
2022-2023 Pupil Progression Plan

Local Education Agency:

West Feliciana Parish School System

Background and Purpose

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

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

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

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

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

PUPIL PROGRESSION PLAN

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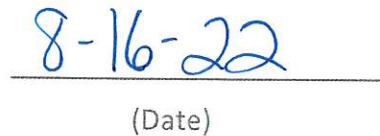

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

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

Grade 1

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

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

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

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

In order to be promoted in Kindergarten, students must:

- Master by earning Approaching Basic or Higher in 67% of the skills in Mathematics
- Master by earning Approaching Basic or Higher in 67% of the skills in English Language Arts
- Read on level as determined by end-of-year assessments- DRA Level 3
- Meet attendance requirements

Each Kindergarten skill will be marked with the symbols **M, B, AB, and U**. **Only M, B, AB (67% or higher) will be considered a passing score.**

M	93-100%	Mastery
B	75-92%	Basic
AB	67-74%	Approaching Basic
U	0-66%	Unsatisfactory

Louisiana Grading Scale: A 93-100 B 85-92 C 75-84 D 67-74 F 0-66

The **Pupil Performance Team (PPT)** will determine whether any student not meeting this criteria will be considered for promotion. The principal shall make the decision for placement when the PPT is divided. Parents will be notified for the PPT's decision.

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

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

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

Grade 1

In order for a first-grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of **9 out of 12**. Points are earned based on the Scoring Guidelines at the bottom of this page.

ENGLISH LANGUAGE ARTS – This will include Reading Information, Reading Literature, 6pts.
Reading Foundation, Language and Writing standards of the LA Student Standards.

MATHEMATICS – This will include the math standards of the LA Student Standards. 4 pts.

SOCIAL LIVING – This will include science and social studies standards of the LA Student 1 pt.
Standards.

TEACHER/PRINCIPAL RECOMMENDATION 1 pt.

To receive ALL pupil progression points for English Language Arts and Mathematics, a student must attain a minimum grade of "D" or higher in the subject. To receive all pupil progression points for Social Living, a student must attain a minimum grade of "S" in that subject.

- Yearly averages are determined by adding the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 67, the student receives the total pupil progression points for that course (even if he/she fails one semester).
- If a student's yearly average is less than 67, but he/she passes one of the semesters, the student receives half the pupil progression points for that course.
- If a student's yearly average is less than 67, and he/she failed both of the semesters, the student receives 0 pupil progression points for that course.

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

Grade 2 - In order for a second grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 13 out of 16.

Language/Arts - Attain a minimum grade of "S/D"	6 points
Mathematics - Attain a minimum grade of "S/D"	5 points
Social Living - Attain a minimum grade of "S/D"	3 points
Teacher/Principal Recommendation	2 points

Pupil progression points are assigned to courses on the basis of yearly averages. The West Feliciana Parish Pupil Progression Plan states:

- Yearly averages are determined by adding the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 67, the student receives the total progression points for that course (even if he/she fails one semester).
- If a student's yearly average is less than 67 but he/she passes one of the semesters, the student receives half the pupil progression points for that course.
- If a student's yearly average is less than 67 and he/she failed both of the semesters, the student receives 0 pupil progression points for that course.

For grades 1 through 3, the DIBELS Next will be administered to students at the beginning, middle, and end of the school year. This assessment determines if the students require remedial reading instruction or intensive remedial instruction.

Grade 3 and 5 - In order for a third grade or fifth grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 13 out of 16

Language Arts - Attain a minimum grade of "S/D"	6 points
Mathematics - Attain a minimum grade of "S/D"	4 points
Science - Attain a minimum grade of "S/D"	2 points
Social Studies - Attain a minimum grade of "S/D"	2 points
Teacher/Principal Recommendation	2 points

Pupil progression points are assigned to courses on the basis of yearly averages. The West Feliciana Parish Pupil Progression Plan states:

- Yearly averages are determined by adding the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 67, the student receives the total progression points for that course (even if he/she fails one semester).
- If a student's yearly average is less than 67 but he/she passes one of the semesters, the student receives half the pupil progression points for that course.
- If a student's yearly average is less than 67 and he/she failed both of the semesters, the student receives 0 pupil progression points for that course.

Students in grades 6-7 must meet the following standards to be promoted to the next grade:

1. Pass 3 out of 4 core classes (English, Math, Science, and Social Studies) with a (D) or higher as the final year grade and pass 2 out of 3 elective classes with a (D) or higher.

OR

2. Pass 4 out of 4 core classes (English, Math, Science, and Social Studies) with a (D) or higher and pass 1 out of 3 elective classes with a (D) or higher.

If a student fails to meet the standards for promotion, they will be referred to the School Building Level Committee to determine next steps including but not limited to mandatory attendance at summer school, repeating the previous grade level, etc. **ADDITIONALLY, if a student fails English Language Arts or Mathematics for the year, summer remediation will be mandatory.**

If a student fails a high school credit class, they will not earn any credit and may be required to repeat the course.

- Yearly averages are determined by averaging the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 67, the student passes the course for the year.
- If a student's yearly average is less than 67, the student fails the course for the year.

A student in grades K-8 who has met the academic requirements for promotion may be considered for retention if parents provide a written request stating the reasons for special consideration for retention. The SBLC will consider the request for retention based on careful review of all data, including standardized test scores, grades and attendance, as well as social maturity and probable success of student adjustment.

If a student attends another school and returns to West Feliciana Parish School District within the same academic year, he/she will be placed in the grade indicated by the West Feliciana School Building Level Committee (SBLC) decision.

III. Promotion of students in grade 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

For grades 1 through 3, the DIBELS Next will be administered to students at the beginning, middle, and end of the school year. This assessment determines if the students require remedial reading instruction or intensive remedial instruction.

Grade 3 and 5 - In order for a third grade or fifth grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 13 out of 16

Language Arts - Attain a minimum grade of "S/D"	6 points
Mathematics - Attain a minimum grade of "S/D"	4 points
Science - Attain a minimum grade of "S/D"	2 points
Social Studies - Attain a minimum grade of "S/D"	2 points
Teacher/Principal Recommendation	2 points

Pupil progression points are assigned to courses on the basis of yearly averages. The West Feliciana Parish Pupil Progression Plan states:

- Yearly averages are determined by adding the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 67, the student receives the total progression points for that course (even if he/she fails one semester).
- If a student's yearly average is less than 67 but he/she passes one of the semesters, the student receives half the pupil progression points for that course.
- If a student's yearly average is less than 67 and he/she failed both of the semesters, the student receives 0 pupil progression points for that course.

IV. Promotion of students in grade 4

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

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

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

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

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

Struggling students (those who do not score “Basic” in at least two core academic subjects) shall be provided with an individual academic improvement plan, reviewed with and signed by the student’s parent or legal custodian. The plan shall outline at least two allowable interventions/supports to be provided during the school year and/or during the summer. Allowable interventions and supports include:

- placement in the classroom of a teacher rated “Highly Effective”
- completion of summer remediation program that includes curriculum fully aligned to Louisiana State Standards and limits below grade-level content to no more than 35 percent of total instructional minutes
- additional instructional time during or outside of the school day
- grade-level instruction that is aligned to Louisiana State Standards, which may include limited below-grade level content and support needed to address the student’s identified weaknesses

Grade 4 –In addition to the requirements above, for a fourth grade student to achieve progression to the next grade, he/she must meet the following minimum weighted score of 13 out of 16 and meet the High Stakes promotion requirement.

Language Arts - Attain a minimum grade of "S/D"	6 points
Mathematics - Attain a minimum grade of "S/D"	4 points
Science - Attain a minimum grade of "S/D"	2 points
Social Studies - Attain a minimum grade of "S/D"	2 points
Teacher/Principal Recommendation	2 points

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer

remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

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

Transitional 9th Grade

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

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

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

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

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

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

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

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

Students in grade 8 must meet the following standards to be promoted to the next grade:

2. Pass 3 out of 4 core classes (English, Math, Science, and Social Studies) with a (D) or higher as the final year grade and pass 2 out of 3 elective classes with a (D) or higher.

OR

3. Pass 4 out of 4 core classes (English, Math, Science, and Social Studies) with a (D) or higher and pass 1 out of 3 elective classes with a (D) or higher.

If a student fails to meet the standards for promotion, they will be referred to the School Building Level Committee to determine next steps including but not limited to mandatory attendance at summer school, repeating the previous grade level, etc. **ADDITIONALLY, if a student fails English Language Arts or Mathematics for the year, summer remediation will be mandatory.**

If a student fails a high school credit class, they will not earn any credit and may be required to repeat the course.

- Yearly averages are determined by averaging the numerical grades of the two semesters. If the average of the two semesters is equal to or greater than 67, the student passes the course for the year.
- If a student's yearly average is less than 67, the student fails the course for the year.

Remediation will occur between the end of LEAP 2025 testing and October 1 of the following academic year. Students requiring remediation who did not participate during the summer will be provided remediation at their high school during the school day.

WFPSB, through its superintendent, will consider a waiver for a student who has scored at the Approaching Basic level on both English Language Arts and Mathematics components of the LEAP. WFPSB may grant the waiver in accordance with the local pupil progression plan provided the student has attended the LEAP remediation program offered through WFPSB by October 1. (See Bulletin 1566, § 707 C)

LEP Waiver: Limited English Proficient students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC Shall be granted the authority to waive the state's grade promotion policy for a LEP student.

All students not meeting the promotion standard, or ineligible for a waiver, can be placed on a high school campus as a Transitional 9th grade student if they meet the following requirements:

- Must have taken spring LEAP assessment.
- Met the minimum requirements for 8th grade coursework.
- Received remediation offered through WFPSB by October 1.
- Remediation will be documented on the Individual Graduation Plan.

All first year 8th grade students not meeting each of the above requirements will repeat the 8th grade.

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.

3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

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

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

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.

- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

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

LHSAA Academic Credit Policy

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

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

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

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

9th grade	See table below
10th grade	See table below and beginning 2nd year at high school
11th grade	See table below and beginning 3rd year at high school
12th grade	See table below and students must receive a score of "Approaching Basic" or above on English I or II, AND Algebra I or Geometry, AND Biology OR U.S. History on the LEAP 2025 test in order to be eligible for a high school diploma.

9th	0 - 5
10th	5.5 -10.5
11th	11-16.5
12th	17-24

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

Honor Graduates - In order to be eligible for honor graduate status, a student must have a minimum cumulative GPA of 3.50 for grades 9-12.

Students successfully completing a semester of a credit recovery program will receive the grade earned and ½ credits along with the F. Both grades will be used in calculating GPA.

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

West Feliciana Parish also recognizes the need for some students to graduate early. But, one size doesn't fit all when it comes to early graduation. The requirements are for a parent and the student to meet with the guidance counselor to see what options are available and complete an application. Then, develop a plan in conjunction with SBLC and guidance counselor. Permission must be obtained from parent and the school principal before plan will be put into action.

Students in grades 5-8 enrolled in high school academic core classes can earn a high school Carnegie credit and receive a yearly letter grade that will go on the student's high school transcript if the following conditions are met:

- 1) scores a Mastery or Advanced on the LEAP 2025 exam (if applicable)
- 2) enrolls in the subsequent course the next year
- 3) passes the course with a yearly grade of C or higher

If the academic course is a ½ credit course, the semester grade will be used.
These courses will be counted toward pupil progression points.

Middle school students enrolled in high school non-academic core classes will receive a "P" on their high school transcript if the student's yearly average is a 67 D or higher in the course. The course will be counted toward pupil progression points. If the non-academic course is a ½ credit course, the semester grade will be used.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

- Students transferring from an approved home study program, foreign school, or unapproved or non-accredited school will be placed and awarded credit based on results of placement examinations, evaluations, and/or screenings.
 - Factors such as age, size, functional levels, school records, and parental consultation will also be considered.
- High School placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams administered at the school.
- A school administrator may place any new student, after assessment of records and evaluation of exam results, in the grade most appropriate for the student.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from

state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.

- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.

- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

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

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

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

Services will be provided by regular classroom teachers, English will be provided by a secondary language certified teacher, and assistive technology devices will be provided as necessary. In the absence of a secondary language certified teacher, paid or voluntary bilingual tutors will provide assistance to the student in the content area subjects. In addition, the regular classroom teacher will provide modified instruction.

Periodic checks will be made yearly to determine the student's progress.

X. Alternative education placements

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

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

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

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

Students may be assigned to the alternative school setting for behavioral issues that warrant a smaller, more structured environment. The alternative program comprises a social worker, certified teacher, and special education support as needed. Students are placed in the alternative program following a hearing by the school system's hearing officer. The promotion criteria are the same for students in the alternative program as it is for all students in the district.

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

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

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

Eligible students with less than a secondary education who are not enrolled in the regular school program may be placed in the adult education program at 18 years of age or older. However, the referral must be initiated by the school counselor or the principal, and a referral form stating adequate reasons for the referral must be provided to the adult education program.

Eligible students who are not enrolled in the regular school program may be placed in the Adult Education Program at 18 years of age or older to improve skills that would assist them in the job market. In certain rare circumstances, a student can apply for a waiver to enroll in adult education at age 17.

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

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

XI. Due process related to student placement and promotion

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

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

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

XII. Additional LEA policies related to student placement and promotion

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

LOCAL Policies

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L.1 Accelerated Requirements

6th and 7th Grade Accelerated Math - In order to qualify for this acceleration, a student must earn a final grade of A or B in this subject area on the previous year's report card. Additionally, the student must demonstrate a high level of proficiency on a common summative assessment. Statewide assessment scores will be utilized if released by the state at time of determination. Students must successfully complete the prerequisite course if applicable. (i.e. 6th grade Advanced Math course required for 7th grade Advanced Math)

8 Algebra I – In order to qualify for this acceleration, a student must earn a final grade of A or B in this subject area on the previous year's report card. Additionally, the student must demonstrate a high level of proficiency on a common summative assessment. Statewide assessment scores will be utilized if released by the state at time of determination. Students who successfully complete the year-long Algebra I course with a C or higher, score an Advanced or Mastery on the LEAP 2025 Algebra I assessment, and enrolls in the subsequent course next year will earn a high school Carnegie unit on their transcript.

English Language Arts Honors (6, 7, 8) – In order to qualify for Honors ELA, a student must earn a final grade of A or B in this subject area on the previous year's report card. Additionally, the student must have a Lexile score that is a minimum of one grade level band above their current grade placement. Statewide assessment scores will be utilized if released by the state at time of determination.

Eighth Grade Science Honors – In order to qualify for this acceleration, a student must earn a final grade of A or B in this subject area on the previous year's report card. Additionally, the student must have a Lexile score that is a minimum of one grade level band above their current grade placement. If statewide science assessment scores are available, the student must have scored an advanced or mastery.

Accelerated Physical Science - Students must meet **ALL** requirements:

1. Completed Algebra I as an 8th grader
2. Maintained A's and B's as an 8th grader
3. Strong teacher recommendation
4. Achieved an Advanced or Mastery on the Algebra LEAP 2025

Parents may request for their child to be placed in the Accelerated Physical Science if they were enrolled in Algebra in 8th grade and if they do not meet the above criteria after meeting with school administrators and signing a placement waiver. Space limitations may exist in course selections and seats will be filled based on availability. Requests will be processed in the order they are received.

If students wish to skip physical science all together (not recommended), they will be required to take two higher level sciences either physics, chemistry II, or biology AP to meet the TOPS requirement. If they choose this last option, there is a danger that their choices their junior year will be limited due to the dual enrollment requirements for chemistry II and biology II (currently LSU requires a 25 math score on the ACT).

Our current course offerings in science are as follows:

Physical Science

Biology (prerequisite- Algebra I or Physical Science)

Chemistry (prerequisite- Geometry and concurrent enrollment in Algebra II)

Physics I (prerequisite- Accelerated Physical Science or Chemistry)

Biology DE/AP (prerequisite- Biology and Chemistry)
Chemistry II DE/AP (prerequisite- Chemistry and 25 in Math on ACT)
Physics C- (concurrent enrollment in Calculus)

***Beginning with freshman entering high school in the 2019-20 school year, Physical Science is a pre-requisite to all high school science courses at WFHS**

Other High School Courses in Middle School:

Placement will be determined using current standardized testing data, grades, attendance, and evidence of work ethic. Students must demonstrate mastery of skills and concepts at a high level related to the high school course. Students must meet any and all criteria and/or pre-requisites set by both the high school and middle school for the course.

L.2 Alternate School Placement for 2nd Year 8th Students

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

L.3 Early College Admission

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

L.4 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 2-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

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

Kindergarten: Mastery 93% or above
 Basic 75%-92%
 Approaching Basic 67-74%
 Unsatisfactory 66% or below

Grades 1-5: 100 - 75 S
 0 - 74 U

For K-5 Gifted classes Only:

100 - 90 E
 89 - 75 S
 0 - 74 U

Grades K-12

100 – 75 IEP Objectives (Standards Met) SM
 74 – 0 IEP Objectives (Standards Not Met) SN

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

Grading Scale for honors, dual enrollment college academic courses, and advanced placement courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

The following scale is used to award quality points for regular high school classes

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

An additional quality point is given for each letter grade beyond a “D” for grades that are earned in honors, dual enrollment college academic courses, and advanced placement courses. For these courses the following values are given:

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

C. Grading Policy for LEAP 2025 Tests

1. Students enrolled in a course for which there is a LEAP 2025 test must take the LEAP 2025 test.
 - a. The LEAP 2025 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.
 - i. For students with disabilities identified under IDEA who meet the LAA 2 participation criteria prior to taking the first LEAP 2025 test, the LEAP 2025 test score shall count for 5 percent of the students' final grade for the course.
 - c. The grades assigned for the LEAP 2025 test achievement levels shall be as follows:

LEAP 2025 Achievement Level	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	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 LEAP 2025 tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the LEAP test will count.

For grading purposes, the LEAP 2025 test will be treated as the semester final exam. If the student passes the course and fails the LEAP 2025 test, the student may retake the LEAP 2025 test at a later date but the score from the retest **will not** count in the student's grade.

The LEAP 2025 exams will count 20% of a student's final semester grade.

L.5 Graduation Participation

To participate in graduation exercises a student must:

1. successfully earn the specified Carnegie Units as specified in Bulletin 741, prior to the graduation date of West Feliciana Parish High School, and,
2. successfully complete all state testing(LEAP 2025) requirements, or West Feliciana Parish requirements prior to graduation date,
3. successfully meet the IEP requirements for a Certificate of Achievement if the student has an IEP,

4. successfully earn a Certificate of Attendance if the student has an IEP, reached the maximum age for special education services, and does meet one of the other options for graduation.
5. be in good standing at the time of graduation. To be in good standing all school/district debts must be paid in full and the student must not be suspended/expelled at the time of graduation, this includes in-school suspension and in-school expulsion to the alternative school.

L.6 High School Credit for College Courses

High School Credit for College Courses

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

L.7 High School Honor Graduate for 2015 and Beyond

Honor graduates will be recognized at graduation according to the following categories:

Summa Cum Laude	Weighted GPA of 4.100 or above
Magna Cum Laude	Weighted GPA of 4.000 -4.099
Cum Laude	Weighted GPA of 3.800-3.999

The number of quality points is divided by the number of courses taken in order to get the GPA used for determining Honors. That number is carried out three decimal places.

L.8 Advance Placement Program

Criteria: Administrative approval

L.9 Online/Correspondence Courses if this class is needed for graduation.

Correspondence/online courses are designed for those students who need to remove academic deficiencies in order to meet high school graduation requirements and for acceleration. The following guidelines for correspondence/online course work are applicable for students in grades 8-12:

Students may enroll in a correspondence/online course only after the student and parent consult with a counselor and the principal, and the principal grants approval.

- Core courses offered at WFHS must be taken at WFHS unless the student has an approved Early Graduation Plan approved or the course has already been attempted.

Seniors enrolled in correspondence/online courses must complete all course work no later than May 1.

Grades and credits earned must be received at the school no later than the last day senior grades are due to be turned in to the guidance office. Grades received after that date will not be considered, and students **WILL NOT** be eligible to participate in the graduation ceremony.

L.10 Credit Recovery

If students fail multiple courses and are in jeopardy of not graduating with their cohort, credit recovery will be offered at the high school with an online curriculum at the parent's request AND with administrative approval.

Appendix A

Definition of State Terms

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

Appendix B

Local Terms

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

Date of Request: 6/15/2021 Local Education Agency: West Feliciana

Superintendent or nonpublic school Leader: Hollis Milton

Primary Point of Contact for this request, if different than superintendent or nonpublic school leader:

Name and title: Georgia Dudley, Supervisor of Human Resources Phone number: 225-635-3891

Email: DudleyG@wfpsb.org

BESE regulation(s) requested to be waived:

Bulletin Number/Title: <u>Bulletin 741</u>
Section Number/Section Title : <u>Section 2313</u>
Subsection: <u>Part D</u>
Length of time waiver is needed: From approval until <u>7</u> / <u>1</u> / <u>2021</u>
Bulletin Number/Title _____
Section Number/Section Title _____
Subsection _____
Length of time waiver is needed: From approval until ____ / ____ / ____
Bulletin Number/Title _____
Section Number/Section Title _____
Subsection _____
Length of time waiver is needed: From approval until ____ / ____ / ____
Bulletin Number/Title _____
Section Number/Section Title _____
Subsection _____
Length of time waiver is needed: From approval until ____ / ____ / ____

Please note that waivers will be granted for a maximum of one academic year, unless approval is granted for longer periods of time based on extenuating circumstances.

In the space below, please explain why the waiver is necessary; describe what has been done to address the situation thus far and what will happen if the waiver is not granted.

According to current BESE policy (Bulletin 741, Section 2313, Part D). "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."
---Financial Constraints---
The district employs foreign language teachers at West Feliciana High School. Instruction at other schools and other grades provide foreign language through enrichment activities as available. Elementary and middle grades are not provided regular instruction due to budget constraints and the instructional time needed to address the increased rigor of the Louisiana student standards.
Please list schools in your district for which you are requesting a waiver of BESE foreign language policy:
-Bains Elementary, Grades 4-5
-West Feliciana Middle School, Grades 6-8

Signature of superintendent or nonpublic school leader 

Appendix D

Forms for Acceleration

DOCUMENT FOR ACCELERATION
West Feliciana Parish Schools
Documentation for Grade-Level Acceleration for Grades K-8

School: _____ Principal: _____

Student Name: _____ Grade: _____ DOB: _____

Parent: _____ Address: _____

Teacher(s): _____

A student, including those identified as gifted, may qualify for acceleration from one grade to another providing he/she meets the following criteria: (The SBLC Coordinator will initial by all that apply.)

- _____ 1. The parent must make the request for acceleration in writing to the principal of the school.
- _____ 2. The student must have the written recommendation of his/her teacher(s) and/or principal.
- _____ 3. The student must have an average of 95% or above in all academic course at the time of the request in grades 1-8.
- _____ 4. Students in grades 3-8 must score in the highest level of proficiency on statewide assessments in all subject areas for a minimum of 2 consecutive years. (If statewide assessment data is not available, other standard assessments may be considered.)
- _____ 5. The student must score a minimum of 2 grade level bands or more above their current grade placement on either the DRA or the STAR Assessment in order to be considered for further academic testing.
- _____ 6. The student must score at the 98th percentile in Reading, Math, and Written Expression on the Woodcock-Johnson IV Tests of Achievement.
- _____ 7. Students in grades K-2 must score a minimum of 3 standard deviations above their age level on an IQ test.
- _____ 8. The student must demonstrate social and psychological maturity as judged by either a school psychologist or school social worker.
- _____ 9. The Accelerated Promotion Committee (SBLC) will make the final decision for acceleration provided that the student will benefit more from the instructional program at the advanced grade level placement
- _____ 10. Prior to acceleration, the parent must sign an agreement for acceleration.

AGREEMENT FOR ACCELERATION
West Feliciana Parish Schools
Documentation for Grade-Level Acceleration for Grades K-8

We the undersigned members of the Accelerated Promotion Committee (SBLC) at _____ agree to the provisional acceleration of _____ . This student's performance will be reviewed at the end of the first nine weeks to determine if he/she continues to meet the acceleration criteria. During this review, if it is determined that the student's acceleration is inappropriate according to the criteria listed above, he/she will be placed in the grade that will provide optimum opportunities for academic success and educational growth.

Parent

Teacher

Student

Principal

Educational Diagnostician

SBLC Coordinator

School Psychologist

School Social Worker

Superintendent or Designee


XIII. LEA assurances and submission information

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

Date approved by local school board or governing authority: August 16, 2022



Superintendent



Board President