

2021-2022 Pupil Progression Plan

Local Education Agency:



Background and Purpose

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

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

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

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

Questions about this document should be directed to ppp@la.gov.

Table of Contents

I. Placement of students in Kindergarten and Grade 1	3
II. Placement of Transfer Students	4
III. Promotion For Students in Kindergarten and Grades 1, 2, 3, 5, 6, And 7	7
IV. Promotion and Support of Students in Grade 4	8
V. Promotion and Support of Students in Grade 8 and High School Considerations	10
VI. Support for Students	17
VIII. Alternative Education Placements	21
IX. Due process related to student placement and promotion	24
X. Additional LEA policies related to student placement, promotion, etc.	25
XI. LEA assurances and submission information	32

I. Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

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

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

- Kindergarten: Locally designed placement testing includes DIBELS, Math Diagnostic, assessments, EL Education Benchmark Assessments, other appropriate grade level tests. The Kindergarten Entry Assessment Survey (KEA, TS Gold) shall be used for screening and planning purposes.
- Grade 1: Locally designed placement testing includes DIBELS, Math Diagnostic Assessments, EL Education Benchmark Assessments, and other appropriate grade level tests.
- The KEA for Kindergarten or DIBELS, Math Diagnostic Assessments, and EL Education Benchmark Assessments for first grade will be administered by the site manager's designee.
- Transfer students entering after September 30 will be administered DIBELS and Math Diagnostic by the site manager's designee.

II. Placement of Transfer Students

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

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

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

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

Grades K-4, 6-8

These policies will apply to all transferring students from state accredited schools. This will include: out-of-state/out-of-parish transfers, migratory students, state approved on-line virtual charter schools, state approved charter schools, and private to public transfers.

- Students transferring into Webster Parish Schools must provide the receiving school with the name and address of their former school, and parents must sign the records release form.
- The receiving school in Webster Parish will write to the former school for the student's official records.
- The receiving school in Webster Parish will honor the records of the former school. A child promoted/retained at one school will be placed in the recommended grade at the receiving school. When there is a concern about a transfer student's placement, the SBLC may be used to recommend grade placement.
- The principal of any approved school receiving a student from a non-approved school (public or private, in-or out-of-state, as well as foreign) will investigate carefully the composition of the non approved school and its instructional program. The principal and/or the superintendent may require the student to take an entrance examination on any subject matter for which grade is earned.

Grade 8/Transitional 9th Grade

- A first-time eighth grade student who is determined to be non-proficient will be referred to the School Building Level Committee (SBLC) for placement decisions. An eighth grade student who fails to meet the criteria for promotion outlined in the local Pupil Progression Plan may be considered for promotion to 9th grade if the following conditions are met:
 - The student participates in LEAP remediation/intervention programs.
 - The student meets attendance requirements for the school year.
 - The SBLC makes the determination to override the High Stakes Policy. The SBLC may consider LEAP 2025 spring scores, grades, attendance, diagnostic and interim assessments, student's age and previous retentions, teacher recommendation, and parental consent in placement decisions.

- Students enrolled in Transitional 9th grade shall receive remediation in non-proficient subjects. A plan for remediation shall be included in the student's Individual Graduation Plan.
- Students enrolled in Transitional 9th grade shall have opportunities to take all 9th grade level courses that are part of a high school career pathway approved by the LDOE.
- Students enrolled in Transitional 9th grade shall receive dropout prevention and mentoring services.

Grades 10-12

The Webster Parish School Board policy governing transfer students is based on the regulations set forth in the LOUISIANA HANDBOOK FOR SCHOOL ADMINISTRATORS, Louisiana Department of Education, and Bulletin 741. When a student transfers from one school to another, a properly certified transcript, showing a student's record of attendance, achievement, and the units of credit earned is required

- Approved in-state/out-of-state schools (public/nonpublic)
 - A student transferring from a state-approved school (public or private), in-state or out-of-state, will be allowed credit for work completed at that school.
 - Students transferring into the Webster Parish School system from an out-of-parish or out-of-state school will have grades transferred from the receiving school into the district grading system so that final scores may be calculated for report cards.
 - For students transferring on the block schedule system, grades will be entered for that grading period block. Every attempt will be made to transfer and preserve grades for students who move from a non-block system to a block system and vice versa, though at times this transfer may be incompatible.
- Home Study and Unapproved schools (public/nonpublic)
 - The principal of any approved school receiving a student from an unapproved school (public or private), in state or out-of-state will investigate carefully the composition of the unapproved school and its instructional program. The district may require the student to take an entrance exam on any subject for which credit is claimed.
 - Webster Parish assigns Carnegie credit in the claimed subject areas based upon the student's score on a competency test.
 - The Webster Parish Grading Scale will be adhered to in determining whether credit will be allowed for work claimed. A grade of "P" (Passed) will be recorded for courses receiving Carnegie credit in this manner.
 - The following procedure is used for determining Carnegie credit for high school students coming from a home study program:
 - The principal of any approved school district receiving a student from an approved Home Study Program investigates carefully the composition of the home study curriculum.
 - Students shall be required to take an entrance examination on any subject matter for Carnegie credit.
 - State approved assessments shall be administered to students seeking Carnegie credit.
 - The school issuing the high school diploma must account for all Carnegie credit required for graduation, and its records must show when and where the Carnegie credit was earned.

PLEASE NOTE- ONLY "PASS/FAIL" GRADES ARE GIVEN FOR HOME STUDY CREDITS. NO NUMERIC GRADE SHALL BE GIVEN FOR HOME STUDY COURSES, AND ALL PARTIES INVOLVED MUST KNOW THAT THIS MAY IMPACT RANKING.

- Placement of Students from Non-American/Migrant Foreign Schools
 - Students transferring from non-American foreign schools are determined by recommendation of the SBLC and approval by Superintendent/Designee.
 - A migrant student will be treated as any other transfer student as listed above on pages 4-5. Their records from previous schools will be reviewed carefully, and if necessary, placement tests will be given.

Student entering 5th or 9th grade

- Pursuant to Bulletin 1566, Chapter 5: §503, students seeking to transfer to a public school in grades 5 or 9 from any in-state nonpublic school, approved home study program, or out-of-state school, shall be required to take the English language arts and mathematics portions of the state placement test to inform placement decisions and design remediation for students who may need support for the next level of study.
- Procedures specified in the approved Individuals with Disabilities Education Act (IDEA) Part B, Webster Parish application must be followed when special education students transfer into Webster Parish.
- The unit progress assessments, mid-year assessments, and year-end assessments adopted by the district for reading and math may be administered at the school level to determine if individual skills have been mastered.
- Any other test deemed appropriate by the SBLC may be administered to determine if individual skills have been mastered.

Procedures specified in the approved Individuals with Disabilities Education Act (IDEA) Part B, Webster Parish application must be followed when special education students transfer into Webster Parish.

III. Promotion For Students in Kindergarten and Grades 1, 2, 3, 5, 6, And 7

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

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

- Promotion in grades Kindergarten, 1, 2, 3, 5, 6, and 7 is based on the student meeting the following evaluative criteria:
 - The student will meet school attendance requirements as outlined in Bulletin 741, HANDBOOK FOR SCHOOL ADMINISTRATORS. K-8 grades shall be in attendance a minimum 63,720 minutes per school year.
 - The student will pursue the required program of studies for the appropriate grade as listed in Bulletin 741, HANDBOOK FOR SCHOOL ADMINISTRATORS, and will earn passing grades (67%) according to the WEBSTER PARISH SCHOOL BOARD HANDBOOK.
- Entry level for all beginning students in the public schools in Webster Parish is kindergarten.
 - The student entering kindergarten must be five (5) years of age on or before September 30 of the calendar year in which the school year begins.
 - The Kindergarten Entry Assessment (KEA, TS Gold) will be administered to all kindergarten students as kindergarten screening is a requirement under R.S.17.391.11. KEA scores will not exclude any child from entering kindergarten who meets the age requirements.
- The student entering first grade must be six (6) years of age on or before September 30 of the calendar year in which the school year begins.
 - The student seeking to enter first grade who has not attended kindergarten will be administered end-of-year Kindergarten DIBELS and the unit progress assessments adopted by the district for reading and math by the site manager's designee.
- Students in grades 2-3 must have 67% in two major subjects on the final report card to be considered for promotion. DIBELS, end of year assessments, state assessments, and teacher recommendation may be used to help make promotion decisions. Students not meeting requirements for promotion in reading or math will be referred to the SBLC.
 - The students in grades Kindergarten, 1, 2, 3, 5, 6, and 7 who fail two major subjects will be referred to SBLC.
 - Major subjects are math, language arts, science, and social studies.

IV. Promotion and Support of Students in Grade 4

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

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

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such 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.

- Upon receipt of state assessment scores, if the student fails to meet the requirement of "Basic" and is promoted or retained:
 - The student shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student's parent or legal custodian by October 1st.
 - The plan must outline at least two allowable interventions/supports that include:
 - Enrollment in a remediation/intervention program
 - Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient"
 - Additional in-school support

- Guaranteed access to tier 1/high quality curriculum
- The plan shall remain in effect until such time as the student performance in the identified subject(s) increases to appropriate levels.
- The students will be remediated by a “Highly Effective” or “Proficient” teacher.
- The Individual Academic Improvement Plan (IAIP) will be co-authored by the student, teacher, or parent/legal guardian by the end of the second week of the school year.
- The SBLC will determine promotion/placement decisions for students with or without state assessment data following the parish guidelines.
- The SBLC will use all available evidence of student learning to determine placement in consultation with the student’s parent/legal guardian.

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 in the spring may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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

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

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

Transitional 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 remediation/intervention, 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.

- Promotion of 8th grade students will be based on student achievement on grade-appropriate skills, attendance, and the state-mandated requirements on LEAP 2025. The Webster Parish School Board Grading Policy will be used to record student performance and attendance.
- 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 subjects in order to be promoted to the ninth grade, unless the student is eligible for a waiver or is placed in transitional ninth grade.
- The SBLC will use all available evidence of student learning to determine placement in consultation with the student's parent/legal guardian.
- If the SBLC determines the student will be placed in the transitional 9th grade, then an Individual Graduation Plan (IGP) will be developed in conjunction with the high school and/or Career Campus counselors by the end of the second week of the school year.

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

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

Early Graduation

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

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

Credit Recovery

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

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

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

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

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

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

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

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

NCAA Policy

Nontraditional Courses

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

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

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

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

Information for school administrators

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

Credit recovery programs

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

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

Distance and E-Learning Environments

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

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

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

- Webster Parish students begin the IGP process during 8th grade but no later than the 9th grade year. This plan must be updated as needed and implemented in collaboration with school, student and parents.
- For Financial Aid, seniors must complete one of the following before graduating: FAFSA, TOPS application, or the waiver process-LEA form/letter or district hardship waiver.
- Any Webster Parish high school student wishing to seek early graduation must have their parent/legal guardian contact the school prior to the proposed exit year to convene an SBLC meeting. For example, if the student plans to graduate at the end of year 3, then the SBLC meeting must take place during year 2.

PLEASE NOTE- DOCUMENTATION MUST BE KEPT ON FILE AT THE STUDENT’S HOME-BASED CAMPUS

- Beginning with 2018-2019 incoming freshmen in addition to fulfilling LDOE graduation requirements, the student must obtain either a score of 18 on the ACT or a Silver on the WorkKeys test to be eligible for early graduation. This includes students requesting to graduate their junior year and seniors requesting to be midterm graduates. The SBLC will make final approval on each applicant requesting early graduation.

Credit Recovery Courses

- Students may pursue credit recovery credits with an online tutorial program only, as prescribed at the district level. Webster Parish has adopted Edgenuity as the online credit recovery curriculum.
- Students will take a “prescriptive assessment” exam at the beginning of the online tutorial course. This exam will result in a listing of assignments that must be completed in the online tutorial program in order to receive credit and before attempting the “post assessment” exam.
- Students shall be required to take a state-approved exam at the end of the course to determine the issuance of credit. This exam MUST be passed to receive credit. The final exam must be administered in a school setting with an exam monitor assigned by the school district.
- Both the assignment portion and the final assessment exam must be passed with a minimum of 67% in order to receive credit for the course.
- Student results will be posted to the transcript with a numeric grade earned based on percentage scale. Grades shall reflect the Webster Parish/State of Louisiana Grading Scales. The credit recovery grade will not replace the previously earned grade. Both the previously earned grade and the credit recovery grade shall be used for GPA calculation.
- If a student desires a course for the purpose of grade enhancement, he/she should speak with a Guidance Counselor about the possibility of taking a LHSCC correspondence course.
- Credit recovery is open in the summer to all eligible students with a failing grade using courses in an online tutorial program. Credit recovery may be offered in the second semester for eligible seniors failing a traditional course needed for graduation.
- Students with extenuating circumstances will be considered for credit recovery on an individual basis upon referral to the secondary supervisor.

JUMP START

- Credentialing testing for students – Webster Parish School Board will purchase credentialing tests for eligible and properly identified Jump Start students Core credentialing tests which

require individual vouchers (Customer Service, MicroEnterprise, ServSafe Manager, etc.) will be reserved for Junior and Senior students.

- Dual Carnegie Credit – Students who are enrolled in a class that qualifies for Jump Start credit will be eligible to receive dual Carnegie credit based on demonstrated proficiency when student earns the specific credential that can be associated with another Carnegie unit class (Ex: Customer Service, NCCER Core, etc.). Dual credit will be posted as PASS/FAIL on the student transcript for credit for earning the associated credential.
- Testing security/Proctoring – ALL credentials earned/awarded to students MUST be properly and securely proctored by appropriately credentialed Webster Parish employee/designee.
- Jump Start credentials may be completed after graduation for those students who do not graduate due to a lack of credentials. This applies to those seniors who do not graduate because of a lack of credentials only! The student would have passed all Carnegie courses but did not earn all of the necessary credentials. Student should have already taken the corresponding course(s) during the school year AND must have previously attempted and failed the credentialing test. Specific test dates, locations, and times will be established prior to the end of school.
- Minden, Lakeside, and North Webster have 12-month Ag teachers who can offer NCCER related credentials. (Doyline students may attend one of the schools above.)
- The district test coordinator will administer the WorkKeys assessment when being earned as a complementary Jump Start credential.
- The Jump Start Coordinator will administer the tests for Customer Service and Micro-Enterprise regional credentials. Assessments for the MicroSoft Office complementary credentials will also be administered by the Jump Start Coordinator.
- Jump Start credentials may be completed after graduation for those students who do not graduate due to a lack of credentials. This applies to those seniors who do not graduate because of a lack of credentials only! The student would have passed all Carnegie courses but did not earn all of the necessary credentials. Student should have already taken the corresponding course(s) during the school year AND must have previously attempted and failed the credentialing test. Specific test dates, locations, and times will be established prior to the end of school.
- Minden, Lakeside, and North Webster have 12-month Ag teachers who can offer NCCER related credentials. (Doyline students may attend one of the schools above.)
- The district test coordinator will administer the WorkKeys assessment when being earned as a complementary Jump Start credential.
- The Jump Start Coordinator will administer the tests for Customer Service and Micro-Enterprise regional credentials. Assessments for the MicroSoft Office complementary credentials will also be administered by the Jump Start Coordinator.

Dual Enrollment

- Webster Parish high schools shall offer as many dual enrollment (for junior & senior level students only) courses through area colleges/universities as feasible and available. The advantage of dual enrollment courses shall be stressed to encourage students to remain in high school for a full four years. Webster Parish will not create policies that would penalize a student graduating early, such as non-participation in ceremonies, etc.
- Online dual enrollment courses to be taken by eligible high school students are only to be considered when the school's approved master schedule cannot meet the student's academic needs for high school graduation. The principal shall have the authority to approve or disapprove a student's request for online courses. The Secondary Supervisor is

responsible for approving each high school's master schedule prior to any online registration.

- Dual enrollment courses from accredited colleges and universities in Louisiana are available to eligible junior and senior high school students. If a dual enrollment course is offered at the student's school site, the class should be taken on the high school campus. All credits for dual enrollment courses must be completed prior to the date for final graduation requirements.
- WPSB will only pay for textbooks for dual enrollment classes offered on our high school sites if funds are available. 17

VI. Support for Students

School year support

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

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

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

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

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

Summer remediation

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

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

18

Updated 7/13/20

- 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.

VII. 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.

Students with Disabilities

Alternate Pathway for Students with Disabilities towards a High School Diploma:

- The April Dunn Act (formerly Act 833) of the 2014 Legislative Session provides an alternate pathway for students with disabilities to promote to the next grade level or graduate with a high school diploma.

April Dunn Act Eligibility Criteria for Graduation:

- To determine eligibility for the April Dunn Act pathway, testing data is reviewed and the following criteria are followed:
 - A student who enters high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th,

OR 8th grades) is eligible for an alternative pathway to graduation under the April Dunn Act -or-

- A student who has not passed EOC/ LEAP 2025 after two attempts of the same test is eligible for an alternative pathway to graduation under the April Dunn Act.
- Students who are determined eligible for the April Dunn Act pathway have shown persistent difficulty in meeting promotion and graduation requirements. This alternative pathway will assist the students with disabilities achieve **promotion and graduation**.
 - **For promotion**, the April Dunn Act will help eligible students in elementary and middle school students to get promoted to the next grade level. The April Dunn Act states that IEP teams can determine promotion criteria 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 state and local requirements for promotion or has not otherwise met state established benchmarks on the required state assessments.
 - **For graduation, the April Dunn Act will help the eligible students in high school to:**
 - earn the required Carnegie credits of the courses where the April Dunn Act is applied; B. satisfy testing requirements for promotion or graduation from the courses where the April Dunn Act is applied; and
 - meet JumpStart credentialing requirements from the courses where the April Dunn Act is applied.
- In order to utilize the April Dunn Act for promotion or graduation, the IEP team will review student data and determine the student to be eligible. It will develop individual performance criteria within the first 30 school days into the course(s) that include, but are not limited to, rigorous and appropriate goals and objectives that address the content standards and will implement the IEP for the entire duration of the course(s) where the April Dunn Act is applied.

Jump Start Pathway for Students on Alternate Assessment:

The student who is assessed using LEAP Connect may be placed by the IEP team on a High School Diploma Alternate Assessment (JumpStart) pathway. The student shall meet: a. Course requirements; b. Assessment requirements; c. Workforce-Readiness and Career Education requirements; and d. Transition requirements. Students will meet all requirements outlined in §2320 of Bulletin 741 to be eligible to receive a High School Diploma Alternate Assessment (JumpStart). The receipt of this diploma does not limit a student's continuous eligibility for services under IDEA unless the student has reached the age of 22.

English Learners

- Any student whose home language is other than English will be identified using the Home Language Survey on the Student Demographic Form. Students new to the school district will additionally be assessed by the district designee to determine need for EL services.
- If students have previous ELPT, they will receive EL services if deemed appropriate by SBLC. If students do not have ELPT, the district designee will administer the IPT (Ballard and Tighe) to identify EL students. The SBLC will make recommendations as to appropriate placement for all identified EL students.
- The EL student will be served by the regular classroom teacher in a grade as close to the student's chronological age as possible and by an English Learner (EL) teacher at his/her home school to address the need for becoming fluent and literate in English. Limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing

the student to earn Carnegie credits. EL students will be monitored by the SBLC for two years.

- The ELPT will be used to determine student mastery of the English language with a proficient score.
- Local placement policy implementation is monitored by school principals and central office personnel through the use of data such as student retention and promotion lists from the Student Information System. In addition, SBLCs are charged with monitoring placement decisions at the school level. School and central office staff also review and analyze data. A complete review of an individual student's placement may be initiated by a parent, teacher, principal, supervisor, or other school or central office administrator.

VIII. 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.

Early College Admission

The Webster Parish School System shall make every effort to inform students in the parish of the Early College Admission Policy as outlined in Bulletin 741, HANDBOOK FOR SCHOOL ADMINISTRATORS.

The Webster Parish School Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a pupil in this parish and one that cannot be imposed without due process, since expulsion deprives a pupil of the right to an education.

- **SUSPENSION AND EXPULSION PROGRAM**
 - Pupils suspended or expelled/excluded from school shall remain under the supervision of the school system using an alternative educational program designed to continue the educational process. An alternative setting may be located on or off the school site. The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma. Any expelled pupils attending the alternative education program and exhibiting disorderly conduct shall be dismissed from that program and shall not be permitted to return to any school program until the period of expulsion has ended.
 - Upon the request of the student's parent, tutor, or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board or designee, to attend an alternative education program.
- **HOPE YOUTH RANCH ALTERNATIVE PROGRAM: *This program is inactive for the 2021-2022 school year.***
 - The primary purpose of this program is to provide services to meet the needs of students who are at risk of dropping out of school because of family problems, discipline problems, lack of motivation or academic achievement, or who are experiencing difficulty with learning due to social, emotional, physical or mental factors. The courts determine the length of stay for adjudicated delinquents. Students participating in this program generally demonstrate one or more of the following characteristics:
 - Adjudicated as delinquents
 - Homeless

- Abused
 - Transient
 - Academically deficient
 - Socially, emotionally, and/or mentally disturbed
 - Neglected
 - Grade level/age span (3rd-12th) (ages 8-17 yrs.)
- ALTERNATIVE TO TRADITIONAL PROGRAM *is inactive for the 2021-2022* school year.
 - The Webster Parish Achievement Center provides continuous educational opportunities for a segment of middle, junior, and senior high youth who for numerous reasons find it too difficult to remain in the regular or traditional programs of public schools. The school serves the academically disadvantaged students, the potential dropouts who want another chance, and youth for any legitimate reason need to be out of the regular school for a period of time.
 - The school makes available academic and vocational skill opportunities to meet the needs of students who have not been reached in the traditional academic programs. Students should be at least fourteen (14) years of age and have been retained at least two (2) times before being considered for this school.
- THE JUMP START ACADEMIC Remediation PROGRAM *is inactive for the 2021-2022* school year.

Several decades ago the Webster Parish School District established an Alternative School to meet the needs of students who are academically disadvantaged. The Jump Start Academic Program has one location under the umbrella of the Webster Parish Achievement Center and the other at Springhill High School, Springhill, Louisiana. The Springhill High location serves the northern half of the parish.

We have one principal of record and a coordinator of the North Webster location (Springhill High).

The self-contained program is designed to address the needs of the growing number of 6th-7th grade students who are two or more grades behind their peers, and at least 13 years old by September 30th. It is the goal of the program to give students that extra jump to a more age appropriate grade level. All students will be scheduled to a regular seven (7) period day. This is a voluntary program and students and their parent(s) or guardian must apply in person to participate.

- **Criteria for Placement/Eligibility in the Jump Start Academic Program:** in order for students to be eligible for the program, they must:
 - Be two or more grades behind;
 - Be at least 13 years old by September 30th; and
 - Have scored Approaching Basic or within 20 scaled scored points on the ELA/Math portion of the LEAP and iLEAP tests.

Students who are accepted into the Jump Start Program will be given the California Achievement Test (CAT), Level 17, at entry and mid-term. The final CAT test will be administered in May to determine placement for the next school year. A standing committee which consists of the School Building Level Committee (S.B.L.C.) will make a final determination for placement.

This policy shall be enforced unless extenuating circumstances exist.

- For placement of students in the Jump Start Program, the following is needed:
 - Recommendation from the principal and the teacher of their base school;
 - Completed application turned in before the first full day of school;
 - Copy of discipline record from their last school attended;
 - Copies of most recent high stakes test scores;

- Conference with the administrator upon registration about the Jump Start Program. (Rules, policies, and expectations will be presented to the student and parent at this conference.
 - Placement Test (CAT)
- **Exit Criteria**
 - Students who are accepted into the Jump Start Program will be given the California Achievement Test (CAT), Level 17, at entry and mid-term. The final CAT test will be administered in May to determine placement for the next school year.
 - Students who show growth of at least a composite of 45 or above on the CAT (Level 17) will be eligible for review to move to the next grade.
 - Student's attendance and discipline record will be reviewed by the S.B.L.C. to make a final determination for placement.
 - Upon successful completion of the program, students will have the opportunity to return to their base school.
- **Criteria for Placement in an Adult Education Program:-***This program is now with Louisiana Technical and Community College System (HiSet)*
 - The Webster Parish School System shall not exclude exceptional persons from the Adult Education Program.
 - If modifications, specialized equipment, or materials are needed, assistance can be obtained from the Special Education Department.
 - Students seventeen years of age may enter the Adult Education Program.
 - Students sixteen years of age, with parental consent, may request a waiver to transfer to the Adult Education Program which includes the approval of his/her high school principal, the Superintendent or his designee, and the adult education instructor.
 - Students may not be enrolled in a regular secondary school program and adult class at the same time.

IX. Due process related to student placement and promotion

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

- Regular education students
 - Procedures for due process for regular education students are listed in the Webster Parish Policy Manual.
- Students with disabilities
 - For students with disabilities, due process procedures are described in Bulletin 1706, Subpart A and in the Louisiana's Educational Rights of Children with Exceptionalities in Public Schools Bulletin and in the Webster Parish Special Education Handbook.
- Section 504 students
 - Due process procedures for qualified students with disabilities are described in the Webster Parish Section 504 handbook.

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

In the space below, please describe any additional LEA policies related to student placement and promotion, etc. that have not been addressed in other sections of this document. Note: This may include course pre-reqs, class ranking, etc.

- Numeric and non-numeric grades according to the Webster Parish Grading Scale will be recorded on the report card and cumulative card as follows:
 - **Kindergarten:** Numeric grades in Language Arts and Mathematics, with S, N, and U in all other areas.
 - **First and Second Grade:** Numeric grades in Language Arts and Mathematics. S, N, or U grades in Conduct, Science and Health, Social Studies, P.E., Music, and Art.
 - **Third through Sixth Grade (depending on configuration of school):** Numeric grades in Language Arts, Mathematics, Science, Health, Social Studies, and Foreign Language. S, N, or U grades in P.E., Music, Art, and Conduct.
 - **Sixth through Eighth Grade:** Numeric grades in all subjects.
 - Conduct grades will be recorded for students in Grades K-6 as S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory). Conduct grades will not be considered for student placement on Honor Rolls.

The following scale will be used for the conversion of numeric to non-numeric grades:

100-75 (A, B, C)	= S
74-67 (D)	= N
66-0 (F)	= U

- Grading scales and policies for Honors, Gifted, Advanced Placement, International Baccalaureate or any other type of course for which special grading policies exist are as follows:
 - The grading scale will be used to record student progress until the end of the nine week grading period. At the end of each nine week grading period, student grades falling below 50% in a subject will be converted to 50% in that subject for students in Grade K-8. Ten days after the end of a grading period, individual incomplete assignments will convert to an "F" (50% for grades K-8; 0% for grades 9-12).
 - Semester grades for students in 9-12 will be converted to a 50% floor.
 - The highest possible grade earned for a semester for K-12 shall be 100%.
- Honor Roll: Grades Kindergarten – 12th Grade
 - Principal's List: Straight A's (no grade lower than an "A")
 - "A" Honor Roll: 92.5% - UP (no grade lower than a "B")
 - "B" Honor Roll: 84.5% - 92.49% (no grade lower than a "C")
- Students with grades less than 74.5% or Incomplete ("I") grades will not be considered for Honor Roll.
- For students in Grades K-5, numeric grades only will be used to determine eligibility for Honor Roll. Courses with grades of S, N, or U will not be used to determine Honor Roll eligibility. *Ex.* Grades in P.E., Music, Art, and Conduct
- Grades for High School Honors Classes will be recorded using the Webster Parish State Grading Scale. However, Honors Classes and Dual Enrollments classes GPAs will be calculated by adding 5% of the grade boost in the calculation. An example would be if a student scores a 90% in an honors

class the computer system will take 5% of the 90, yielding a 4.5, add this back to the 90% to effectively result in a 94.5% being used in the GPA calculation. Grades for college courses taken for high school credit will be averaged according to the college's grading scale.

- Midterm and Final Exam Policy: Courses in Grades 6-12 shall have mid-term and final exams. There are no exemptions to final exams. Failure to take the exam will result in a grade of "0" for that exam.
 - Midterms and final exams shall be comprehensive in nature and constructed to reflect the testing strategies and formats used in LEAP and EOC/LEAP 2025 exams. Teachers shall submit a copy of the exam to the school principal for review at least one week in advance of the exam dates. Activity courses, performance courses, and physical education courses shall have an appropriate mid-term/final exam administered
- Grading Calculations for Webster Parish shall be computed as follows:

FOR SEVEN PERIOD SCHOOLS:

- For courses with benchmarked LEAP 2025, school with nine-weeks grading periods shall use:
 - $[3(P1 + P2) + E1]/7 = S1$ $[P3 + P4]/2 = S2$ and $\{[(S1 + S2)/2] \times 0.85\} + (LEAP\ 2025) \times 0.15 =$ FINAL GRADE for regular education students $\{[(S1 + S2)/2] \times 0.85\} + (Leap\ 2025) \times 0.05 =$ FINAL GRADE for special education students
- For courses without LEAP 2025 or without benchmarked LEAP 2025, schools with nine-weeks grading period shall use:
 - $[3(P1 + P2) + E1]/7 = S1$ $[3(P3 + P4) + E2]/7 = S2$ and $(S1 + S2)/2 =$ FINAL GRADE
- For courses without Mid-Terms or Finals the grade calculation shall be as follows:
 - $(P1 + P2)/2 = S1$ $(P3 + P4)/2 = S2$ and $(S1 + S2)/2 =$ FINAL GRADE

FOR 4x4 BLOCK SCHOOLS:

- Courses without LEAP 2025 or without benchmarked LEAP 2025, grade calculation shall be as follows:
 - $[6(P1) + MT]/7 = S1$ Grade $[6(P2) + FE]/7 = S2$ Grade $(S1 + S2)/2 =$ FINAL GRADE
- Courses with LEAP 2025 grade calculation shall be as follows:
 - $[6(P1) + MT]/7 = S1$ Grade $P2 = S2$ Grade AND $\{[(S1 + S2)/2] \times 0.85\} + (LEAP\ 2025) \times 0.15 =$ FINAL GRADE
- For regular education students
 - $[6(P1) + MT]/7 = S1$ Grade $P2 = S2$ Grade AND $\{[(S1 + S2)/2] \times 0.85\} + (LEAP\ 2025) \times 0.05 =$ FINAL GRADE for special education students
- Courses without MT or Final Exams shall be as follows:
 - $P1 = S1; P2 = S2; (S1 + S2)/2 =$ FINAL GRADE
- **FORMAT OF REPORTING GRADES AND RANKINGS:**
 - Each Nine-Weeks Grade shall be recorded on the Report Card and transcript in "numerical" format. Semester and Final Grades shall be translated to Alpha
 - Grades and averages for the year, for rankings, etc. shall be based on the Numeric calculations. Beginning with the freshmen class of 2011-2012 high school graduates shall be ranked as Summa Cum Laude (3.9-4.0); Magna Cum Laude (3.7-3.89); and Cum Laude (3.5-3.69).
 - Correspondence Course Credits: Schools may implement the "Course Choice" options as provided by state policy as the program develops. ONLY "PASS/FAIL" grades are given for correspondence credits. No numeric grade shall be given for correspondence courses, and all parties involved must know that this may impact ranking for any student who pursues a correspondence course.
- Final Senior Grades

- Final senior grades for all students shall be finalized and completed in JCampus no later than noon on the day prior to the last day set for seniors. The seniors' last day is set by WPSB. Honor graduates shall not be determined until these grades are computed. The school administrator shall submit the list of averages to the district supervisory staff by 3 PM, on the day which grades are finalized. In the case of extenuating circumstances, the principal shall make the final decision as to the deadline for a student to submit additional work that may impact his/her graduation requirements.
- Honor Graduates for Graduation Ceremonies
 - Each school shall use final grade calculations in JCampus to determine honor graduates for the purpose of graduation ceremonies, e.g. (Top Ten/Top Ten Percent/Other School Honors). The principal shall look at each final, loaded, numeric cumulative grade point average to determine honor graduates after grades are finalized on the day prior to the last day set for seniors. After the deadline for final calculation of grades, the grade file shall become "Read Only" in JCampus until further notice. In the event of a tie, the principal shall look to the last decimal point in JCampus to make the final decision of honor graduates. Honor graduates will be recognized on seniors' last day. This procedure is not to omit or change the "cum laude" honor distinctions that are set by the WPSB.

Grading Policy for LEAP 2025 Test

- Students enrolled in a course for which there is an LEAP 2025 test must take the LEAP 2025 test.
 - The LEAP 2025 test score shall count as a percentage of the student's final grade for the course.
 - Fall semester grade (42.5%), spring semester grade (42.5%), and LEAP 2025 Test (15% for regular education students and 5% for special education students) shall be averaged to obtain the "final grade" for the school year. A conversion chart shall be provided by the Louisiana Department of Education translating the LEAP 2025 results from Unsatisfactory, Approaching Basic, Basic, Mastery, Advanced into numeric scores based on the Webster Parish grading scale for purposes of the "final grade" calculation. No students shall be exempt from the LEAP 2025 exams.
- **Other Local Diploma Requirements**
 - 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.
 - Students completing all requirements for a High School diploma and who exit the school setting prior to the end of the Spring Semester may be considered for Awards and Honors.
 - Students completing all requirements for a High School diploma and who exit the school setting prior to the end of the Spring Semester may participate in High School Graduation.
 - Repeating Previously Passed High School Courses:
 - Students shall not be allowed to retake a previously passed course
 - The exceptions to this policy include:
 - Students who fail an LEAP 2025 Exam may repeat the course the following year prior to the administration of the exam for which the student must retest. Repeat course may not be used for determining GPA.

- Eighth (8th) Grade Algebra I students may repeat the course at the High School level the following year as a freshman. The grade earned in Junior High may be expunged as a High School grade. Parents must grant written permission for students to take Algebra I at the Junior High level.

Policies on Records and Reports

- 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. Student cumulative records shall be kept and maintained at the school level indefinitely, including records of students who transfer out of district.
- Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment/LEAP 2025 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 Individual Academic Improvement Plan and Transitional 9th Grade Plan 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)
 - Additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention are as follows:
 - Policies on Records and Reports
 - Grades K-12
- School registration forms must include the following Home Language Survey data: a. First language learned by student
 - Language other than English spoken in the home
 - Language student uses most often
- Schools in Webster Parish maintain two sets of each student's permanent records. These records are the student's transcript and a copy of the report card. The transcript and copy of the report card are kept at the school where the child is enrolled. Computerized data backup are kept at the Webster Parish Technology Center
- The following information is contained on the cumulative file:
 - Student Registration Forms for each year of school.
 - Attendance and absences.
 - Grades: Semester and final grades along with numeric grades shall be used to indicate the student's achievement.
 - Test scores will be placed in the cumulative file which includes the name of the student and the names of tests administered, the score achieved on these tests, and the dates of the tests. At the high school level a file shall be maintained with test data attached.
 - Scores on the LEAP 2025 and LEAP Connect
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion.
- Other student data:
 - A copy of the report card and computerized data back-up, containing various information pertaining to the child during the school year when the child was in attendance becomes a part of the permanent file. This report card and computerized data back-up contain all the

- numeric grades for each grading period.
- A teacher's grade book is used to record all points given for daily work. Scores should be recorded as points earned out of points possible. Grades should not be recorded as percentages of 100, and 100 points should be reserved for major assignments and tests. Subjects for which students earn a numeric grade must have a minimum of two (2) grades per week posted to JCAMPUS Gradebook. (Third Grade Science/Social Studies require the minimum for the combined courses.) This record book must follow the policies recorded in Section IHA in the WEBSTER PARISH SCHOOL BOARD HANDBOOK.
- A record of each incident of corporal punishment shall be kept which shall include the name of the student and the time, date, details of the violation, the child's version of the incident, the form of discipline, and the witnesses thereto. This may be kept in a separate file in the principal's office. Upon request of the parent, the principal or assistant principal shall notify the parent, or person having legal custody of the student of such violation and punishment.
- When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.
- Additional information that may be contained in the student's folder:
 - the placement of students due to promotion, retention, acceleration, and compensatory and/or remediation programs.
 - Information on the outcome of student participation in remedial and alternative programs.
 - Immunization records according to the State Department of Public Health.
 - Results of vision and hearing screening.
 - Parent correspondence.
 - Parent's written consent for the placement in or removal from alternative/specially designed program.
 - A report card to parents concerning student progress will be prepared at the end of each nine-week period and a progress report will be prepared at the end of 4.5 weeks of the nine weeks grading session. Notations of grade level work will be included on the report card.

Separate policies govern the records of students in special education programs in order to maintain the confidentiality of records. These records include special documents as specified in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application. The special education folders which are contained in locked files contain the following information:

- Each teacher maintains a folder in a locked cabinet for the individual student. The folder contains the IEP, LRE data, competent authority evaluations, confidentiality information, parent notification, and other forms when necessary.
- In the office files at the respective school, a permanent record is kept on each exceptional student according to parish policy contain the following:
 - Name, date of admission, and date of birth.
 - Name and address of parents, legal guardian, and/or next of kin.
 - Sex, height, weight, color of hair, color of eyes, recent photograph, and social security number. · Reason for admission or referral problem.
 - Cumulative record of the student's progress through the curriculum with provisions made for this record to follow the student if he/she were to transfer.
 - Report of accidents, seizures, and illnesses.

- Behavioral incidents.
- Attendance records.
- Anecdotal notes.
- Annual physical including vision and hearing examinations.
- Medical releases.
- Social summaries
- All immunizations given in accordance with the State Department of Public Health.
- At the Webster Parish School Board Office, a file is kept on each exceptional student which contains a copy of the psychological evaluation and a copy of the child's IEP. Additional information is added as deemed necessary.

- **Uniform Grading Policy**

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

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

The specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors is as follows:

- Grades for High School Honors Classes will be recorded using the Webster Parish State Grading Scale. However, GPAs for Honors and Dual Enrollment classes will be calculated by adding a 5% of the grade boost in the calculation. An example would be if a student scores a 90% in an honors class the computer system will take 5% of the 90, yielding a 4.5, add this back to the 90% to effectively result in a 94.5% being used in the GPA calculation.
- Dual Enrollment classes will fall under each college's grading scale.

Retention Policy

- Students who fail to meet the promotion criteria in Section II, Regular Placement, Promotion: Grades K-12 may be retained.
- Students in grades K-8 shall spend no more than two years in a single grade.
- Students shall be retained no more than one time in grades K-7. A referral to the SBLC should be made to explore interventions for students who are advanced by the SBLC.
- Students in grades K-3 who fail to score 67% or higher on the report card in reading and math shall be considered for retention.

- The student in grades 4-8 who fails two major subjects shall be considered for retention. The student in grades 4-8 who fails one major subject and two minor subjects shall be considered for retention. When making the retention determination, the SBLC should refer the maximum retention suggestions above.
- Major subjects are math, language art, science, and social studies. Minor subjects are physical education, band, music, art, foreign language, agriculture, industrial arts, IBCA, Quest for Success, Family and Consumer Science, and other exploratory courses.
- The Webster Parish School Board shall use the Response To Intervention (RTI) Three Tier model to identify and intervene with students who are performing below grade level to prevent retention.
 - Students who fail to make adequate progress will be referred to SBLC following the procedures outlined in “Section III, C, 8:
 - The Webster Parish School Board will follow the “Review of Placement” procedures of the Pupil Progression Plan to ensure that local policies are being followed.

Acceleration

- Policies and procedures listed below address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level for both grades K–8 and grades 9–12.
- Accelerated promotion is designed for students with exceptionally high achievement potential and who may benefit from assignment to the next higher grade level.
- Students in Grades 9-12 may complete the required courses of study in a shorter period of time than that which is possible through the normal 168 day term by attending summer sessions intended for acceleration, taking correspondence courses and/or entering a college admissions program at the expense of the parent/guardian.
- Accelerated promotion for a student below the ninth grade level shall be recommended by the parent/legal guardian or classroom teacher(s) to the SBLC and to the academic supervisor for that grade level. Approval from all four is required. The student should score at the “Advanced” level in ELA and Math and Mastery or above on Science and Social Studies on the last state standardized test for which scores are available to be eligible for recommendation for acceleration. The grade level supervisor shall take standardized test scores into account as well as grade history and other relevant information submitted by the school (such as benchmark assessments) to the supervisor that documents exceptionally high achievement. The grade level supervisor may request additional testing with a qualified testing examiner if more information is needed to make a decision to accelerate a student or not.
- Accelerated promotion for a student below the ninth grade level shall be recommended by the parent/legal guardian or classroom teacher(s) to the SBLC and to the academic supervisor for that grade level. Approval from all four is required before further evaluation can be administered by a district designee. Recommendations from the site manager’s designee to the supervisor that shows exceptionally high achievement shall include factors of a student’s academic, physical, and emotional status. The recommendation of approval to accelerate the student to the next higher grade will be made by the SBLC after study of the student’s available academic evidence and requires parent/legal guardian approval. Grade skipping is not recommended for students performing below expectations in an attempt to “catch up” with age level peers. Interventions to meet the needs of the student should be in place instead.
- Gifted classes are established in grades K -12 for students identified as such by a Multi Disciplinary Evaluation *through Pupil Appraisal*. Procedures for placement in the program must meet established state guidelines. Parental approval is required prior to placement of the student in the program.
- Carnegie credit courses that will be offered at the junior high level on an “accelerated” schedule are: IBCA, Quest for Success, and Algebra I (Honors Only), and Keyboarding, Keyboarding

Applications.

Virtual Learning Students

- Students participating in Webster Parish Public Schools' Virtual Learning option will abide by the guidelines outlined in the WPSB Tech Connect Handbook in conjunction with the guidelines outlined in this Pupil Progression Plan.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **Webster Parish School System** 2021-2022 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: **October 4, 2021**

Superintendent Board President