time is to be agreed upon. While making the initial telephone call, state the nature of your concern. Please keep in mind that teachers are charged with teaching students during specified times. Also, many teachers have children for whom they must make arrangements before and after the school day.

Principals are not always available to see visitors who come to the school. As part of their duties, principals must observe and evaluate employees at a specific time. Principals must also

attend meetings at the Central Office. Additionally, many principals also have family responsibilities. If we are to have successful partnerships, we must respect each other. The Superintendent has responsibilities at the local and state level. She is open to meeting with individuals who have followed the Richland Parish protocol for addressing concerns. There are over 500 employees and 3,500 students in our system. There are laws that govern the amount and the type of information that can be shared with the public related to students and employees of the system. Among the topics that fall in this category, please be aware that she can not legally discuss an employee's credentials, make public any disciplinary action against an employee, or discuss a student with anyone who is not the legal guardian unless the legal guardian gives permission in writing. (See the definition of FERPA on page 8.)

Services

It is not easy to rear children in these times. However, there are many supportive agencies that are willing to assist parents and guardians with concerns/issues regarding the children in their care. Some of these include:

1. School Building Level Committee (SBLC) is a committee at each school composed of knowledgeable educators who meet as needed to discuss academic, behavioral, or medical concerns of students. Parents/guardians are encouraged to attend the meeting pertaining to their child. If you need assistance from this committee, contact your school principal;
2. Families in Need of Services (FINS) is a very helpful service with students who continually violate school and home expectations;
3. Richland Parish has trained psychologists and school counselors who can assist teachers and parents/guardians in developing a behavior management plan for students who are continually committing school violations;
4. We are fortunate to have many faith-based groups with adult male and female representatives who are willing to ensure that our students are engaged in wholesome activities instead of illegal activities;
5. Richland Parish School Truancy Officer/Community Liaison Officer is an individual who has received training in working with students who choose not to attend school or who do not follow school policies. He also works with students to find programs/activities that will assist them in changing their behavior and ensuring that they become productive citizens. He reports directly to the Superintendent; and
6. Richland Parish has a Parental Involvement Supervisor. She can be reached by calling 728-5964.

II. 2011-2012 School Year Calendar

SCHOOL CALENDAR - 2011-2012

August 15, 2011 - School Opens – All personnel report - MONDAY
August 17, 2011 – First day for Students – WEDNESDAY
May 23, 2012 - Last Day for Students -WEDNESDAY
May 24, 2012 - Regular School Year Ends – THURSDAY
of Instructional Minutes to place in schedule: 379

NON-STUDENT DAYS:

August 15-16- 2011- Staff Development/All employees	2 days
October 10, 2011 – Parent Teacher Conference Day	1 day
October 24, 2011-Staff Development/All employees	1 day
January 2, 2012 - Staff Development/All employees	1 day
March 2, 2012 - Parent Teacher Conference Day	1 day
May 24, 2012 – Staff Development/End of School Year/All employees	1 <u>day</u>
	7 days

(Oct. 10 and Mar. 2- Parent Teacher Conference Days- 9 month custodians, lunchroom technicians, paraprofessionals, bus drivers do not work)

HOLIDAYS -- NON-TEACHING DAYS: (26)

September 5	- Labor Day
November 21-25	- Thanksgiving Holidays
December 19-30	- Christmas/New Year’s Holidays
January 16	- Martin L. King Holiday
February 3	-Stockshow Day
February 20	- Presidents’ Day
March 5-9	-Spring break
April 6-9	-Easter Holidays

SPRING LEAP, GEE dates and make-ups- March 20-22 and April 12-19

SPRING iLEAP dates and makes-ups- April 12-19

MARKING PERIOD ENDS

September 28, 2011
November 9, 2011
January 10, 2012
February 22, 2012
April 13, 2012
May 23, 2012

REPORT CARD DISTRIBUTION DATES

October 10, 2011 (Parent/Teacher Conferences)
November 14, 2011
January 12, 2012
March 2, 2012 (Parent Conferences)
April 18, 2012
May 24, 2012

II. Students

Immunization (RPSBPM: JGCB)/Communicable Diseases (RPSBPM: JGCC)

A student entering Richland Parish schools must present an up-to-date health card (including record of required immunizations) at the time of registration. A card can be obtained from the student’s personal physician or the parish health unit. Noncompliance is permitted if the parent submits either a written dissent or a written statement from a physician stating that required immunization(s) are contraindicated for medical reasons.

When evidence indicates that a student has a disease or infection that can be contagious to others, the principal, upon recommendation of the school nurse and within Louisiana Department of Health and Hospitals guidelines, is responsible for excluding the student from school. The student is excluded until a physician approves school attendance and/or the condition is no longer considered contagious. Personal confidentiality is protected.

HEAD LICE POLICY (RPSBPM: JGCCB)

The school nurse may perform random head lice checks periodically as well as check students and their classrooms when called upon. The principal or other designated staff may also perform head lice checks as needed. When any child is found to have lice and/or eggs (nits), the student will be sent home from school, or a letter will be sent home from school with the student. This letter will contain information about head lice, transmission, treatment, removal, and follow up care.

The student must be treated for lice, and all lice and eggs must be removed before the student may return to school. An appointment must be made with the school nurse in order to be

rechecked for lice/eggs and cleared for return to school. This appointment should be made as soon as possible in order to get students back in school. If the school nurse is unavailable, the principal or other designated staff at each school must check the student's head before admitting the student back in school.

Adequate treatment/removal of lice/eggs can be achieved in a few days. The student is allowed a maximum of five excused days following the date a letter was sent home with the student for head lice treatment and lice and egg removal. Reference Temporarily Excused Absence FILE: JBD page 3. Continued absenteeism after five excused days must be approved as extenuating circumstances by the appropriate school authorities. Reference FILE JBD page 2

Administering Medications at School (RPSBPM: JGCB)

The procedures for administering medications in the school setting comply with State law requirements. The term medicine refers to prescription medicines and nonprescription (over-the-counter) medicines such as cough syrup, antihistamines, Tylenol, or ointments. Trained unlicensed school personnel are permitted to administer only oral or inhalant medicines, topical ointment for diaper rash, and emergency medications.

The following requirements must be met by a parent/guardian who requests that medications be administered to a student at school. The form can be obtained from your school nurse (728-5964).

1. A signed consent and release of information form must be presented.
2. A written medication order form must be completed and signed by the student's licensed prescriber and returned to the school. Medication orders from physicians/dentists in Louisiana or adjoining states or from Louisiana licensed nurse prescribers will be accepted. This order must be renewed as needed and at the beginning of each academic year.
3. A responsible adult (not a student) must bring medications to school.
4. The maximum amount of medication kept at school is a thirty-five (35) day supply.
5. Medication must be in the original labeled container, as dispensed by the pharmacist, and instructions on the label must be the same as the most current medication orders on file at the school.

Parents should arrange for medicines to be given at home, when possible. For example, medicines ordered one (1) time per day may be taken before school. Medicines ordered three (3) times per day may be given before school, after school, and at night unless physician orders state otherwise. The initial dose of medicine should be given outside of the school jurisdiction, allowing twelve (12) hours for observation before the student returns to school.

Non-complex Procedures (RPSBPM: JGC)

The performance of all non-complex health procedures complies with State law. Before the school can assume this responsibility, the parent must present to the school a prescription or recommendation from the child's physician (from Louisiana or an adjoining state) or a Louisiana licensed nurse prescriber, which includes the following information:

1. Name of the child.
2. Name of the procedure (i.e., catheterization) or medication (i.e., nebulizer.) Note: This does not change the rules for dispensing medication.
3. Reason for the procedure or medication.

4. Dosage, frequency and time to be administered, and other specifics.
5. Discontinuation date (order must be renewed at the beginning of each school year).
6. Precautions, possible adverse reactions, and emergency instructions.
7. Prescriber's dated signature, address, telephone, and fax numbers.
8. The parents' written consent.

A form for this purpose may be obtained from the school nurse (728-5964). Parents should arrange for procedures to be performed at home whenever possible. For example, a supplemental feeding in the morning may be given before going to school.

Emergency Care

In the event a student requires emergency care, all pertinent health issues/concerns on file for the student will be provided to the Emergency Personnel. In addition, individual child-specific health assistance plans may be shared with the student's direct school staff to provide a safe environment regarding the student's health issues/concerns in the school setting.

Student Records (RPSBPM: JR)

Family Education Rights and Privacy Act (FERPA)

FERPA is a federal law that prevents teachers, principals, school board members, and superintendents discussing anything regarding a minor child's behavior or academic achievement to persons other than legal guardians- this includes other relatives. School officials can only discuss these issues with the legal guardian of minor children and/or state officials such as Child Protection or Probation Officer.

Personally identifiable data/information includes the following:

1. The name of the student and the student's parent or other family members
2. The address of the student
3. A personal identifier, such as a student's social security number
4. A list of personal characteristics that would make the student's identity easily traceable
5. Other information that would make the student's identity easily traceable

Legitimate educational interest is interest that requires regular access for purposes of adding material, periodic review, filing new student data, and/or removing inadequate, ambiguous, irrelevant data; that interest having the educational well being of the student in mind for purposes of continuing, improving, or changing the education program of the student; and that interest in which the person has a legitimate need to know.

Access to and release of information in student records is governed by specific requirements:

1. The principal is responsible for determining who, other than the parent or eligible student, has access to student records.
2. The following persons/agencies may be granted access to student record information without the written consent of the parent or without an entry being made in the disclosure record:
 - a. Teachers and other school officials within the school system who have a legitimate educational interest.
 - b. An educational agency that is required to make reports concerning the education program.

3. The following persons/agencies may be granted access to student record information without the written consent of the parent by completing the disclosure record:
 - a. Authorized representative(s) of the Comptroller General of the United States, the Secretary of Education, State education authorities, and appropriate community agencies involved in handling student health and safety.
 - b. Agencies requiring information in connection with a student's application for or receipt of financial aid.
 - c. Courts, upon the issuance of proper orders or subpoenas.

Educational records and personally identifiable information are released without parental consent to a school to which a student transfers. This includes transcripts sent to post-secondary institutions.

A written consent from a parent or eligible student is required for a principal to grant access to student records by other persons/agencies. The term parent, unless otherwise specified, includes parent, tutor, guardian, or student eighteen (18) years of age or older or who is enrolled in a post-secondary institution.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 years of age ("eligible students") certain rights regarding conducting of surveys, collections and use of information for marketing purposes, and certain physical examinations. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("**protected information survey**") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 - a. Political affiliations or beliefs of the student or student's parents
 - b. Mental or psychological problems of the student or student's family
 - c. Sex behavior or attitudes
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior
 - e. Critical appraisals of others with whom respondents have close family relationships
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
 - g. Religious practices, affiliations, or beliefs of the student or parents
 - h. Income, other than as required by law to determine program eligibility
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, and any physical exam or screening permitted or required under State law
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 - c. Instructional material used as part of the educational curriculum

Parents/eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U. S. Department of Education.

Release of Information to Military Recruiters (RPSBPM: JR)

Recognizing the challenges faced by military recruiters, Congress recently passed legislation that requires high schools to provide to military recruiters, upon request, access to secondary school students and their names, addresses, and telephone numbers. Both the **No Child Left Behind Act of 2001** and the **National Defense Authorization Act for Fiscal Year 2002** reflect these requirements.

In accordance with the Acts, military recruiters are entitled to receive the name, address, and telephone listing of juniors and seniors in high school. Providing this information is consistent with the Family Educational Rights and Privacy Act, which protects the privacy of student educational records. This student information will be used specifically for military recruiting purposes and for informing young people of military scholarship opportunities.

School systems have been notified that they must give parents the right to “opt out” of sharing this information with military recruiters. If **you do not want** the Richland Parish School Board to disclose your child’s name, address, and phone number, you must go by the school and complete the necessary “opt out” form.

Student Payment for Certain Equipment and Supplies

Fees for equipment and supplies are determined by individual schools. The school principal may be contacted about fees assessed at each school. Students are responsible for paying the fees established by the school. Students are responsible for every textbook issued to them. If a textbook is lost or damaged, the student pays the replacement cost of the book. Students are also responsible for payment for lost or damaged library books, media, and equipment.

Searches – Students and School Property (RPSBPM: JCAB)

The Board is the exclusive owner of any public school building, any desk or locker in the building, or any other area that may be set aside for the personal use of students. Any administrator, school resource officer, or teacher may search any building, desk, locker, area, or grounds for weapons, illegal drugs, alcohol, stolen goods, or other materials or objects for which possession is a violation of Board policy. This includes a random search with a metal detector or a search conducted when there is a reasonable belief that the items sought will be found. Any administrator, school resource officer, or teacher may search a student or the student’s personal effects when, based on the attendant circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, Board policy, or a school rule.

Beepers, Radios and Similar Devices (RPSBPM: JCDAE)

No radios, beepers, cellular phones, cassette players, electronic devices or games, or Walkman-type headphones are allowed at school or on school buses without special permission from the principal. These devices will be confiscated and kept in the school office if they are found at school. The school will make sincere efforts to maintain these devices until they are picked up by a parent. However, the school does not assume responsibility for items brought to school against school rules. Violation of these rules may lead to additional punishment.

Cellular Telephones and/or Other Telecommunication Devices (RPSBPM: JCDAE)

No student, unless authorized by the school principal or his designee, shall possess, use, or operate any cellular telephone or any other electronic telecommunication device (including any facsimile system, radio paging service, intercom, or electro-mechanical paging system) during the normal school hours of operation in any Richland Parish school building, on the grounds thereof, or in any school bus. These devices will be confiscated and kept in the school office if they are found at school. The school will make sincere efforts to maintain these devices until they are picked up by a parent. However, the school does not assume responsibility for items brought to school against school rules. Violation of these rules may lead to additional punishment.

Student Use of Tobacco (RPSBPM: JCDA)

Students are not permitted to possess tobacco or to smoke on school property during the school day, at school activities held after school hours, or when riding school buses to/from school. Parental permission to smoke does not exempt a student from this policy. Students who violate the policy are suspended either out of school.

Alcohol and Drug Use by Students (RPSBPM: JCDAC) Student Drug use, possession or distribution on school facilities Louisiana Revised Statutes 14:403.1, 17:416, 40:961

It shall be the policy of the Board to take positive action aimed at preventing the use of behavior-affecting substances through education, counseling, parental involvement, and medical and law enforcement referrals in the handling of incidents in the schools involving the possession, sale, use, and/or being under the influence of behavior affecting substances.

The Richland Parish School Board directs that each student shall be specifically prohibited from being under the influence of, bringing on, consuming, or having in one's possession on a school bus, **on school premises**, or at a school function away from the school, any alcoholic beverages or intoxicating substances, including look alike drugs, marijuana, or other controlled substances as defined by state statutes. The Superintendent shall be responsible for maintaining appropriate procedures for the detection of alcohol and other controlled substances. This prohibition includes prescription and over-the-counter medications except in accordance with the administering medication policy.

Any violation of state or federal criminal laws committed on school property shall be prosecuted as provided by law. All school personnel shall report all drug use **possession** violators to the principal, who shall notify the proper law enforcement agency and shall cooperate with the prosecuting attorney's office in the prosecuting of such charges.

The principal shall immediately notify by telephone the parents of any student found to be in violation of this drug possession policy. If a parent cannot be reached by phone, the principal shall notify parents by letter sent within twenty-four hours of the incident.

The Board authorizes the principal of each school to automatically suspend and recommend expulsion for any student being under the influence of alcohol and/or drugs on school property, on school buses, and/or at any school-sponsored event, at any time, during or after regular school hours.

“Use” and/or “under the influence” means a student has smoked, ingested, imbibed, inhaled, drunk, or otherwise taken internally a prohibited substance recently enough that it is **detectable** by the student’s actions, breath, speech, and/or physical evidence.

STUDENT DRUG TESTING (RPSBPM: JCDABA)

The Richland Parish School Board is dedicated to providing a drug-free learning environment for the students attending public schools. The Board directs that each student shall be specifically prohibited from being under the influence of, bringing on campus, consuming, or having in his/her possession on a school bus, on school premises, or at a school function away from the school, any alcoholic beverages, intoxicating liquors, narcotic drugs, prescription medications, marijuana, inhalants, imitation or counterfeit controlled substances, or other controlled substance as defined by state statutes, referenced in RPSB Policy JCDAC unless dispensed by a licensed physician as allowed by law. The Superintendent shall be responsible for maintaining appropriate procedures for the detection of alcohol, drugs, or any imitation or other controlled substances. Any student found in violation of the above shall be suspended and recommended for expulsion by the principal.

Any violations of criminal laws, state or federal, committed on school property shall be prosecuted as provided by law. School officials, teachers, and/or Board employees shall report all violators to the principal, who in turn, shall notify the proper law enforcement agency and shall cooperate with the prosecuting attorney's office in the prosecution of charges. Any student, who possesses, distributes, sells, or dispenses in any manner or form whatsoever a controlled substance as defined by state law to another student or anyone else while on the school premises shall be expelled pursuant to the provisions and guidelines as set forth in state law.

The principal shall notify the parents or guardian, by telephone, of any student found in violation of this policy. If the parents or guardian cannot be reached by telephone, the principal shall notify them of the action by sending a letter within twenty-four (24) hours. Care shall be given to afford due process to all students.

One of the primary objectives of the Richland Parish School Board is to provide a school environment that is safe and drug free. Many methods are being employed in order to accomplish this goal. They include a "zero tolerance" for drugs and alcohol, use of mandatory drug education, D.A.R.E., Character Counts, and other school programs.

Substance abuse in the school setting can have a damaging effect, even fatality to students who abuse drugs. In recent times, an increase in the use of illegal substances by students has caused concern. These concerns have been expressed by school principals, school boards, law enforcement agencies, and parents.

The goal of this policy is not to invade the privacy of the student but rather to discourage the use of drugs. This would include any controlled substance depending on usage which by its very nature would be counter-productive to the health and safety of the students and their classmates.

It is the philosophy of the Richland Parish School Board that the implementation of a student drug policy will: For procedures and additional information refer to: Richland Parish School Board Policy Manual Section: JCDABA

Threats and Bullying (RPSBPM: JCDAF)

An objective of the Richland Parish School Board is to ensure that all students and/or school personnel learn and work in a hostile-free environment. Therefore, any student who engages in the communication of direct, specific, and/or veiled threats to students and/or school personnel

and/or their property is subject to disciplinary action up to and including suspension and/or expulsion.

Any student who engages in bullying directed to students is subject to disciplinary action up to and including suspension and/or expulsion. For this purpose, bullying occurs when a student is exposed repeatedly and over time, to negative actions on the part of one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict injury or discomfort upon another person.

In all cases of threats and bullying, the involved students, their parents/guardians, school counselor, and administrator shall meet in an attempt to prevent any further threats and/or bullying.

Bullying, Cyberbullying, Intimidation, Harassment, and Hazing of and by Students (RPSBPM: JCDAF)

Any student who engages in the bullying, cyberbullying, intimidation, harassment, and hazing of anyone in the school setting is subject to disciplinary action, including suspension or expulsion. Any employee who permits or engages in bullying, cyberbullying, intimidation, harassment, and hazing of students is subject to disciplinary action up to and including dismissal. Any employee who receives a complaint of bullying, cyberbullying, intimidation, harassment, and hazing from a student is expected to forward the complaint to the principal.

A student should immediately report incidents of bullying, cyberbullying, intimidation, harassment, and hazing to a teacher, counselor, or administrator at the school. The person who receives a report from a student notifies the principal. The principal/designee promptly investigates the complaint and completes a bullying, cyberbullying, intimidation, harassment, and hazing complaint form, which is forwarded to the Director of Child Welfare and Attendance and the Director of Security. If the principal is accused in the incident, the Director of Child Welfare and Attendance is notified, investigates the complaint, and completes the Bullying, cyberbullying, intimidation, harassment, and hazing complaint form. A copy of the completed form is given to the student, identifying, to the extent allowed by law, the action to be taken. Copies are also filed in the offices of the Director of Child Welfare and Attendance and the Director of Security. If the student is not satisfied with the investigation or action taken, he/she may send a written request for review to the Director of Child Welfare and Attendance. The request must be made within ten (10) days following the receipt of a copy of the Bullying, cyberbullying, intimidation, harassment, and hazing form.

Weapons (RPSBPM: JCDAB)

The Board authorizes the principal of each school to automatically suspend and recommend expulsion for any student found in possession of a dangerous weapon on school property, on school buses, and/or at any school-sponsored event, at any time, during or after regular school hours. **A dangerous weapon is any gas, liquid or other substance or instrument that, in the manner used, is likely to produce death or great bodily harm. Possession of a weapon includes weapons in vehicles that are located on any school's premises. All vehicles located on school property are subject to search by school officials under the "special needs" doctrine. The basis for this search shall be reasonable suspicion.** When a student is found to possess a weapon, the Superintendent is immediately notified and the principal will take appropriate disciplinary action.

School Bus Conduct (RPSBPM: JCDAD)

School bus guidelines have been adopted by the Richland Parish School Board in order to provide safe transportation to and from school. It is a privilege, not a right, to ride Richland Parish school buses. All Board policies (including those pertaining to Bullying, cyberbullying, intimidation, harassment, and hazing , possession of weapons, and possession of drugs) are strictly enforced on school buses. The Board directs that the bus driver, together with the principal, assume full responsibility for the discipline of students who ride buses. The driver reports disciplinary problems to the principal of the school involved. In the event of any infraction of the rules by a student, it is the duty of the driver to notify the principal in writing. It is the responsibility of the principal to determine appropriate punishment, if warranted.

A student who willfully damages a school bus is liable and may be suspended from school. The student is not allowed to enter or ride on any school bus until restitution in full has been received by the school system or until the student is readmitted by the Superintendent. At no time does the bus driver assume authority for suspending bus privileges.

The responsibility for supervision of students by the Board begins at the bus stop in the morning and ends when students exit buses at the end of the day (or until they are released to a parent/guardian according to Board policy). On- time delivery and student safety are the primary goals of each bus driver.

When riding school buses, every student should:

1. Follow the Bus Transportation rules as directed by the bus driver and the student's school principal. The bus driver is the student's supervisor until the student departs the bus.
2. Report to the assigned bus stop at least 5 minutes before the scheduled arrival time; the bus stops will be assigned by the bus driver. Walk to the closest stop. Be on time because the bus will not wait for late students.
3. Not bring on the bus objects that are too large to be held in the student's lap or to fit under the seat (including large band instruments, projects, and other large objects).
4. Assist the bus driver in maintaining a clean and sanitary bus; students who damage/destroy buses are appropriately disciplined/assessed for damages.
5. Not exit the bus at a different stop from his/her assigned stop without written authorization from the principal. The note must be presented to the driver at the start of the afternoon run.
6. Remain seated, facing forward in the student's permanently assigned seat, while the bus is in motion, and during stops for other students.
7. Only talk quietly to your neighbor. Vulgar language and bullying of other students will not be tolerated.
8. Adhere to the dress code for each school.
9. Not bring a cell phone on the bus.
10. Not eat on the bus.
11. Not extend arms or head out of windows or doors; not throw objects out of windows.

NOTE: A violation of a bus rule may result in loss of bus privilege, disciplinary action, suspension, or expulsion. Some buses are equipped with video cameras that periodically monitor student passengers. Bus drivers are permitted to make reasonable rules for the safe and proper transportation of students.

Student Dress Code (RPSBPM: JCDB)

State law allows local school boards to authorize a mandatory uniform dress code, which may include school uniforms.

The purpose of the dress code of the Richland Parish School Board will be to monitor a viable ordered learning environment and to prepare our students to cope with the business standards of the community.

It is a known fact that a person's appearance affects his attitude and behavior. Each student is entitled to an educational climate in which teaching and learning can take place, free of disruption of any kind, including distracting forms of dress and/or grooming. Therefore, the School Board feels a responsibility concerning the appearance of students in the classroom participating in school activities, and on school trips. Traditionally, in appearance and in behavior, Richland Parish students have represented their schools with pride. To ensure continuance of such a tradition, the following requirements have been established by the School Board.

ALL STUDENTS

1. Walking shorts may be worn in junior high through grade 12. Shorts which do not create disturbances and substantially interfere with the work of the school may be worn in elementary grades.
2. Jogging suits and sweat pants shall not be worn in grades 4 – 12. Warm-ups with pockets, straight or flared bottoms may be worn.
3. Overalls shall be worn with all straps fastened over the shoulder and buttoned completely on all sides. Some type of shirt will be worn under overalls.
4. All skirts and pants shall fit at the normal waistline. Oversize clothing shall not be permitted; neither shall extremely tight clothing be permitted, as determined by the principal or his designee.
5. Pants legs shall not be rolled above the ankle, or cut or frayed above the ankle, and both pants legs shall be worn the same length. Belts shall be worn with all pants which have belt loops in grades 6 – 12.
6. Sunglasses, hats, or caps shall not be worn inside the building. Hoods shall not be worn in the School building. Caps may be brought to school as part of school team uniform. These caps shall not be worn during the school day.
7. Clothing with holes, rips, or tears shall not be worn.
8. All buckles and laces shall be fastened or tied. Laces shall be worn in shoes with eyelets.
9. Students shall not wear clothing (including buttons, patches, and badges) advertising alcoholic beverages, tobacco products, or drugs and/or containing inappropriate or controversial language or messages, or inferences which create disturbances and substantially interfere with the work of the school or impinge on the rights of other students.
10. Hair must be neat, clean and well groomed. Scarves, rollers, pins, nets, sweatbands or other similar head apparel shall not be worn on the head.
11. Numbers, symbols, words, or phrases shall not be worn (cut) in students' hair.
12. Only mesh or clear book bags can be brought to school in grades K-12.
13. No pajama pants may be worn to school.

14. Footwear shall be part of the regular attire. Shoes shall be without metal tips or cleats. Shoes with wheels shall not be worn.
15. The neck opening of a shirt shall not exceed the equivalent of the second button of a dress shirt.

MALES

1. All shirts shall be worn inside pants in grades 4 – 12. Oversized pants are not permitted.
2. Pierced jewelry shall not be worn.
3. See-through shirts or tank tops shall not be worn.
4. Pony tails or beards shall not be worn. Neatly trimmed mustaches may be worn.
5. Sideburns shall not extend below the bottom of the ear lobe.
6. Hair, including braids, cannot exceed the length of a collared shirt or hang lower than the eyebrow.

FEMALES

1. Leggings may only be worn under a regular dress or skirt of appropriate length.
2. All skirts and dresses must reach the middle of the knee when worn at the proper waistline.
3. Strapless dresses, low cut dresses, blouses, tank tops, tube tops, see-through clothing or halters shall not be worn. Clothing which reveals cleavage shall not be worn. Dress straps shall be 2” wide.
4. Pant skirts and pant dresses may be worn provided they meet the dress length requirement.
5. Pierced jewelry shall not be worn other than in the ear.
6. Midriff shall not be exposed. All shirts designed to be worn inside shall be tucked inside of pants in grades 6 – 12.

Student Discipline/Responsibilities (RPSBPM: JD)

Students are held accountable for their actions at school and at all school-sponsored events and are under the direct authority of the administrators/teachers/chaperones in charge. A discipline policy for each school has been established and complies with State guidelines and the Richland Parish School Board Discipline Policy. A student’s failure to adhere to a school discipline policy may result in disciplinary action deemed appropriate by the school administrator(s). Corporal punishment is recognized by the Board as an appropriate means of discipline. **Parents who do not want corporal punishment administered to their child must notify the school in writing.** All teachers will be informed of the parent request.

School administrators, faculty, and staff are authorized to hold students to a strict accountability for **any** disorderly conduct on school property, at a school-sponsored event, on a school bus, or on the street or road going to and from school. They are expected to monitor behavior of all students everywhere and at all times on school property and/or during school-sponsored events. Inappropriate behavior is not tolerated. Teachers handle discipline according to rules and procedures contained in the school discipline policy. **Student conduct is a cooperative agreement between the parent, student, and school. The use of common sense, courtesy, discretion, and consideration in student actions seldom results in conflict with school rules.**

The rules and expectations for students described in this section should be used as a guide for students/parents.

All students should adhere to the following expectations:

1. Comply with all rules and regulations of the Richland Parish School Board at school and during school-sponsored events.
2. Recognize the authority of all teachers and other school personnel.
3. Attend school regularly and on time. Academic and other consequences may result from excessive absences and tardiness.
4. Strive to achieve success in all areas of school life.
5. Conform to acceptable standards of appearance and dress according to school and Board policies.
6. Abide by rules and regulations concerning travel to and from school on school buses and the use and operation of private automobiles on school property.
7. Register private automobiles with the school.
8. Vacate automobiles immediately upon arrival at school; re-enter automobiles only at the time of authorized departure from school.
9. Secure permission from an administrator/teacher before leaving an assigned classroom and/or entering another classroom.
10. Remain at school during school hours unless authorized to leave by the principal.

Students are prohibited from engaging in the following activities:

1. Possessing or using any type of tobacco on or near school property.
2. Gambling, fighting, immorality, inappropriate sexual behavior, or extortion on or near school property.
3. Being disrespectful to teachers or other school personnel.
4. Damaging, defacing, vandalizing, or destroying school property or illegally entering school buildings.
5. Eating or drinking outside of designated areas.
6. Loitering in an area of heavy traffic.
7. Possessing or using matches or lighters on school property.
8. Possessing, using, or being under the influence of alcoholic beverages or other drugs on school property, on school buses, and/or at any school-sponsored event, at any time, during or after regular school hours.
9. Possessing or using radios, beepers, cellular phones, cassette players, or similar devices.
10. Possessing or using any instrument capable of inflicting bodily harm.
11. Bullying or making threats directed toward students, teachers, administrators, school board members, other school board employees, and/or school property.

These provisions are applicable for students with disabilities only to the extent that it does not conflict with other federal and/or state laws and regulations.

Corporal Punishment (RPSBPM: JDA)

Corporal punishment is used only if other forms of corrective measures have proven ineffective. It is not used as the first line of punishment.

Corporal punishment is administered only by the principal/designee in the presence of another professional staff member of the school. The person administering corporal punishment informs

the student of the specific misconduct of which he/she is accused. The student is given an opportunity to present any facts about the incident.

Corporal punishment is to be administered in a reasonable manner, with consideration given to the age, size, emotional condition, and health of the student. For students in the lower grades, corporal punishment is limited to striking the student on the buttocks a maximum of three times with the hand or with a wooden paddle (18 inches or less in length, between three and six inches in width, and 3/8 inch thick or less). A School Behavior Report Form is completed when corporal punishment is administered and is sent to the principal by the end of the same day.

Parents who object to corporal punishment being administered to their child must notify the school in writing, using a school form or letter. Failure to furnish written objections to the use of corporal punishment will be interpreted as parental consent.

Nothing in this policy prohibits an employee of the Board from using physical force that is reasonable and appropriate to restrain a student from attacking another student or school employee.

Out-of-School Suspension (RPSBPM: JDD)

The Board recognizes its authority to maintain order and discipline in all schools. Therefore, the Board recognizes the principal's authority to suspend a student in accordance with statutory provisions and within the following out-of-school suspension guidelines:

1. The principal informs the student of the particular misconduct of which he/she is accused, as well as the basis of the accusation. The student is given an opportunity at that time to explain his/her version of the facts.
2. The principal makes every reasonable effort to investigate all aspects of a discipline problem:
 - a. A referral is written by the charging teacher.
 - b. A descriptive narrative is provided by the teacher and other adult witnesses if necessary.
 - c. Statements are gathered from students involved and other student witnesses.
3. A student is suspended if it is determined by the administration that the nature of the offense warrants suspension.
4. The parent/guardian is notified in writing of all suspensions.
5. Procedures for disciplining students with disabilities are listed in Bulletin 1706.

The principal is required to suspend a student who possesses a firearm, a knife with a blade exceeding two (2) inches, or any other dangerous weapon. The principal/designee is required to report to appropriate law enforcement officers a firearm, knife, or other dangerous instrument, which could be used as a weapon or to inflict injury. The principal **immediately** recommends the student's expulsion by the Superintendent, as mandated by State law. He/she is also required to suspend a student who distributes, sells, gives, or loans any controlled dangerous substance governed by State law and/or a student under the influence of alcohol or any other controlled dangerous substance while the student is on school property, on a school bus, or at a school-sponsored event. If a student is suspended for damages to any property belonging to or contracted to the Board, the student is not readmitted until full payment for damages has been received or until directed by the Superintendent.

Any student who engages in threats or bullying directed to students, school employees, and/or school property is subject to disciplinary action up to and including suspension and/or expulsion. A student does not receive credit for any assignments missed during an out-of-school suspension.

Expulsion (RPSBPM: JDE)

The School Board authorizes the Superintendent to expel a student from school if an offense committed by the student is serious enough to warrant such action or is a violation of state law. A student **will not** receive credit for assignments missed during an expulsion.

Louisiana law requires the Superintendent to expel a student for minimum periods of time if the student is found guilty of certain offenses:

1. *Students 16 years old or older*

If, after an appropriate hearing, a student is found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal drug or substance on school property, on a school bus, or at a school sponsored event, the student shall be expelled from school for a minimum of twenty-four (24) calendar months. If after an appropriate hearing a student is found guilty of possession of a firearm on school property, the student shall be expelled for a minimum of twelve (12) calendar months and shall be referred to the district attorney for appropriate action.

2. *Students younger than 16 years old but in grades 6 - 12*

If, after an appropriate hearing, a student is found guilty of possession of, or knowledge of and intentional distribution of or possession with intent to distribute any illegal drug or substance on school property, on a school bus, or at a school sponsored event, the student shall be expelled for a minimum of twelve (12) months. If, after an appropriate hearing, a student is found guilty of possession of a firearm on school property, the student shall be expelled for a minimum of twelve (12) calendar months and shall be referred to the district attorney for appropriate action.

3. *Students in grades K- 5*

If, after an appropriate hearing, a student is found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal drug or substance on school property, on a school bus, or at a school sponsored event, the student shall be referred to the Board with recommendation of appropriate action by the Superintendent. If, after an appropriate hearing, a student is found guilty of possession of a firearm on school property, the student shall be expelled for a minimum of twelve (12) calendar months and shall be referred to the district attorney for appropriate action.

District Technology Systems and Networks Use for Students (RPSBPM: IFBGA-R)

The Richland Parish School Board is pleased to offer students access to the Richland Parish School Board's technology system and network, including but not limited to the Internet (RICHLAND PARISH SCHOOL BOARD TECHNOLOGY SYSTEM). To use the RICHLAND PARISH SCHOOL BOARD TECHNOLOGY SYSTEM, the permission form on the last page of the handbook must be read and signed by the student and parent or guardian and returned to his/her school. Use of the RICHLAND PARISH SCHOOL BOARD TECHNOLOGY SYSTEM will allow students to explore thousands of libraries, databases, and bulletin boards. Families should be warned that some material accessible via the RICHLAND PARISH SCHOOL BOARD TECHNOLOGY SYSTEM might contain items that are illegal, defamatory, inaccurate, inappropriate or potentially offensive to some people. While our intent is to make RICHLAND PARISH SCHOOL BOARD TECHNOLOGY SYSTEM available to further educational goals

and objectives, students may find ways to access other materials as well. We believe that the benefits to students in the form of information resources and opportunities for sharing exceed any disadvantages. Ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Richland Parish School Board supports and respects each family's right to decide whether or not to give permission to use the Richland Parish School Board Technology System. Filtering software is used with the Internet as required by the Children's Internet Protection Act (CIPA) in a comprehensive effort to eliminate access to illegal, inappropriate and offensive sites.

The rules for using the RICHLAND PARISH SCHOOL BOARD TECHNOLOGY SYSTEM are given below:

1. Personal Safety and Privacy

- a. Users will not post personal contact information (e.g., address, phone number) about themselves or any other person. Personal photos and work may be published on the district's website. Parents may deny the use of these materials by signing the contract to deny the use of such material.
- b. Users will not agree to meet with someone they have met online without appropriate approval. Inappropriate contacts should be reported to school authorities immediately.

2. Illegal Activities

- a. Users will not attempt to gain unauthorized access to any computer system or another person's account or files.
- b. Users will not intentionally attempt to disrupt or intentionally disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- c. Users will not engage in any other illegal act, such as drug sales, engaging in criminal gang activity, threatening the safety of a person or person's.

3. Security

- a. Users are responsible for their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should users give their password to another person. (System accounts will be limited to employees.)
- b. Users will immediately notify school authorities if they have identified a possible security problem. Looking for security problems may be considered as an illegal attempt to gain access.
- c. Users will avoid the spread of computer viruses by following the district guidelines for file transfers and downloading of software.
- d. Users will only use disks that have been scanned and found to be free of viruses.

4. Inappropriate Language

- a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. This includes personal attacks or harassment of another person.

5. Resource Limits

- a. Users will use the system only for educational and career development activities.
- b. Users will not download large files unless absolutely necessary.

- c. Users will not post chain letters or send annoying or unnecessary messages to others.
- d. Users will download and remove their e-mail from the server frequently.
- e. Users will subscribe only to high-quality discussion group mail lists that are relevant to educational or career development activities and not subscribe others without their consent.

6. Access and Use of Materials

- a. Users will not take the ideas or writings of others and present them as if they were their own.
- b. Users will respect copyrighted materials.
- c. Users will immediately report to school authorities any site they access with inappropriate information.

7. Consequences of Misuse

- a. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of privileges by administration, faculty, staff and students.
- b. Users should expect no privacy of the contents of personal files and email on the district system. Messages relating to or in the support of illegal activities must be reported to the authorities.
- c. The Richland Parish School Board allows for the suspension of inappropriate or illegal use of the Internet by students and employees. Other disciplinary action may also be warranted.
- d. Misuse of the system can result in possible prosecution and will require restitution for costs associated with system restoration, hardware, or software costs.
- e. Users bringing illegal and/or inappropriate materials into the system's electronic environment will be subject to disciplinary action or legal action as deemed appropriate by school administration.

Disclaimer

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District uses a variety of vendor-supplied hardware and software. Therefore, the District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the user's requirements. Neither does the District warrant that the system will be uninterrupted or error-free, nor that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not necessarily the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's computer systems and networks.

IV. Curriculum and Instructional Program

Richland Parish Pupil Progression Plan

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.

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

Children attaining age six on or before September 30 may enter regular school at the beginning of the term/session. 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 that the student is having difficulty with are marked with an (N) 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 4th, 5th, and 6th 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.

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.)

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

N/A

- 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.)

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

Children attaining age six on or before September 30 may enter regular school at the beginning of the term/session. 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 that the student is having difficulty with are marked with an (N) 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 4th, 5th, and 6th six weeks.

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)

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

Developing Skills Checklist

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.

► Describe the policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

Before entrance into 5th or 9th grade is granted, the student is required to take the ITBS (Iowa Tests of Basic Skills) Placement Test produced by Riverside Publishing. Level 10 will be administered to fourth grade students; Level 14 will be administered to eighth grade students. The standard for passing is a score at or above the Basic level on English Language Arts or Mathematics and at or above the Approaching Basic level on the other.

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)

Grade placement and Carnegie units are accepted as transferred.

Students that are entering the 5th or 9th grade prior to February 15 and who have not taken the LEAP 21 test must take and pass the English Language Arts and Mathematic portion of the ITBS (Iowa Tests of Basic Skills) Placement Test produced by Riverside Publishing.

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

Grade placement and Carnegie units are accepted as transferred.

A 4th or 8th grade student who transfers to a Richland Parish School before spring test administration of the LEAP 21 must take and pass the spring LEAP 21 English Language Arts and Mathematics.

A 4th or 8th grade student who transfers to a Richland Parish School after spring administration of the LEAP 21 but before the end of the school year must take and pass the summer administration of the LEAP 21 English Language Arts and Mathematics to be eligible for promotion to grade 5 or 9.

- Home Study and Unapproved schools (public/nonpublic)

First grade students would take the Richland Parish Kindergarten Exit Test.

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.

For students ages three through twenty-one with a documented severe or low-incidence impairment; students who may be transferring from out of state; an interim IEP will be developed in accordance with federal regulations as defined in *Bulletin 1530*.

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.

All students entering the school system for the first time and previously enrolled students who have not completed a Home Language Survey (RP Form #25) are required to do so. Any student identified whose home language is other than English will be given a language proficiency test for the appropriate age and educational level of the student.

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.

Any student identified whose home language is other than English will be given an oral language proficiency test for the appropriate age and educational level of the student. Any student identified as Limited English Proficient will be entitled to instructional programs that lead to proficiency in English.

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.

Students will be placed in an age appropriate setting and will be provided services by an ESL certified teacher. The district will provide language services including individual instruction during and after the regular school day to address the students' need for becoming fluent and literate in English. The district will provide instructional programs which foster success in English Language Arts and Mathematics to meet the same challenging state academic content and student academic achievement standards as all children.

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.

A baseline will be established the first year in order to determine adequate yearly progress objectives. Monitoring of the ESL students in all subjects will occur for a minimum of two years after exiting the

program. Records on all ESL students will be maintained and reviewed to assess progress in this area and to assess annual achievement of goals.

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.

The School Building Level Committee will monitor the promotion and placement of students yearly, as appropriate, to determine that the parish's policies are being implemented uniformly.

The local board, superintendent, and /or parent or guardian may initiate review of promotion and placement decisions. The proper channeling of complaints is as follows:

1. teacher
2. principal
3. superintendent
4. school board

The board will consider hearing citizens' complaints when they cannot be resolved by the administration. Matters referred to the board must be in writing and should be specific in terms of the action desired. The board will not consider or act on complaints that have not been explored at the appropriate administrative level.

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.

Grade 1

Students will receive S (satisfactory) or U (unsatisfactory) during the first six-week grading period and numerical grades for the rest of the school year. Only second semester grades are used to determine promotion.

Grades 1-3

All students addressing core content standards will receive numerical grades at every level. Numerical grades shall be given in the following skill areas. In all other courses, an S or U will be given.

<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	
Reading	Reading	Reading	Science
Language	Language	Language	Social Studies
Math	Math	Math	

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

The grading scale for honors courses is as follows:

A =	4 quality points	(90 - 100)
B =	3 quality points	(89 - 80)
C =	2 quality points	(79 - 70)
D =	1 quality points	(69 - 60)
F =	0 quality points	(59 - 0)

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 enrolled in a course for which there is an EOC test must take the EOC test. As determined by the LEA, the EOC test score shall count as 15% of the student's final grade for the course. The conversion chart will be based on the grading scale identified in Bulletin 741 §2302.

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 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. 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 if 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.
- g. Meet to decide and document waiver of LEP students.
- h. Meet to decide on the placement of students taking the LAA 1 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.

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.)

The School Building Level Committee (SBLC) may **override** the state policy for students scoring at the Unsatisfactory level in English or Mathematics if the student scores at the Mastery or Advanced level in the other area. The SBLC may not consider the override unless the student has participated in 42 hours of summer remediation and retest offered by the Richland Parish School Board. Students and parents choosing not to participate in the summer program and retest **will not** be considered for an override.

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

Students are not retained in grade 4 for more than one year as a result of LEAP failure. The decision of whether 4th grade repeaters will attend summer remediation will be made by the SBLC upon parent request submitted at least one week prior to the beginning of summer remediation.

► 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.)

Students who will be 12 years old on or before September 30th are not retained in grade 4 for more than one year as a result of LEAP failure. A student who has repeated the 4th grade at least once as a result of failure to pass LEAP and will be 12 years old on or before September 30th of the next school year may be placed in the 6th grade if he/she completed a pretest for the fall and posttest for the spring during the second year in the 4th grade. The tests must target and address Grade Level Expectations (GLEs) for 5th grade.

► 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.)

After the summer retest Richland Parish may consider granting an appeal on behalf of individual students, provided that **all** of the following criteria have been met:

- The student’s highest score in English Language Arts or Mathematics on either the Spring or Summer LEAP must fall within (20) scale score points of the cutoff score for Basic.
- 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.
- The student must have attended the LEAP 21 summer remediation program.
- The student must have taken the LEAP 21 retest given after the LEAP 21 summer remediation program was concluded.
- The student must have met state-mandated attendance regulations during the regular school year and any local mandated regulation during the summer remediation program.

The principal and the School Building Level Committee (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.)

Students who are eligible for placement in the fourth grade transitional program must score Approaching Basic on the English language arts and mathematics components of 4th grade LEAP, complete a summer LEAP remediation program, and take the summer retest. Students must also meet all other district requirements for promotion. Students who meet the above criteria will be placed in a 5th grade class.

To meet the minimum requirements for promotion to the 6th grade, students must be provided remediation in below Basic subject areas. Students will also retest in all four components of 4th grade LEAP. Students must score a Basic/Approaching Basic combination on English language arts and mathematics, and Approaching Basic/

Approaching Basic in science and social studies on 4th grade LEAP during the year of 5th grade placement. Students who do not meet the above criteria during the year of 5th grade placement will be retained. Students may retest during the summer to meet testing requirements for promotion to the 6th 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 must attend 85% of the total hours offered for summer remediation to qualify for policy waivers, appeals, and overrides.

High school students must attend 85% of the total hours offered for remediation for each core subject area to qualify for the ½ credit.

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.

These policies apply to students in the regular education, special education, multi-sensory structured language, and ELL programs.

The student must have been present the required number of days/minutes (see Attendance).

1. Kindergarten

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

- a. Kindergarten students must be present the required number of days.
- b. No grades are given in kindergarten. 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 that the student is having difficulty with are marked with an (N) 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 4th, 5th, and 6th six weeks.

2. Grades 1 and 2

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

- a. Students must pass reading and mathematics.
- b. Students must be present the required number of days/minutes.
- c. Students must have a minimum point score of 10 based on the following:

*Students will receive S (satisfactory) or U (unsatisfactory) during the first six-week grading period and numerical grades for the rest of the school year. Only second semester grades are used to determine promotion.

Teacher Assigned Grades: Total of 12 Possible Points

<u>Reading</u>	<u>Math</u>	<u>English</u>
A = 4	A = 4	A = 4
B = 3	B = 3	B = 3
C = 2	C = 2	C = 2
D = 1	D = 1	D = 1
F = 0	F = 0	F = 0

Attendance: Total of 8 Possible Points

171-168	Days Present	=	8
167-164	Days Present	=	6
163-160	Days Present	=	4
159-155	Days Present	=	2
154 or fewer	Days Present	=	0

Total Possible Points: 20

Passing: 10

3. Grade 3

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

- a. Students must pass Reading and Mathematics.
- b. Students must not fail three or more subjects.
- c. Students must be present the required number of days/minutes.
- d. Students must have a minimum point score of 8 based on the following:
- e.

Teacher Assigned Grades: Total of 20 Possible Points

<u>Reading</u>	<u>Math</u>	<u>English</u>	<u>Social Studies</u>	<u>Science</u>
A = 4	A = 4	A = 4	A = 4	A = 4
B = 3	B = 3	B = 3	B = 3	B = 3
C = 2	C = 2	C = 2	C = 2	C = 2
D = 1	D = 1	D = 1	D = 1	D = 1
F = 0	F = 0	F = 0	F = 0	F = 0

Attendance: Total of 6 Possible Points

171-168	Days Present	=	6
167-164	Days Present	=	4
163-160	Days Present	=	2
159-155	Days Present	=	1
154 or fewer	Days Present	=	0

Total Possible Points: 26

Passing: 8

4. Grade 4

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

- a. Students must pass Reading and Mathematics.
- b. Students must not fail three or more subjects.
- c. Students must score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics portions of the LEAP 21.
- d. Students must be present the required number of days/minutes.
- e. Students must have a minimum point score of 14 based on the following:

Teacher Assigned Grades: Total of 20 Possible Points

<u>Reading</u>	<u>Math</u>	<u>English</u>	<u>Social Studies</u>	<u>Science</u>
A = 4	A = 4	A = 4	A = 4	A = 4
B = 3	B = 3	B = 3	B = 3	B = 3
C = 2	C = 2	C = 2	C = 2	C = 2
D = 1	D = 1	D = 1	D = 1	D = 1
F = 0	F = 0	F = 0	F = 0	F = 0

Attendance: Total of 6 Possible Points

171-168	Days Present	=	6
167-164	Days Present	=	4
163-160	Days Present	=	2
159-155	Days Present	=	1
154 or fewer	Days Present	=	0

LEAP 21: Total 8 Possible Points

<u>ELA</u>			<u>Math</u>		
Advanced	=	4	Advanced	=	4
Mastery	=	3	Mastery	=	3
Basic	=	2	Basic	=	2
Approaching Basic	=	1	Aprchnng Basic	=	1
Unsatisfactory	=	0	Unsatisfactory	=	0
Total Possible Points:		34			
Passing:		14			

5. Grades 5, 6, and 7

To be eligible for promotion, fifth, sixth, and seventh grade students must successfully complete the following:

- a. Students must pass Reading and Mathematics.
- b. Students must not fail three or more subjects.
- c. Students must be present the required number of days/minutes.
- d. Students must have a minimum point score of 14 based on the following:

Teacher assigned Grades: Total of 20 Possible Points

<u>Reading</u>	<u>Math</u>	<u>ELA</u>	<u>Social Studies</u>	<u>Science</u>
A = 4	A = 4	A = 4	A = 4	A = 4
B = 3	B = 3	B = 3	B = 3	B = 3
C = 2	C = 2	C = 2	C = 2	C = 2
D = 1	D = 1	D = 1	D = 1	D = 1
F = 0	F = 0	F = 0	F = 0	F = 0

Attendance: Total of 6 Possible Points

171-168	Days Present	=	6
167-164	Days Present	=	4
163-160	Days Present	=	2
159-155	Days Present	=	1
154 or fewer	Days Present	=	0

iLEAP: Total 8 Possible Points

<u>ELA</u>		<u>Math</u>	
Advanced	= 4	Advanced	= 4
Mastery	= 3	Mastery	= 3
Basic	= 2	Basic	= 2
Aprchnng Basic	= 1	Aprchnng Basic	= 1
Unsatisfactory	= 0	Unsatisfactory	= 0

Total Possible Points: 34

Passing: 14

6. Grade 8

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

- a. Students must pass Reading and Mathematics.
- b. Students must not fail three or more subjects.
- c. Students must score at or above the Basic/Approaching Basic combination on the LEAP 21 English Language Arts and Mathematics.
- d. Students must be present the required number of days/minutes.
- e. Students must have a minimum point score of 14 based on the following:

Teacher Assigned Grades: Total of 20 Possible Points

<u>Reading</u>	<u>Math</u>	<u>English</u>	<u>Social Studies</u>	<u>Science</u>
A = 4	A = 4	A = 4	A = 4	A = 4
B = 3	B = 3	B = 3	B = 3	B = 3
C = 2	C = 2	C = 2	C = 2	C = 2
D = 1	D = 1	D = 1	D = 1	D = 1
F = 0	F = 0	F = 0	F = 0	F = 0

Attendance:	Total of 6 Possible Points			
171-168	Days Present	=	6	
167-164	Days Present	=	4	
163-160	Days Present	=	2	
159-155	Days Present	=	1	
154 or fewer	Days Present	=	0	

LEAP 21:	Total 8 Possible Points			
<u>ELA</u>			<u>Math</u>	
Advanced	=	4	Advanced	= 4
Mastery	=	3	Mastery	= 3
Basic	=	2	Basic	= 2
Approaching Basic	=	1	Approaching Basic	= 1
Unsatisfactory	=	0	Unsatisfactory	= 0
Total Possible Points:		34		
Passing:		14		

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

The Richland Parish was granted a waiver from full implementation of this program.

- Explain the local definition of the term “grade level” or “on grade level.”
N/A
- List the model program sites.
N/A
- List the designated subject area(s) for foreign language.
N/A
- 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.
(See 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.

All Students pursuing a regular High School Diploma:

Attendance Requirements

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

GEE 21/LAA2

All Richland Parish students entering 9th grade prior to the 2010-2011 school year will be required to score at the Approaching Basic level or above on the English Language Arts and Math **and** Science **or** Social Studies portions of the GEE 21/LAA2 to be eligible to graduate.

End-of-Course (EOC) Testing

All Richland Parish students entering 9th grade in 2010-2011 and beyond will be required to score at the Fair level or above on English II or English III for English Language Arts, Algebra I or Geometry for Mathematics, **and** Biology **or** American History portions of the End-of-Course test 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:

9th Graders

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

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.

Criteria for promotion of students with characteristics of dyslexia served in Multisensory Structured Language Program:

If a student is in a Multisensory Structured Language Program, according to R.S. 17:7(11) the Louisiana Dyslexia Law, grades will be derived from that program in lieu of the local program. Students with characteristics of dyslexia served in Multisensory Structured Language Program will held to the same standard for promotion as all other regular education students.

► Describe the LEA's policy for awarding ½ unit of credit.
Students are awarded ½ credit for the successful completion of 1 semester of 1 credit classes.

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 same as for all other students as stated in Bulletin 741 and other behavior policies established by the Richland Parish School Board.

► 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 scale for course work required for completion of the eighth grade.

Acceptable Attendance Standards: A student must meet the attendance requirements established by the LEA in the Pupil Progression Plan for students entering the career diploma pathway.

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.

Students are not to be retained more than one time in grades prior to grade 4.

Students are not to be retained more than two times prior to grade 8.

Students are not retained more than one time at any grade level.

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

N/A

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

Richland Parish offers tiered instruction for all K-5 students. Reading interventionists are assigned to schools that have allocated funds for such positions. Headsprout Early Reading, an intervention computer program, is used at all K-2 students at all elementary schools.

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.

Richland Parish recognizes that there are students of high academic ability who would benefit from a program of acceleration.

Those students recognized as having high academic ability, yet not identified as gifted/talented, shall be provided with enrichment experiences within the classroom. This method of acceleration may take the form of the following:

- a. Grouping within the classroom
- b. Advanced materials
- c. Contractual agreements between the teacher and the student whereby the student is carried beyond the ordinary classroom experiences
- d. Specially designed independent studies devised by the teacher
- e. Elementary students pursuing high school courses and receiving Carnegie units consistent with Bulletin 741
- f. Grade advancement

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

The procedures described above will be made by the SBLC, school officials, students, and parents.

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

The parish does not recommend grade advancement for students in grades K-8. However, recognizing that there are rare situations when a student would benefit from being moved to the next grade, Richland Parish schools shall utilize the following procedures

1) Grades K-2

- a. Parents give written permission for a more extensive evaluation.
- b. The pupil appraisal personnel further evaluates the student. The parents and the school principal are to be provided with the results of this evaluation.
- c. After evaluation results are considered in conference with the parents and the principal, and both agree that acceleration would be of benefit to the student, the student shall be accelerated if all criteria are met.

2) Grades 3-8

- a. Results of the iLEAP or LEAP test show that the student is performing at the Advanced level in English Language Arts and Mathematics.
- b. Parents give written permission for a more extensive evaluation.
- c. The pupil appraisal personnel further evaluates the student. The parents and the school principal are to be provided with the results of this evaluation.
- d. After evaluation results are considered in conference with the parents and the principal, and both agree that acceleration would be of benefit to the student, the student shall be accelerated if all criteria are met.

3) Grades 9-12

High School Credit for College Courses (This component applies to students attending college part-time.)

- a. The granting of high school credit for college courses shall be limited to students who have earned 12 or more high school units of credit toward graduation.
- b. These students shall be in attendance in at least one high school class while enrolled in college courses.
- c. A student shall have at least a 3.0 average on a 4.0 scale for all high school courses taken.
- d. The principal of the school shall approve the advanced offering to be taken by the student in college.
- e. The student shall have scored at least a minimum composite score of 25 on the ACT or the appropriate concordant value on the enhanced ACT.
- f. The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two or three college hours shall be counted as no more than one unit of credit toward high school graduation.
- g. The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at six or nine week intervals.
- h. College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in

extracurricular activities governed by voluntary state organizations.

- i. Students may participate in college courses and special programs during regular or summer sessions.

High School credit for such courses is subject to items b-g.

A student does not have to be evaluated as gifted to qualify for any of the types of acceleration afore mentioned.

- ▶ Describe any policies governing services for gifted students.

Gifted students are offered services within the regular school program to enhance their academic abilities.

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.

The policy for elementary students (Grades K-8) pursuing high school courses and receiving Carnegie units will be consistent with *Bulletin 741*.

The criteria for enrollment of 7th grade students in an Algebra I GLE-based course for Carnegie credit is as follows:

- a. The student must attain a score of at least 65% correct on the Grade 8 GLE Mathematics Test to be administered at the end of the school year.
- b. The student must attain a final average that is no less than a B (92-85) in 7th grade mathematics.
- c. The student must score at the proficient level (Basic, Mastery, or Advanced) on the mathematics component of the 7th Grade iLEAP.
- d. The student must receive a letter of recommendation from his/her 7th grade mathematics teacher and building level principal.

B. 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.

The Richland Parish Early Graduation Program will consist of: distance education courses offered through the Louisiana Virtual School (LVS) and Louisiana High School Correspondence Courses; dual enrollment courses offered through The University of Louisiana at Monroe, Louisiana Tech University, Grambling State University, Delta Community College, and/or Louisiana Technical College; and Carnegie credit courses in 8th grade for Algebra I.

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.

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.

N/A

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. At least 80% of the eligible students will participate in school year remediation program.

Of the total students who participated in the school year remediation program, 40% will achieve the passing standard needed for promotion to the 5th or 9th grade on the Spring 2012 LEAP test.

- 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.

Students who have scores at the Unsatisfactory/Approaching Basic levels on the 3rd or 7th grade iLEAP test from the previous spring will be eligible for school year intervention/remediation.

- 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?

Yes, the ratio is 7 to 1. The district suggests this ratio in remediation activities which are differentiated based on student strengths and weaknesses from previous spring's test scores.

- 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?

Students at all sites should be offered a minimum of 2 hours per week for a total of 50 hours.

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

The intervention/remediation programs begin on August 31, 2011.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the school year intervention/remediation.

Teachers are certified and highly qualified. Preference is given to those who currently teach 4th or 8th grade or have knowledge and familiarity with tested GLE's. Paraprofessionals must be highly qualified.

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

Materials that are used for tutoring are aligned with state standards and the GLEs. Computer programs are used at several sites. Because the students who qualify for tutoring are generally functioning below grade level or at best struggling with grade level content, the computer programs used have a pretest feature that determines the functioning level of the student and structures a plan of study that begins at their

levels and builds on knowledge and skills from that level. Classroom teachers decide on the materials that will be used in the pull out program based on the student's work in class.

- Describe the form of documentation collected from students/parents who refuse school year remediation services.
At the beginning of the remedial program, each school will write a letter to parents. These signed letters will be kept on file at the building sites.
- Describe how science and social studies remediation is implemented.
Schools use their daily bell ringers in science and social studies to remediate for those portions of the test.
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.
Local funds and Title I monies may be used.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.
Teacher observation
Progress reports from software programs used
Data from LEAP spring tests
Data from EAGLE formative assessments
Progress monitoring for K-8 reading series (Scott Foresman's *Reading Street* and Holt, Rinehart and Winston's *Elements of Literature*)

► Summer Remediation Program

- List the objectives for your summer remediation program.
At least 80% of the eligible students will participate in the LEAP 21 Summer Program.
Of those students who participate in LEAP 21 Summer Program, 40% will achieve the passing standard needed for promotion to the 5th or 9th grade on the Summer 2012 LEAP 21.
- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
Students in grades 4 and 8 who fail to meet the promotional standards of High Stakes Testing by failing to attain the Basic/Approaching Basic Standard will be eligible for summer remediation. Students who

attain the Basic/Approaching Basic Standard will be eligible to attend summer school in the content area in which they received the Approaching Basic.

- 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?

Yes, the ratio is 10 to 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.

Schools will provide bridge time in the amount of 20 hours prior to summer remediation. The schedule will be from 8:00 a.m. to 2:30 p.m. with two instructional blocks for (10) days. The teaching blocks are 3 hours each.

- 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.

Teachers are scored based on a rubric that is based on certification, highly qualified status, teaching assignment and experience, principal recommendation, and district evaluation process. Teacher preference as to grade, content area, and school site are reviewed. Positions are offered to teachers based on this process.

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

Students will be involved with learning activities that will target testable GLEs in 4th or 8th grade Mathematics and English language arts. Teaching strategies will address a variety of learning styles. Assessments that will be used will mirror the LEAP 21. Individual schools will coordinate schedules to ensure that the students are receiving instruction in the appropriate content areas. Depending on the availability of software and computer labs, some students may receive a portion of instruction through high quality learning software. Transportation for the after school sessions will be provided for some children.

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

When test scores are released to schools for distribution, all eligible students receive an enrollment packet that contains a summer school waiver form. Signed waivers are kept on file at the summer school sites.

- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
General funds, Title I funds, and sales tax distribution will be used to finance summer remediation. State grant money made available to the district will also be used.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
Teacher observation
Reports from software programs used
Data from LEAP spring tests
Data from EAGLE formative assessments

► GEE, LAA 2, and EOC Remediation

- Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:
At least 80% of the eligible students will participate in the GEE, LAA 2 and EOC Summer Programs.
Of those students who participate in the GEE, LAA 2 and EOC Summer Programs, 40% will achieve the passing standard on the Summer 2011 GEE.
 - Program Description
 - Student selection criteria
Students will be selected based on who has previously failed the GEE, LAA 2 or EOC. Sophomores and juniors who do not achieve a passing standard on any single or multiple portions of the Spring 2012 GEE, LAA 2 or EOC will be considered eligible.
 - Pupil/Teacher ratio
The ratio is 10:1.
 - Instructional time

The schedule will be from 8:00 a.m. to 2:30 p.m. with two instructional blocks for (10) days. The teaching blocks are 3 hours each.

- Selection criteria for teachers and/or paraprofessionals
Teachers are scored based on a rubric that is based on certification, highly qualified status, teaching assignment and experience, principal recommendation, and district evaluation process. Teacher preference as to grade, content area, and school site are reviewed. Positions are offered to teachers based on this process.
- Materials and methodology to be used
Materials and methodology will include teacher-made materials used by teachers who have been involved in the GEE remediation in the past, GEE Coach, ABC Passing the GEE, software programs including ALS, and online resources (i.e. EAGLE formative assessments) including focused learning lessons.
- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
Innovative principals secure funding to provide a combination of after school and Saturday school year remediation when possible.
- Documentation of students' and parents' refusal to accept remediation
At the beginning of the summer remediation program, each school will write a letter to parents. These signed letters will be kept on file at the building sites.
- Plan for coordination of state, federal, and local funds for remediation
General funds, Title I funds, and sales tax distribution will be used to finance summer remediation.
- Evaluation plan for documenting evidence of achievement/growth of students
Teachers will maintain attendance records, administer and analyze pretest and posttest scores, and review reports from software programs used.

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.

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 (G.E.D.) 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, incarcerated, 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.

Alternative Setting:

The removal of a student from the regular program is a committee decision. The committee includes the student's principal, teacher(s), and parent(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.

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

Richland Parish operates an alternative to expulsion program for students who would normally be expelled from school. This school admits students in grades 6-12. 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 in when removed from the regular school.

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

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. To be considered for entrance into the Connections process, students must be 15 years of age by September 30, and two or more years behind academically in Grades 6-8. Each student will be provided with a committee of educators. The student and parent will be invited to attend committee meetings. The committee will meet every nine weeks. A report of the meeting will be sent to the parent and kept on file at the school.

- ▶ Describe the components and requirements of the local Connections Process. The progress of each student will be regularly monitored. Instructions and interventions will be adjusted based upon progress. Monitoring will occur every two weeks. The student will be assigned a mentor and have scheduled meeting of at least 40 minutes per week. The student will be provided intervention strategies in reading and mathematics while in Connections to increase his/her proficiency and ability to work toward a high school diploma.

Students will be provided instruction by certified teachers for classes being taught for Carnegie credits. The student will be provided a positive learning environment and will be provided behavioral intervention strategies to any

improve discipline or attendance issues. These strategies will be monitored every nine weeks.

Jobs for American Graduates will be used as the career readiness component. Postsecondary options will include: employment, apprenticeship program, continuation of education at a vocational/technical school, community college, or other educational institution.

Orientation will be provided the first week of school. Student and parent attendance are mandatory. Parents will be required to attend parent meeting at the school to monitor the progress and plan for interventions and instruction of the students. Efforts will be made to accommodate the parent's schedule. However, parent attendance is mandatory.

The student will be TABE-tested before entering the Connections Process, at mid-year and thereafter according to the required schedule. The student will be given 8th grade LEAP or LAA2 (if eligible).

Parents will meet with the Connections Committee at the conclusion of the Connections Process to decide the appropriate graduation pathway for the student.

A student who pursues the GED or Skills Certificate pathway cannot exit school until his/her 18th birthday (La RS:17:2212).

Student attendance will be closely monitored. Efforts will be made by the school to contact parents when the student is absent 2 or more days in a two week period. If school officials are unsuccessful in correcting the attendance problem the Richland Parish Truancy Officer will be contacted. He will provide documentation of efforts and expectations to the school within two school days of being contacted. Tardiness and excessive checking out will be handled in a similar manner.

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.

Student records will contain cumulative file grades K-12.

Student records for the purposes of these guidelines shall include:

- a. course grades;
- b. scores on 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 (see definition for placement);
- e. information on the outcome of student participation in remedial and alternative programs;
- f. documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973;
- g. a copy of the letter informing the parent of either the placement of the student in or the removal of the student from a compensatory or a remedial program;
- h. a copy of the parent's written consent for the student to be

- i. placed in or removed from an alternative to regular placement; special education documents as specified in the approved IDEA, Part B, LEA application;
- j. when a decision is made to retain a student in grades K-12, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to the Pupil Progression Plan; and
- k. students transferring from out-of-state with sufficient documentation of special educational services may be placed on an interim IEP until reports and records are received from the sending school.

All state/federal regulations regarding confidentiality and privacy will be followed.

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
 - 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.

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*)

► Include policies related to these requirements in this document, as appropriate. 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

Testing Programs

2011 Fall Testing Schedule

GEE and LAA2 (Retest)

High school students will retest in English, math, science or social studies; and LAA2 students in grades 10 and 11 will retest in failed subjects.

Test Dates: Oct. 24-28

End-of-Course Testing

Tests given to high school students enrolled in the following subjects: Algebra I, English II, Geometry, Biology, and English III.

Test Dates: Dec. 1-16

2012 Spring Testing Schedule

Louisiana Educational Assessment Program (LEAP) and Graduation Exit Examination (GEE)

Exams for the LEAP, given to students in fourth and eighth grades, and GEE, given to students in tenth and eleventh grades, will be administered in two phases.

Phase 1 Testing

Test Date: March 20

Make up test dates: March 21 and 22

Fourth- and eighth-grade LEAP students will be tested on the writing and math constructed response items. Tenth- and eleventh-grade GEE students will be tested on the writing as well as the math, science and social studies constructed response items.

Phase 2 Testing

Test Dates: April 12-13 and April 16-17

Make up test dates: April 18–19

LEAP and GEE students will be tested on the remaining portions of the ELA and math exams, as well as the science and social studies tests.

***Integrated* Louisiana Educational Assessment Program (*i*LEAP)**

Students in 3th, 5th, 6th, and 7th grades take the state's LEAP test.

Test Dates: April 12-13 and April 16-17

Make up test dates: April 18–19

LEAP Alternate Assessment, Level 1 (LAA 1)

LAA 1 is an alternate assessment that is given in grades 3-8 and 10-11 and designed for students with exceptional needs whose Individualized Education Programs (IEPs) address the state's academic Extended Standards and functional academic and life skills.

Test Dates: February 6–March 16

ELDA

The ELDA is given to English Language Learners in grades K-12 to assess their proficiency in listening, speaking, reading, writing, and comprehension.

Test Dates: February 6–March 16

LEAP Alternate Assessment, Level 2 (LAA 2)

The LAA 2 is given to students with exceptional needs in grades 4-8 and 10 and 11 who demonstrate persistent academic disabilities.

Test Dates: April 12–13 and April 16-19

End-of-Course Testing

Tests given to high school students enrolled in the following subjects: Algebra I, English II, Geometry, Biology, and English III.

Test Dates: April 23–May 18

2012 Summer Retest Schedule

LEAP, GEE and LAA2

Students in grades 4 and 8 will retest in English and math; high school students will retest in English, math, science or social studies; and LAA2 students in grades 10 and 11 will retest in failed subjects.

Test Date: June 26-28

Make up test dates: June 29 and July 2

V. Other Information

Use of School Facilities (RPSBPM: KG)

The Richland Parish School Board recognizes the functions of school buildings and grounds shall be to accommodate approved school programs for students and to assist in meeting the educational, cultural, civic, social and recreational need of communities. Use of school buildings by the community shall be considered a secondary function so as not to interfere with regular school-day programs of the students. School buildings may be used by the public only in instances where there is no personal gain by any person or any group of persons.

The sale and/or consumption of alcoholic beverages in school facilities and on Richland Parish School Board property shall be prohibited at all times. Smoking shall be prohibited in all school buildings.

REQUIREMENTS:

When the use of school facilities by the community is desired, the user shall:

1. Sign a Use of School Facilities Agreement Form, which shall contain, but not be limited to, the following:
 - A. Waiver of any and all rights of recovery from the Board, its members, and the school district for any injuries or damages resulting from the use of school building facilities and grounds.
 - B. A statement requiring, with limited exception, any person or group leasing the school facilities to purchase \$1,000,000 liability insurance identifying the Board as an additional insured. A certificate verifying the purchase of such insurance should be presented to the Board at least twenty-four (24) hours prior to use of the facilities.
 - C. A statement that the individual or group shall assume all responsibility for damages resulting from their use of facilities.
 - D. A statement that the facility shall remain smoke-free and that laws regulating use of drugs, alcohol and weapons be upheld.
 - E. The following use fee schedule shall be adhered to for the use of facilities:
 1. Cafeteria
 - a) A cafeteria employee shall be present while the kitchen area is being used. The employee shall be paid at a rate established between the school Principal and the group.
 - b) A \$100 deposit shall be required for the use of the kitchen area to insure the proper clean up. The deposit or part of the deposit may be refunded based on the time needed for the clean up.

- c) There will be a fee schedule of \$10 per hour made payable to the Richland Parish School Board for the use of the cafeteria.
 - d) Any unforeseen expenses incurred by the Richland Parish School Board for the use of the cafeteria with payment of such expenses being agreed upon by the Principal and the group using the facility.
 - 2. The use of other facilities
 - a) All activities must be scheduled with the school Principal with his approval and shall include a fee schedule of \$10 per hour.
 - b) Any unforeseen expenses incurred by the Richland Parish School Board for the use of the facility with payment of such expenses being agreed upon by the Principal and the group using the facility.
- F. A statement that no school facilities shall be used for hazardous activities as determined by the Superintendent.
- 2. In no way violate any law or ordinance in the use of the property.
- 3. Provide security as determined by the school administrator.
- 4. Pay a damage deposit as set by the Board.

GENERAL PROVISIONS

The Board shall direct the Superintendent to maintain appropriate administrative regulations and procedures governing the use of school facilities. These regulations shall assure the following:

- 1. The principal shall be responsible for assuring that access to and use of school facilities by any group or individual is within Board guidelines. Use of facilities for other than school activities during school hours or when in conflict with school activities shall be prohibited except by special permission of the Superintendent. Access to facilities shall be strictly monitored by designated school personnel during such usage. Areas of any facility not intended for use shall be locked and properly safeguarded.
- 2. The use of any Board-owned or operated facility shall be prohibited for the purpose of political activities or activities prohibited by state and/or Board policies or considered in any way contrary to the best interests of the school system.
- 3. The use of food service facilities by groups outside of the food service department and/or food service organization shall be in accordance with the regulations outlined by the Superintendent and staff.
- 4. No person, club, or organization granted permission to use school facilities shall bring, or permit to be brought, into or onto or about such school facility any alcoholic beverage, drug, or weapon as defined by the laws of the State of Louisiana and/or policies and regulations of the Board. Smoking in the buildings shall also be prohibited.
- 5. The falsification of any information required or the failure to comply with all policies, regulations, and/or procedures shall result in the person, group, or organization being prohibited from using any school facility in the future.
- 6. The Board reserves the right, through the Superintendent, principal, or other designated person to cancel the use of any Board-owned or operated facility at any time when deemed in the best interest of the school system.

7. Fees charged for facility use shall be in accordance with the schedule of fees approved by the Board.
8. No hoofed animals shall be permitted on the athletic fields and/or any other area specified by the principal.
9. School plants shall not be used by an individual or group outside the school system for the purpose of making a profit.
10. Use of alcohol on facilities shall not interrupt the school's instructional program.

SPECIAL PROVISIONS

Voting Precincts

Use of school buildings for voting or polling places shall be authorized by the Board on the condition that election officials in charge on Election Day shall permit no loitering on the school premises. The principal shall determine where voting shall be held on school campuses. Arrangements for opening and closing the facilities shall be made with the principal of the school involved and compensation shall be made to the appropriate individual.

Civil Defense

The Civil Defense director is authorized to use any and all necessary school facilities for emergency shelters or accommodations to help provide services to the public in the event of any declared emergency.

USE OF SCHOOL GROUNDS

The public shall be allowed to use school grounds (excluding buildings) for recreational or sport purposes only during daylight hours and only during the time when classes or other school or school-sponsored or approved activities are not being held. No motor vehicles of any type, firearms or explosives or other dangerous weapons or alcoholic beverages shall be allowed on any school grounds.

No supervisory personnel shall be provided by RPSB during this time, and any person who uses the school grounds for the limited purposes set forth herein does so at his/her own risk. The Board shall assume no liability for any accident, injury, or loss suffered by any person using the school grounds under permission herein granted.

NONDISCRIMINATION

No organization which discriminates against participants on the basis of race, sex, religion, disability or national origin, may make use of any facility owned by the School Board.

Visitors to Schools

Parents and others are welcomed and encouraged to visit schools at appropriate times. Special programs and visiting days may be planned throughout each school year to provide opportunities for such visits. All visitors must report to the principal's office immediately upon coming onto school grounds. They must sign in and out, indicate the purpose of the visit, and wear the visitor's badge issued to them.

Principals are responsible for establishing procedures within their schools that will ensure the proper protection of instructional time and the welfare of students and staff. Principals are authorized to take the necessary steps in dealing with unauthorized visitors.

Emergency Drills

Special drill activities are planned by the principal and faculty of each school to ensure the orderly movement/evacuation of students and staff to the safest area, in the event of an

emergency. Students and staff are informed of escape routes. A map is displayed in each room specifying the routes and procedures for evacuating the building.

Emergency Closing of Schools

The Board authorizes the Superintendent/designee to close any and all schools when prevailing or potential hazards threaten the safety and well-being of students, staff, or school property. Whenever practical, the Superintendent makes the decision to close school(s) after consulting with appropriate community agencies. Announcements and news releases to the media concerning such closing(s) are made by the Superintendent/designee.

Evacuation of Schools

The Richland Parish School Board provides a comprehensive plan for evacuation of schools in the event of a disaster. Disaster may come in many forms such as chemical spills, bomb threats, and/or a state of National Emergency. In cooperation with the local police and fire departments, 911 Call Center, and the Richland Office of Emergency Preparedness, the plan includes all centers and schools located in Richland Parish.

All Principals and Center Directors are responsible for informing their teachers and staff of the details and procedures of the evacuation plans. A map and details of the evacuation plan are kept in the office of the Principal and/or Center Director, and a copy is given to the law enforcement officer that arrives for the escort of the evacuation. Also, the administrator assigned to the lead bus will have on board a copy of the plan.

Child Nutrition Program

The Richland Parish School System offers nutritious meals to students every school day at a reasonable cost. The computerized meal accounting system establishes an account, much like a checking account, for each student and keeps a record of each meal eaten, extras purchased, and all monies prepaid. Breakfast, lunch, and any extras are deducted from the student's account as he/she comes through the line. A student must state their student number when accessing his/her account. Checks made payable to the student's cafeteria assures parents that money sent goes directly to the student's account for meals. Money left on accounts at the end of the school year is carried over to the next school year. If a student transfers to another Richland Parish school, his/her money is transferred to that site. Parents/guardians may request a refund at the end of the school year by contacting the school cafeteria manager.

The United States Department of Agriculture and Louisiana Department of Education regulations permit a school system to deny a meal to a paying student when he/she arrives at school without lunch/breakfast money. The responsibility of insuring that a child eats every day rests with the parents/guardians, not the school system. A charge policy is posted in each school office and cafeteria. Reminder slips and letters are given to students when they need to bring more money. Parents are urged to contact the cafeteria manager periodically to check on their child's account. The best time to call is between the hours of 8:30 a.m. to 10:15 a.m. or 1:00 p.m. to 2:00 p.m.

Federal regulations mandate we must have a new household application every year for those families wishing to participate in free or reduced price meals.

Free/Reduced price meal applications OR direct certification letters are distributed to all students at the beginning of each school year. Applications are available from the school office. Applications are processed and notification letters of results are sent to households within ten (10) days of the Child Nutrition Program receiving the application. If you have not received

notification within two (2) weeks of submitting the application, please contact us at (318) 728-5964 to confirm receipt/status. Due to federal regulations, the Child Nutrition Program cannot be responsible for lost or misdirected applications. No overt identification of free or reduced price meal status is made. Student accounts are noted either free, reduced price, or full price using a confidential code. All charges must be paid.

Meal Prices

A price list is distributed at the beginning of each school year and is posted in the cafeteria. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

Physician Ordered Diets

Any child with a food allergy, diabetes, chewing/swallowing disorders, or any serious medical condition may receive a food substitution with a physician's order, which includes the following information:

1. Name of the child.
2. Name of the condition.
3. Name of school.
4. Specifics concerning diet changes.
5. Dated signature of M.D., D.O., or dentist (from Louisiana or adjoining states) or a Louisiana licensed nurse prescriber.

This order must be renewed at the beginning of each school year and updated as often as necessary.

Insurance

School Insurance

Accident insurance may be purchased at school. One type covers accidents that happen at school only; the other provides twenty-four hour coverage. This insurance is not compulsory but has been valuable to many students.

Student Accident Insurance

Student accident insurance is available to all students, with the school acting as service agent only. The school receives no proceeds for this service and is not responsible for claims resulting from injuries. Information and enrollment envelopes will be given to students early in the year.

Statement on Coverage for Activities and Athletics

Students participating in activities may be required purchase school insurance, provide proof of insurance, or sign a waiver form in the presence of a school official. Student activity insurance if provided is a secondary coverage that has limits for coverage.

NOTICE TO PARENTS

As a parent of a student in the Richland Parish School System, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Louisiana State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.

- Whether the Louisiana State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers’ assistants or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call your child’s school principal.

Observation Protocol

There may be times that you would like to observe in your child’s classroom. This is permissible with the following stipulations:

1. Schedule the conference in advance with the teacher and the principal. During the scheduling of the conference, discuss where to sit, and ask questions about what you can and can not do during a lesson observation to prevent any misunderstandings.
2. Do not interrupt the lesson. Please make arrangements for childcare for preschool Children.
3. Dress appropriately.
4. Do not be under the influence of illegal drugs or alcohol.
5. Complete the Observation Feedback form included in this handbook. Copies of this form will be available at the school.
6. FERPA regulations apply to classroom visitors.

Observation Feedback Form

SCHOOL:

Teacher/Activity Observed:

Date:

Time:

Good Things Observed:

Areas of Concern:

Possible Solution for Areas of Concern:

Richland Parish NCLB Family Involvement Policy

It is the Richland Parish Title I Family Involvement Policy to:

Involve parents in the joint development of the Richland Parish Parental! Family Involvement Policy and in the process of school review and improvement.

- A. Have an annual meeting in the Fall to inform parents of Richland Parish's participation in Title I, the requirements of the program, setting Parental Involvement goals and activities, information on the process of school

review and improvement, the dissemination of Parent Handbook (including Parent Involvement Policy), and parents' right to be involved.

The Richland Parish Parental/Family Involvement Policy is disseminated to parents at every school's "Back to School Night" in the fall. A copy of the Richland Parish Parental Involvement Policy is sent home in the Richland Parish Parent handbook with every student at the beginning of the school year.

Richland Parish Schools have an annual "Back to School Night" in the fall and disseminate a copy of the school's Parental/Family Involvement Policy to the parents. A copy of the school policy is sent home in the school student handbook with every student at the beginning of the school year.

Both the Parish Policy and the School Policy are available for parents at every parent meeting and parent-teacher conference meeting throughout the school year.

- C. Provide parents with a copy of the LEA Consolidated Application and oral instructions on how to interpret it.
- D. Organize a Parent Advisory Council (PAC) of parents representing each school in the LEA that receives Title I funds. The Richland Parish Parent Advisory Council is a group of people that represent each school receiving Title I services and programs in a school district along with representatives from the Richland Parish community (businesses, organizations, programs) and at least two (one-parent and one teacher/counselor) representatives are chosen from each Title I school at the beginning of the school year.

PARENTAL INVOLVEMENT IN EDUCATION (RPSBPM)

The Richland Parish School Board recognizes that parental involvement must be a priority of the Board for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the Board throughout their children's elementary and secondary school careers. The term parent shall refer to any caregiver who assumes responsibility for nurturing and caring for children, and includes parents, grandparents, aunts, uncles, foster parents, stepparents, and others. The concept of parental involvement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting.

It shall be the policy of the School Board and each public school in Richland Parish, in collaboration with parents, teachers, students, administrators, and other educational resources, to establish, develop, and maintain strategies and programs that are intended to enhance the involvement of parents and other caregivers that reflect the needs of students, parents, and families served by the Board, in accordance with applicable state and federal laws and regulations. As part of the parental involvement program, it shall be the responsibility of every school to create a welcoming environment, conducive to learning and supportive for comprehensive family involvement programs that have been developed jointly with parents/families.

DISTRICT LEVEL RESPONSIBILITIES

At the district level, the School Board shall:

Involve parents in the joint development and amendment of the school district's plan, which includes components of the district's parental involvement program, to be

submitted to the Louisiana Department of Education. Such involvement shall involve, but not be limited to, the following:

- a). appointing to, and interacting with, each school's School Improvement Team, which is actively involved with assessing needs and addressing these needs in the school;
- b). conducting open public workshops on major issues;

**Richland Parish School District Annual Parent Notice
Right to request Teacher Qualifications**

School: Richland Parish School Board
Right to Request Teacher Qualifications

Our school receives federal funds for Title I programs that are part of the *No Child Left Behind Act of 2001*. Throughout the school year, we will continue to provide you with important information about this law and your child's education.

You have the light to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

- a. if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- b. if the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
- d. if your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

If you would like to request this information, please contact your child's school.

Thank you for your interest and involvement in your child's education.

Sincerely,

Catherine Bailey
Program Improvement Supervisor
Phone (318) 728-5964
e-mail: cbailey@richland.k12.la.us

**Richland Parish School Dist Public Notice
Education Rights of Homeless Children and Youth**

The school district is actively seeking to enroll children and youth who are homeless. If you are homeless or know of a child or youth that is homeless and not attending school, please contact the following person who will provide information and assistance during the enrollment process:

Local Liaison Name: Catherine Bailey Telephone: (318) 728-5964
School Address: Richland Parish School Board. 411 Foster street Rayville. LA 71269

Who is considered "homeless"? Any child or youth not attending school who lacks a fixed, regular, and adequate nighttime residence is considered homeless and includes those who are sharing housing with others due to loss of housing or economic hardship. It also includes children and youth who are living in hotels, camping grounds, emergency shelters, cars, bus or train stations, or other similar settings. If you are not sure, please call.

What are the education rights of homeless children and youth? Our schools provide equal and comparable access to all students regardless of their home living situation. Homeless children and youth have specific rights that include:

- a. Immediate enrollment in school and, when desired or feasible, at the "school of origin."
- b. Prompt provision of necessary services such as transportation and meal programs.
- c. Appropriate support services and programs for which they are eligible such as programs for gifted, children with disabilities, vocational education, preschool.
- d. Academic assistance through the district's federally funded Title I program.
- e. Parent or guardian involvement school activities.

What is the "school of origin"? The term 'school of Origin' means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. It is the district's responsibility to consider the best interests of the child or youth when making a decision regarding what school to attend. Consideration must be given to placement at the school of origin unless doing so is contrary to the wishes of the parent or guardian.

What if there is disagreement regarding school placement? The parent, guardian or unaccompanied youth (a youth not in the physical custody of a parent or guardian) may appeal the placement decision if the district makes a placement in a school other than the school of origin or a school requested by the parent, guardian or unaccompanied youth. The student will be immediately enrolled in the school in which enrollment was requested by the student or parent while an appeal is pending.

The person indicated above will provide information and assistance regarding such an appeal.

No Child or Youth Should Be Denied Access to a Free and Appropriate Public Education

Richland Parish NCLB, Title I Family Involvement LEA/School/Parent Compact

Mission:

Richland Parish Title I believes that it is the system's responsibility to assist schools in coordinating and implementing programs for and with parents that will address the needs of students, parents, families, communities, and the school.

To accomplish our mission we (Richland Parish School Board, Title I Schools, The parents of Title I Students) have promised to do the following:

RICHLAND PARISH TITLE I OFFICE PROMISES TO:

- Assist schools carrying out requirements from federal, state, and local level as they pertain to Title I
- Provide materials and training to help parents work with children in order to improve children's achievement;
- Educate teachers, principals, and other staff on the importance of family involvement;
- Coordinate and integrate family involvement programs and activities with other programs; and
- Provide assistance to parents in understanding the No Child Left Behind Act, the state's content standards, state and local assessments, and how to follow a child's progress.

RICHLAND PARISH TITLE I SCHOOLS PROMISE TO:

- Develop a written Family Involvement Policy agreed upon by parents describing the means of carrying out Family Involvement requirements.
- Have an annual meeting to inform parents about the school's participation in Title I and their right to be involved.
- Offer a flexible number of meetings to involve parents in the planning, review, and improvement of Title I Programs.
- Provide parents with required school performance profiles and individual student assessment results, including an interpretation of such results.
- Provide students with a description and explanation of the curriculum in use at the school.
- Develop a school-parent-student compact for each student.
- Provide assistance to parents in understanding the No Child Left Behind Act, the state's content standards, state and local assessments, and how to follow a child's progress.
- Provide literacy training for parents.
- Coordinate the Pre-School curriculum and Family involvement activities with those of local Headstart and HIPPIY Programs.
- Develop appropriate roles for community-based organizations.

- Make sure that information related to school and parent programs is sent to the homes in the language used in the homes.
- Reserve and spend not less than one percent (1 %) of the school's Title I allocation to carry out Family Involvement activities.

AS A PARENT OF A TITLE I STUDENT, I PROMISE TO:

- Attend meetings that will inform me about the Title I Program.
- Attend workshops that give insight into my child's assessments, results, and how to

interpret results and profile sheets on my child.

- Attend conferences with teachers and students to develop a compact between the school, teacher, my child, and me.
- Adhere to the agreements I have made in the compacts. •
Volunteer in my child's school and / or classroom.
- Participate, as appropriate, in decisions relating to the education of my child ..
- Attend appropriate literacy workshops that will enhance the academic achievement of my child.
- Use the parent resource centers materials that will improve my parenting skills and provide me with the opportunity to learn more about the developmental stages of my child.

VI. Student/Parent Signature Forms

Please complete this page and return it to your child's school so that we may have a record that you received this booklet.

Thank you,

RICHLAND PARISH SCHOOL SYSTEM

This is to certify that I have received and read a copy of the Student Handbook for the 2011-2012 school year.

Parent/Guardian Signature

Student Signature

Date

Student Name (Please print)

Parent or Guardian:

My son or daughter, who has signed above, understands the rules that he or she is to follow in using the Richland Parish School Board Technology System at school. I have talked to him/her to make sure that the rules are understood. I understand that the use of the internet has opened up vast resources for school entities in Richland Parish and throughout the United States. I understand that students now have opportunities to access research databases that heretofore were unavailable to many schools. I understand that the Richland Parish School Board Technology System opens up the possibility of students having access to possibly defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material by "surfing through the Internet". The Richland Parish School Board will use its best efforts as required by the Children's Internet Protection Act (CIPA), including filtering software, in order to limit such access and to restrict it to only those areas of educational value. However, I understand that no matter how much supervision and monitoring the Richland Parish School Board can utilize, there will always be the possibility of my child coming into contact with these

sites. Notwithstanding this fact, I recognize the importance of my child becoming technologically aware in an increasingly technological society, and I consent to the use of the Richland Parish School Board Technology System when my child uses it while on school property. I also understand that if I do not wish to consent to the use of my child's photos and/or work for publishing on the district's website or in district publications, I should contact the school to refuse consent.

Signature of Parent/Guardian

Date