



Pupil Progression Plan

Format and Content

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State Superintendent of Education

Revised April 2011



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Pupil Progression Plan

for

Zachary Community School System

For

(2011-2012)

Submitted to Louisiana Department of Education

August 30, 2011
(Date Submitted)

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SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

Formal Submission Statement

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

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

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(Primary Signature)

(Date)

SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

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

The Developmental Reading Assessment (DRA) is the primary screening instrument used. The Observation Survey and end of year kindergarten math test will also be used for every student who is age appropriate for first grade but has not attended an approved full-day public or private kindergarten for a full academic year. Additionally, the kindergarten report card will be reviewed and if needed, school level assessments will be administered to assess the student's proficiency in kindergarten critical skills.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 B.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such

evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

The SBLC may recommend early entrance into kindergarten for those students identified as gifted according to LA. Department of Education Bulletin 1508. They must also be screened and have mastered **pre-k** skills with the Development Skills Checklist (DSC).

- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

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

The Developmental Reading Assessment (DRA) is the primary screening instrument used. The Observation Survey and end of year kindergarten math test will also be used for every student who is age appropriate for first grade but has not attended an approved full-day public or private kindergarten for a full academic year. Additionally, the kindergarten report card will be reviewed and if needed, school level assessments will be administered to assess the student's proficiency in kindergarten critical skills.

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C)

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

The Development Skills Checklist (DSC) will be used for every child entering kindergarten for the first time.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

- a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
- a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
 - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
 - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.
 - ▶ Describe the policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value. (Bulletin 741 §707)
- ▶ Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

- Approved schools within the state (public/nonpublic)

A student transferring from a state-approved school shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required.

Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by the Director of Student Support

Services or designee before the student is enrolled in a special education program.

Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.

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

A student transferring from an approved out-of-state school shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's **records** of attendance, achievement, immunization, and the units of credit earned, shall be required.

Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by the Director of Student Support Services or designee before the student is enrolled in a special education program.

Any Louisiana resident transferring from any out-of-state school in grades five and nine transferring to the public school system shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test

- Home Study and Unapproved schools (public/nonpublic)

A student transferring from an unapproved school, in-state or out-of-state, approved home study programs, or foreign schools will have placement and/or credits determined for the student through screening, evaluations, and/or examinations.

Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

After February 15, any 5th or 9th grader is not required to take these placement tests.

The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.

The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

Students of all grade levels who have been on state approved home study programs and wish to re-enter the Zachary Community Schools will:

- Report to the assigned school.
- Present a copy of the approved application for each year that the student has been in the home study program.
- Present a report that provides information about the program of studies pursued by the student while in home study.

Elementary placement for home study students

The assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

Middle school placement for home study students

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry.

The student shall be placed using the following guidelines:

- Evaluations from norm referenced tests according to parish standards.
- Tests similar to LEAP in reading and math and/or ITBS results.
- Recommendations by the School Building Level Committee.

High school placement for home study students

The home study student should re-enter at the beginning of the school year. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams developed and administered at the school where the student is applying. These tests may be taken prior to placement into the school system.

When a student transfers from a school which used letter grades only, the following numerical grades shall be assigned:

A = 97%
B = 91%
C = 83%
D = 74%
F = **66%**

- Provisions for LEAP/iLEAP Students

Students in grades 5 and 9 transferring to the public school system from home schooling program shall be required to pass the English Language Arts **and** mathematics portions of the state-developed LEAP placement test.

- Names of the entrance tests used to determine grade placement

These tests include tests similar to LEAP in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. If the student's placement is in question, the principal will convene the SBLC.

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

A student entering a Zachary Community public school at the secondary level (9-12) from an approved Home Study program will not be granted any units of credit unless he requests and is administered a school proficiency exam.

See Appendix M for Guidelines for Nonpublic and Home Schooled Students Transferring to the Public School Systems: Participation in the LEAP

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

ZCSS administers ITBS or other state provided tests.

C. Transfer policies for students with disabilities

1. Districts will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.
 - a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
 - b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops,

adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

- c. The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

► Describe the procedures for Interim IEPs.

ZCSS will follow the policy as addressed in *Bulletin 1706*.

D. Limited English Proficient (LEP) Students

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

- a. Establish procedures to identify language minority students.

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

Schools will initially identify language minority students by reviewing registration information, school records, and input from the parents. Every family entering the Zachary Community School District must complete a Home Language Survey.

All LEP students in the Zachary Community School System will be identified, assessed, placed, and served in the most appropriate educational setting possible to meet individual needs, according to *Bulletin 1851, Louisiana School Administrators Handbook: Language Minority Student with Limited English Proficiency*.

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

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

All language minority students who are suspected of being limited English proficient will be screened after parental notification using an appropriate assessment instrument. A SBLC meeting will be held to discuss the results with parents and teacher. If results indicate that the student is limited in English

proficiency, and then they will be tracked as LEP students, provided needed accommodations and administered the ELDA test.

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

► Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

- LEP students shall be provided special language services which address their need for becoming fluent and literate in English.
- LEP students shall be provided instructional programs which foster their success in math, social studies, language arts and science. ZCSS uses a content based instructional program.
- No LEP Student will be retained solely on the basis of limited English Proficiency.
- Limited English Proficient students will receive English as a Second Language (ESL) instruction provided as a part of Language Arts. Services will be provided in accordance with *Bulletin 1851, Louisiana School Administrators Handbook: Educating Language Minority Students with Limited English Proficiency*.
- Placement, grading, promotion or retention shall comply with established criteria listed in the Zachary Community Pupil Progression Plan.
- The instructional program for the limited English proficient secondary student will be one in which the LEP student will not be placed in highly language-dependent courses (i.e. American History) until he develops a level of competency to succeed in the courses. LEP 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 where appropriate.

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

► Describe the procedures the LEA have established to monitor former Limited English Proficient students for two years.

Students who were initially identified as LEP and later scored as proficient on the ELDA will be kept in the data system as LEP for 2 years. Their grades and performance will be monitored for these 2 years to determine if assistance is needed.

- e. No LEP student shall be retained solely because of limited English proficiency.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to

prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

E. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian (R.S. 17:24.4 G).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G).

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

Each campus will establish a committee of knowledgeable persons, called an SBLC. Promotion and placement decisions will be rendered and the monitoring of the parish Pupil Progression Plan will be conducted by the local Building Level Committee and the Central Office Review Committee. The composition and function of these committees are given below:

○ Building Level Committee

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

▪ *Composition*

- Classroom teacher directly involved with instruction of student
- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student
- Student (when appropriate)

▪ *Function*

- To review the data from all available sources on each individual student relative to a promotion or retention appeal, waiver, or extenuating circumstance, on a semester or annual basis when applicable
- To make recommendations for remediation and/or placement
- To serve as a review committee to investigate complaints initiated by parents or guardians at the local level (A parent or guardian may initiate an individual review of student placement and /or promotion by notifying in writing the school building level principal.)

- Central Office Review Committee
 - *Composition*
 - Superintendent or Designee and/or
 - Director of Human Resources and/or
 - Director of Accountability and Testing and/or
 - Director of Home and School Relations and/or
 - Director of Student Support Services, especially when a student in a special program is involved
 - *Function*
 - To monitor periodically the parish's policies on pupil progression and placement decisions for uniformity through on-sight visitation and examination of data relative to the plan
 - To serve as a review committee to investigate appeals of decisions rendered by Local Building Level Committee
 - To render final decision relative to protest concerning the Pupil Progression Plan
 - To ensure the district plan will follow state guidelines and regulations for those students who met the criteria previously established as an alternative placement.

II. Attendance Policy

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

III. Grading Policy

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302)

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

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

Pre-K – Kindergarten:

The Progress Report for grades Pre-K - Kindergarten will reflect **student performance in that grade**. At the end of the school year, kindergarten students are expected to reach at least 67% mastery of the grade level skills including mastery of all noted critical skills.

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

Zachary Community Schools will use the Louisiana Department of Education’s uniform grading system for student’s grades 1-12 including Honors, Gifted, Advanced Placement (AP) & Credit Recovery classes. Those students who are classified as juniors and seniors for the 2011-2012 & 2012-2013 school years, which began using the 10 point scale in 2010-2011 school year for honors, gifted and AP, will be “grand-fathered” in and continue to use the 10 point scale.

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

Grades 1-8

For grades 1-5, numerical grades shall be recorded in the grade book and averaged for the 9-weeks grades. The 9-weeks percentage and corresponding letter grade shall be recorded on the report card.

For grades 6-8, the student's nine-week grade will be determined by total points earned out of the points possible, which will then be expressed as a percent and be converted to the letter grade using the district grading scale. Points start over each nine weeks. Percent and letter grade for each nine weeks is determined by dividing the number of points earned by the student by the total number of points possible and multiplying by 100. Semester grade is determined by averaging the percent from the first nine weeks with the percent from the second nine weeks. Determination of the final grade is made from a combination of various factors, which include the grades from both semesters.

With the approval of the principal, students with specific needs may have their weekly time in English Language Arts or Mathematics increased by reducing the instructional time in other subject areas.

Grades 9-12

For grades 9-12, a letter grade will be recorded on a 6-weeks progress report based on the points earned in each class. The cumulative grade will consist of the total numerical value for the semester and will be recorded on the report card along with the corresponding letter grade.

The honors and gifted courses for high school will be selected from the areas of English, Mathematics, Social Studies, Science, Art and Foreign Language. Honors courses will be designated by placing "H" after the course title. The Advanced Placement courses for high school will utilize Advanced Placement curriculum guides provided by the College Board. Advanced Placement courses will be designated by placing "AP" after course title.

Beginning with the 2010-2011 school year entering freshmen can earn weighted grades in honors, gifted and AP courses.

The grade value scale is listed below:

REGULAR	HONORS; GIFTED	AP
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.0	D = 1.0
F = 0	F = 0	F = 0

Marks that appear on the report card and progress report are:

- A = Outstanding Achievement
- B = Good Achievement
- C = Satisfactory Achievement
- D = Minimum Acceptable Achievement
- I = Incomplete – failure to complete work. If work is not completed for Credit, "I" is treated as "F" in calculating GPA.

- F = Failure
- S = Satisfactory
- P = Pass 67% & above
- U = Unsatisfactory

NOTE: "I" - If a student receives an "I" for a final grade for the semester, the work must be made up, and the responsibility for all make-up work rests with the student in cooperation with the teacher.

Students can make up credit during the school year and the summer for courses failed through credit recovery.

High school students may repeat a course for self-improvement to establish eligibility to participate in programs requiring specific standards. The first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade. Grade point averages will be computed utilizing all course grades including those that have been repeated. For Louisiana High School Athletic Association (LHSAA) purposes, a "C" average will be defined as a student having a g.p.a between 1.5 and 2.4.

Grade changes for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester and must have the approval of the building principal. Any deviation from this policy must be approved by the Superintendent.

Approved post-secondary courses may be taken while enrolled in high school (concurrent enrollment). Zachary High School has a complete list of available courses. The counselor or appropriate supervisor must verify that the college course is on a higher level than the last course taken by the student in that subject. (An example of how the course will appear on the high school transcript is: *College Mathematics, College Science, etc.*).

Courses which carry a weight of one or two semester hours of credit at a four-year institution will earn one half of a Carnegie unit toward graduation at the high school level. Those which earn three, four, or five semester hours of college credit will earn one full Carnegie unit.

Transfer Grades - When a student transfers from a school which used letter grades only, the following numerical grades shall be assigned:

- A = 95%
- B = 85%
- C = 75%
- D = 67%
- F = 66%

Class Rank for Determining Graduation Honors and Scholarships

Senior class rank shall be based on grade point average earned beginning with the first day of school, and including all subjects taken in grades 9-12.

Honor Graduate

All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude.

Valedictorian and Salutatorian

Zachary High School will recognize a valedictorian and salutatorian each year. The selection will be based on that student who has earned the highest grade point average.

Co-Valedictorians will be recognized if these students have earned exactly the same grade point average during their high school tenure. In the event that a co-valedictorian is recognized, it will be left to the discretion of the principal whether there will be a salutatorian. To be considered for valedictorian and salutatorian, the student must be enrolled in Zachary High School for the final three semesters of high school. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Honor Roll

The following are guidelines for Honor Roll:

A minimum of 3.0 g.p.a. is required for the 3.0 Honor Roll.

A minimum of 3.5 g.p.a. is required for the 3.5 Honor Roll.

A minimum of 4.0 g.p.a. is required for the 4.0 or above Honor Roll.

To be included on the Honor Roll, a student must not earn a "D" or "F" in any subject. (Conduct is not a subject.)

There shall be no rounding of grades to compute the Honor Roll.

Example 1: A student with a 2.9 g.p.a. would not be placed on the Honor Roll.

Example 2: A student with a 3.4 g.p.a. would be placed on the 3.0 Honor Roll.

Example 3: A student with a 3.9 g.p.a. would be placed on the 3.5 Honor Roll.

All students shall be eligible for inclusion on the Honor Roll if they are attempting at least five credits.

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

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

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

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)
 - ▶ Describe the LEA's grading policy for students taking courses with EOC tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the EOC test will count.

Students taking the Algebra I, Geometry, English II, English III and American History End of Course (EOC) Tests will be required to follow the EOC grading policy below:

- The district will apply a mandatory 15 percent weighting of the EOC test to the student's final semester grade. The EOC test grade shall be utilized in lieu of or in addition to a teacher-developed semester examination.
- A student's final grade for Algebra I, Geometry, English II, English III, and American History will be determined in the following manner:

For a high school student, 85% of the student's final grade will be derived from the cumulative average of the 2nd semester grades.

For a middle school student, 85% of the student's final grade will be derived from the average of the 1st and 2nd semester grades.

15% of the student's final grade will be derived from the student's score on the End-of-Course Test.

Note: A student who fails a course but passes the EOC test for the course must retake the course, either by repeating the whole course or through credit recovery. At the completion of the course, that student will take the EOC test again and the score from the retest will count in the student's final grade. If the student does not

score *Fair* or above, the student would retain the higher achievement level as defined by the *Double Jeopardy rule*, in *Bulletin 118*.

IV. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time 4th or 8th grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

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

The SBLC is used in making decisions regarding the need to override a promotion or retention decision, when acceleration is being considered, or in the promotion of special needs students taking the LAA test. The committee is also used as the first level in the appeals process. The committee considers such factors as the student's age, attendance records, social maturity, grades, teacher recommendations, classroom performance, parental input, intervention and/or remediation provided, performance on LAA test, progress towards meeting IEP goals and objectives and participation in summer remediation (when appropriate).

Describe the locally-mandated attendance requirements for summer remediation that is used as a criterion for exceptions to High Stakes Policy.

(Bulletin 1566 §707)

In order for students to be considered for waivers, appeals, and overrides, they must attend the summer remediation session and they may not miss more than 2 days of the summer remediation session.

High Stakes Testing Policy

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

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

(Bulletin 1566 §707 A.)

The Zachary School System may override the State policy for students scoring at the Unsatisfactory level in English Language Arts or Mathematics if the student scores at the Mastery or Advanced level on the other test provided that:

- the decision is made in accordance with ZCSS's Pupil Progression Plan which includes a referral to the SBLC
- the student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the ZCSS (the student shall participate in the summer retest only on the subject area(s) that he/she scored at the unsatisfactory achievement level during the spring test administration).
- Parent consent is granted.

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

The decision to retain a student in the 4th grade more than once as a result of his/her failure to achieve the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP shall be made by the Zachary Community School District according to the following guidelines:

- A student who has repeated the 4th grade may be promoted to only the 5th grade. The Zachary Community School District has applied for and received a waiver from this part of the policy for students meeting the specified (4T) criteria.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once as a result of failure to pass LEAP and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 C.)

A student who has repeated the 4th grade as a result of failure to pass LEAP and who is 12 years old on or before September 30th may be promoted if the SBLC determines that the student will benefit academically and socially from the promotion.

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

Schools, through SBLC and the superintendent, must review and may grant an appeal on behalf of individual students, provided that all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for Basic.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP summer remediation program.
- The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and locally mandated regulations during the summer remediation program.

The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in the subject for which the appeal is being considered.

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

ZCSS offers a 4th grade transitional class with the 6th grade promotion option.

In order to move students toward grade level performance, ZCSS has designed and will implement additional instructional program options/strategies for those 4th grade students being retained. The purpose of the additional instructional strategies is to move the students to grade level proficiency by providing the

following: (1) focused instruction in the subject area(s) on which they scored at the Approaching Basic and/or Unsatisfactory levels on LEAP, and (2) ongoing instruction using fifth grade locally-developed curricula based on State-level content standards for the core subject areas. Examples of instructional options may include alternative learning settings, individual tutoring, transitional classes, or other instructional options appropriate to the students' needs.

ZCSS will also design and implement additional instructional options for students in grades 3 and 4 who have been determined to be at risk of failing to achieve the Basic/Approaching Basic combination on LEAP.

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

In order for students to be considered for waivers, appeals, and overrides, they must attend the summer remediation session and they may not miss more than 2 days of the summer remediation session.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)
 2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
 3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade-Level Expectations and the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)
 4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)
 5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)
- List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements.

Grades K-8:

Readiness for first grade will be determined by proficiency in kindergarten skills. Children are expected to have mastered at least **67%** of the kindergarten curriculum and mastered all the noted critical skills to be eligible for promotion to first grade. Students who have not mastered at least 67% will be referred to the SBLC for consideration of alternatives to retentions.

A checklist of the skills in language arts and mathematics will be maintained for each child in pre-kindergarten and kindergarten. Evidence of proficiency will be authentically assessed in the context of developmentally appropriate activities at each level at grades one and two. If a child does not reach the prescribed level of 67% in language and mathematics, the child may be recommended for an alternative program or retention if provisions can be made.

The SBLC will make promotion decisions for students who pass the LEAP test in grade 4, but fail to attain an annual average of 67% in reading, mathematics, and two other subjects.

For grades K-5, approval by the principal must be given prior to enrollment in summer school. Each situation involving summer school must include a review by the principal to determine if the results of summer school can adequately meet the criteria for promotion.

A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion, however, no student will be promoted if he/she has not met the LEAP testing criteria. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee. (See process under review of placement.) This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. This provision is indicative of the fact that the Zachary Community School District will recognize each student as an individual.

The Criterion Referenced Test (LEAP) will be the principal criterion for promotion for students in the 8th grade. A student shall not be promoted to the 9th grade until he/she has scored at or above the Basic Level on either the English Language Arts or Mathematics components on the 8th grade LEAP and the Approaching Basic on the other. For promotional purposes however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematic components of the LEAP only one time.

Over-aged students SBLC and attendance SBLC

- a. Students who are two or more years older than their peers will be assessed by the SBLC for appropriate placement and recommended for an alternative program for the over-aged, if space is available.
- b. When an over-aged student transfers into ZCSS during the school year and is inappropriately age placed, the school administrator and the appropriate director shall determine the appropriate placement.
- c. When the SBLC is convened to discuss promotion from one school level to another, the appropriate director must approve the recommendation made by the SBLC.

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

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

Students are considered to be working “on grade level” if they are satisfactorily completing grade appropriate curriculum.

- List the model program sites.

Northwestern Elementary, Zachary Elementary, Copper Mill Elementary, and Northwestern Middle are all model program sites.

- List the designated subject area(s) for foreign language.

Students in grades K-8 in the Zachary Community School District are offered Spanish as a foreign language. Students in grades 4 and 5 who are not identified as academically able for instruction in the foreign language program shall receive instruction in basic skills from the classroom teacher during this period.

Foreign Language (Required foreign language instruction is contingent on funding.)

The Zachary Community School District has applied for a foreign language waiver by the Louisiana Department of Education (see Appendix K). FOREIGN LANGUAGE instruction is offered in grades K-5 for 30 minutes per week and grades 6-8 for 150 minutes per week as an elective.

- If your LEA was granted a waiver from full implementation of the elementary foreign language program, include a copy of the approval letter in the appendix.

V. Promotion 9 – 12

A. Carnegie Credit Time Requirements

1. Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)
 - a. 10,620 minutes for a six-period schedule;
 - b. 9,103 minutes for a seven-period schedule; and
 - c. 7,965 minutes for eight-period or 4 x 4 block schedules.
- d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
- e. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
- f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

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

Grades 9-12:

Students in grades 9-12 will be promoted when they have earned the required number of credits, as indicated below, by obtaining a semester grade of “D” or better in each ½ units or full unit course completed as determined by the teacher of the content area. Students may earn ½ unit of credit in all eligible subjects to meet the required number of credits for students under the 23 or 24 unit plans:

9 th	Grade	0 - 5.5 Units
10 th	Grade	6 – 11.5 Units
11 th	Grade	12 -16.5 Units
12 th	Grade	17+ Units

There is no limit to the number of times that a student may be retained in a grade level. However, if sufficient additional credits are earned by successfully completing courses through approved summer school, correspondence, and/or approved acceleration programs, the student shall be promoted at the beginning of the following semester.

Special Education students who do not complete the required number of credits per grade level (as stated in Pupil Progression) may be promoted by the SBLC. This decision must be accompanied by a letter to the parents explaining the SBLC decision.

Students may graduate when they have successfully completed the required number of units as specified in *Bulletin 741* and other BESE Policies.

Seniors who are not graduating early are required to take 7 courses unless they are enrolled in an alternative program approved by the administration.

For incoming freshmen in 2008-2009 and beyond, 24 units of credit for graduation shall be required.

Local school administration shall annually evaluate and adjust course offerings based upon students’ needs.

Eligibility for student participation in courses, including but not limited to math options as specified in *Bulletin 741*, shall be a local administrative decision based upon middle school academic records and teacher recommendation providing all federal, state, and parish guidelines are not violated. In addition to completing a minimum of 23 or 24 Carnegie Units of credit, students shall also be required to meet the State’s Assessment requirements

As required by *Bulletin 741*, in a seven (7) period schedule, students must pass MORE than five (5) units of course work, unless one (1) of the units not passed is an elective. In this instance, Building Level Committee and/or the SBLC will determine eligibility for promotion.

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

One half (1/2) unit of credit shall be awarded for each successful semester completed of a full unit course.

In Grades 9 through 12 units are earned based on semester grade. An "A" through "D" will earn whatever units are possible for the course. An "F" or other grades such as "I" will not earn any units. Students receiving a certificate of achievement, yet not performing up to expectations, but are participating to the best of their ability may receive non-letter grades but not Carnegie units.

The Board of Elementary and Secondary Education may approve five periods plus a Cooperative Education course for a total of eight credits.

Credit toward high school graduation for high school students can be earned through correspondence work from Louisiana State University, Southern University, or other accredited universities as approved by the Bureau of Secondary Education.

All credits must be counted the semester prior to the student's classification as a senior, and each student shall be notified as to the number of credits he/she will have at the end of the semester. This will depend on successful completion of all subjects taken during the semester.

3-year graduate	2nd semester of 10 th grade
Midterm graduate	2nd semester of 11 th grade
4-year graduate	2nd semester of 11 th grade

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.

- a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - ii. Acceptable Attendance Standards: For the 2009-2010 school years, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - iv. A student must participate in dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
 - (a) An academic catch-up component to address all the areas of student deficiency,
 - (b) An adult mentoring component with an emphasis on workforce awareness and readiness,
 - (c) Work awareness and work readiness skills component, and
 - (d) A work-based learning component, such as job shadowing/job exploration/paid internships.
- b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
 - List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

Students promoted to the ninth grade on the career diploma pathway must meet the district's discipline policy requirements listed in the most current Student Rights and Responsibilities Handbook.

► List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.

Students entering the Career Diploma Pathway will follow the Graduation requirements for the Career Diploma listed in subsection 2319 of Bulletin 741.

5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

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

C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 - a. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
2. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements, where appropriate.
 - a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 - b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 - c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
3. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

VI. Retention Policy

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

A student will be retained not more than one time for failure to meet academic requirements in grades K-3.

A student will be retained not more than one time for failure to meet academic requirements in Grades 4-5.

A student will be retained not more than one time for failure to meet academic requirements in grades 6-7.

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

Students who fail to meet the promotion criteria shall be retained.

The decision to promote a student must be based on multiple factors, including: ongoing teacher observation across subjects, student work samples collected throughout the year, information from multiple assessments, and parent input. The decision makers should also consider the emotional and social implications of

retention, and determine the necessary support and instruction that will enable the child to improve.

To be promoted from Kindergarten, a student must have mastered at least 67% of the kindergarten curriculum and mastered all the noted critical skills. Students who have not mastered at least 67% will be referred to the SBLC for consideration of alternatives to retentions.

To be promoted in grades 1-3, a student must have an annual average of 67% in reading and math and two other subjects unless the student fails reading or mathematics for the third or fourth grading period. In that case, promotion will be determined by the SBLC.

To be promoted in grades 4-5, a student must have an annual average of 67% in reading and mathematics and two other subjects. The SBLC will determine whether any student not meeting these criteria will be required to attend the after-school and/or extended year program to be considered for promotion.

In addition, for students in grade 4, the Criterion Referenced Test (LEAP) will be the principal criterion for promotion. A student shall not be promoted to the 5th grade until he/she has scored at or above the Basic/Approaching Basic combination on the English and mathematics components on the 4th grade LEAP. However, a student shall not be retained in 4th grade more than once as a result of LEAP.

A student may be promoted although the recommendation for promotion is in conflict with the criteria for promotion. This recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the Building Level Committee. (See process under Review of Placement.) This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. This provision is indicative of the fact that Zachary Community Schools will recognize each student as an individual.

- A student in Grades K-8 who has met the academic requirements for promotion may be retained with written parental request and approval of the Building Level Committee. This recommendation must be accompanied by written documentation stating the reasons for special consideration for retention.

As an example, a student in Grades 1-6 failing the same single unit basic subject two (2) consecutive years may be subject to retention. This recommendation must be approved by the Building Level Committee.

- The above provision does not allow for deviation from the total number of retentions or the number of retentions at each grade level as stated in this plan. An exception would be a retention resulting from a written parental request and approval of the Building Level Committee.

- When a decision is made to retain a student, the parent/guardian will be notified in writing of the decision and of the system's due process procedures.

A student's retention resulting from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.

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

The intervention/remediation strategies used to prevent or in lieu of student retention at the lower grades include tutoring and intervention during the school year (before, during, and after the school day), summer tutoring sessions, one-on-one and small group tutoring during the summer, summer school (preventative measure), and transition classes.

VII. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

The Zachary Community School System is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows:

The classroom teacher provides enrichment and acceleration for these students in regular classrooms. Accelerated promotion may be considered for eligible students at the elementary and middle school levels.

Students meeting specified criteria may be selected for exposure to accelerated curriculum.

Elementary and Middle School Opportunities for Acceleration

Elementary and middle school students of high ability are normally provided enrichment with other students of their own chronological age. In instances where a student seems out of place with his/her own age group and shows evidence of ability to fit in better intellectually, emotionally, and socially with a more mature group, an appeal should be made by a teacher, parent, school counselor, or principal to the School Building Level Committee (SBLC) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement.

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of

proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level. Proficiency examinations will not be given for honors courses.

The course title, year taken P/F (Pass or Fail) and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts), P or F earned for proficiency credits will not be used in computing G.P.A.

Advanced Placement Program

High school credit shall be granted to a student successfully completing an Advanced Placement course or a course designated as Advanced Placement regardless of the test score on the examination provided by the College Board.

- Procedures established by the College Board must be followed.
- Courses listed in the Program of Studies may be designated as Advanced Placement courses without requesting permission from the State Department of Education by inserting the words Advanced Placement in parentheses following the title on the Certificate of High School Credit.
- Adding elective courses to the Program of Studies for Advanced Placement may be done.
- Refer to Standards 2. 105.443. and 2.105.50 (*Bulletin 741*, Rev. 6/89)

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

The Accelerated Promotion Committee (SBLC), which will consider possible accelerated promotion, shall be composed of five members: the classroom teacher, principal, counselor, a designee of the central office, and the parent. (Both parents are encouraged to attend the conference, but together they are considered as one member of committee.) The recommendations for acceleration must be supported by a minimum of four members of the committee and should be based on careful review of all the data including social maturity and probable success of student adjustment.

Using current school year data which includes standardized test scores, grades and attendance the student must show documented mastery (i.e. 96th percentile) of skills and concepts in math, reading, and other facets of language arts.

The following will be considered:

- Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement.
- No student will be considered for accelerated promotion more than two (2) times total during the period of grades 1-8.
- Review of placement for any proposed acceleration for the next school year must be initiated prior to the last grading period of the current school year.

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

All procedures described in 1 & 2 above. In addition, when grade “skipping” is considered and it involves a move from one school to another, both principals or

their designee must be involved.

- ▶ Describe any policies governing services for gifted students.

Gifted services are provided for eligible students (according to guidelines in State Bulletin 1508) who is enrolled full time in ZCSS public schools. The level of services provided range from enrichment to self-contained.

A. Carnegie Credit for Middle School Students

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

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

High school credit for courses taken by elementary and middle school students may be earned according to provisions of *Bulletin 741*. The criteria used for placement of students in Carnegie credit courses is 1) the student must have a minimum score of 80% on locally developed test for 8th grade. 2) Satisfactory performance in prior courses. 3) Teacher recommendation and 4) Satisfactory scores on standardized test. The grade earned in a high school course taken at a middle school will be reported on the high school transcript, but will not be included in the overall high school grade average of the student.

Students at the middle school who are unsuccessful in the high school course at the end of the first nine-week period will be recommended for a placement change from the high school course to a middle school course in that subject area. When a schedule change is made, the grade earned in the high school course will be transferred to the middle school course. A form shall be sent home for a signature of parent and student explaining the implications of failing the high school credit courses. Teachers of these courses must be state certified in the subject area taught.

B. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.
 - a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).

- b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

► Describe the components and requirements of the local early graduation program.

For students who are considering early graduation, a letter of intention signed by the parent must be provided to the high school principal. Once the letter is signed and received by the school, the administration will meet with the student to provide counseling services relative to the graduation requirements and post secondary opportunities.

C. Accelerated Student Achievement Pathway Program

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

► If participating, describe the components and requirements of the local ASAP Program.

The Accelerated Student Achievement Pathways (ASAP)

Component of the Connections Process will serve overage, first-time, ninth grade students who have been retained for one or more years. These students will complete coursework in a manner that will allow them to graduate in 3 years, including participation in:

- Summer classes in English and Math between 8th and 9th grades, according to individual needs.
- Classes with other Accelerated Pathway students on a regular high school campus
- Remediation and/or acceleration in English and Math, according to individual needs
- Elective and technical classes of choice
- High school activities, clubs and sports
- Developing a personalized 3-year graduation plan with the high school counselor
- Mentoring throughout the three years
- Compiling a portfolio to track progress and accomplishments towards earning a high school diploma
- Communicating regularly with school staff, adults at home, and mentor

ASAP students will be instructed through a response to intervention approach that addresses both the academic and behavioral needs of the student. Discipline data, test scores and other academic data will be used to place students into tiered intervention strategies upon entering the ninth grade. Progress monitoring will occur regularly and will

be used to track the academic and behavioral performance of students in order to make appropriate interventions and adjustments for ASAP students.

VIII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, the Graduation Exit Examination, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
 - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
 - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

- ii. All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
- iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
- iv. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests.
- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the LEAP Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

D. Local Program Development and Evaluation

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

► School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.

The Zachary Community School System shall provide a remedial education program for those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program. (R.S. 17:24.4 (G) R.S. 17:394-400 is the established legislation for the remedial education programs. The intent is to improve student achievement in grade appropriate skills identified as deficient on LEAP.

The program objectives are:

- At least 80% of eligible 4th and 8th grade students will participate in the LEAP remediation program.
- Of those students who participate in the ELA component of the LEAP remediation program, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the spring or summer LEAP test.
- Of those students who participate in the math component of the LEAP remediation program, 40% will achieve the passing standard needed for promotion to the 5th or 9th grade on the spring or summer LEAP test.

- Of those students who participate in the science and social studies component of LEAP remediation program, 40% will achieve passing standard.

The Zachary Community School System will provide a remediation program with the goal of helping students improve their achievement on the Graduation Exit Examination (GEE).

The program objectives are:

- Identify the students who did not attain a passing score on the language arts, mathematics, written composition, science, and/or social studies of the GEE,
- Provide remedial instruction for eligible students, and
- Assess the student to determine the proficiency of identified skill areas in the next available GEE retest.
- Describe the criteria used to determine which 4th and 8th grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.

Students will be selected for the remediation program if they scored Unsatisfactory on the 3rd or 7th grade iLEAP test during the previous school year. The program will also serve students who failed the 4th/8th grade LEAP test during the previous school year.

Students eligible for the High School remediation include those who have failed any of the five components of the Graduation Exit Examination.

Students who fail components of the GEE will have the opportunity to enroll in remediation activities prior to fall and spring testing. The remediation program will concentrate instruction on weaknesses identified on the Individual Profile Report. All curricula and materials will be appropriate for the objectives that will be covered on the state examination as identified in the standard state curriculum guides.

Documentation of individual student remediation will be kept on file in the student's cumulative folder.

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

The pupil/teacher ratio is not expected to exceed 7:1 for the regular LEAP tutoring program and is not expected to exceed 20:1 for the summer LEAP tutoring program.

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

Students will receive a minimum of 40 tutoring hours during the regular LEAP tutoring program and will receive a minimum of 50 tutoring hours for

the summer LEAP tutoring program.

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

The intervention/remediation program will begin no later than October 1.

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

Every attempt is made to secure certified teachers; however, all personnel providing direct instruction to 4th grade students must have at a minimum a high school diploma and for 8th grade, at least 2 years of college

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

Tutoring will be individualized based on each student's specific area(s) of weakness. Tutors will use a variety of teaching strategies and formative assessments in order to promote and evaluate students' progress. Many of the same material and strategies used in the districts RTI programs will be used in remediation.

- Describe the form of documentation collected from students/parents who refuse school year remediation services.

If a student or parent refuses to participate in the remedial programs offered, a letter will be requested from them and placed on file as documentation. The refusal form is kept in the student's cumulative folder.

- Describe how science and social studies remediation is implemented.

Students are grouped according to their strengths and needs and instruction is provided using differentiated instruction.

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

The LEAP tutoring program will be supported by, Title I, IDEA, local school district funds and when available, State funds.

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

The LEAP tutoring program will be evaluated through:

- Analysis of attendance documentation for the LEAP remediation programs.

- Analysis of spring and summer LEAP test scores for students who participated in the English Language Arts and/or mathematics remediation program(s).

The GEE remediation program will be evaluated through analysis of attendance documentation and the re-test scores for students who participated in remediation program.

► Summer Remediation Program

- List the objectives for your summer remediation program.

At least 40% of students receiving ELA and/or math tutoring will achieve the basic/approaching basic combination on the ELA/math summer retest.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Students who failed the 4th or 8th grade LEAP test or scored approaching basic or lower in any subject area is eligible for summer remediation.

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

The pupil/teacher ratio is not expected to exceed 20:1 for the summer LEAP tutoring program.

- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

Students begin summer school on the Tuesday following Memorial Day and typically attend classes Monday through Thursday of each week. Bridge hours are offered, when necessary, to allow students to obtain 50 remediation hours per subject.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the summer remediation. Please be reminded that all teachers selected must be certified.

Certified teachers in appropriate subject areas and highly qualified paraprofessionals are selected.

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

Hands-on manipulative and cooperative grouping are used extensively in the summer remediation program.

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

Letters with parent signatures as well as phone logs are used for documentation purposes. This documentation is filed in the student's cumulative record

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

The LEAP tutoring program will be supported by Title I, IDEA, and local school district funds and when available State funds.

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

The LEAP tutoring program will be evaluated through:

- Analysis of attendance documentation for the LEAP remediation programs.
- Analysis of spring and summer LEAP test scores for students who participated in the English Language Arts and/or mathematics remediation program(s).

► GEE, LAA 2, and EOC Remediation

- Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:

At least 40% of students receiving tutoring will pass the GEE test.

- Program Description
 - Student selection criteria
Students who have failed or are at risk of failing any part of the GEE test are eligible for GEE remediation.
 - Pupil/Teacher ratio
The pupil/teacher ratio is not expected to exceed 7:1 for the regular GEE tutoring program and is not expected to exceed 20:1 for the summer GEE tutoring program.
 - Instructional time
Fifty (50) hours of remediation will be offered to students during the school year and summer.
 - Selection criteria for teachers and/or paraprofessionals
Certified teachers in appropriate subject areas and highly qualified paraprofessionals are selected.

- Materials and methodology to be used
Hands on manipulative, computer based programs and cooperative groupings are used extensively in the summer remediation program.
- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
ZCSS offers after-school and summer school tutoring.
- Documentation of students' and parents' refusal to accept remediation
Letters with parent signatures as well as phone logs are used for documentation purposes. These documents are filed in the student's cumulative records.
- Plan for coordination of state, federal, and local funds for remediation
The LEAP tutoring program will be supported by Title I, IDEA local school district funds and whenever available, State funds.
- Evaluation plan for documenting evidence of achievement/growth of students
The GEE remediation program will be evaluated through analysis of attendance documentation and the re-test scores for students who participated in remediation program.

IX. Alternative Schools/Programs/Settings

A. Definition

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

► List the written policies for all alternatives to regular placements.

Early College Admissions

- Students of high ability, who meet all requirements for entry to a program for Early College Admission, and upon successful completion of all requirements of Bulletin 741, will earn a high school diploma from the school whose principal recommended his entry into the program. Prior to graduation from high school, students of high ability may be admitted to a college on a full-term basis provided that the following conditions are met:
 - A student must have maintained a "B" or better average on all work pursued during three (3) years or six (6) semesters of high school.
 - Composite score of 25 on the ACT or the appropriate concordant value on the enhanced ACT or a SAT score of 1050; this score must be submitted to the college. (Bulletin 741, 2.108.02).

- The student must be recommended by his high school principal. Upon earning a minimum of twenty-four (24) semester hours at the college level, the student will be eligible to receive a high school diploma. The high school principal shall submit to the Louisiana State Department of Education the following:
 - Forms provided by the Louisiana State Department of Education and completed by the college registrar, certifying that the student has earned twenty-four (24) semester hours of college credit.
 - A Certificate of High School Credits (white and pink copies) a student not regularly enrolled in the current school year in the high school is automatically eliminated from participation in all high school activities with the exception of high school graduation ceremonies.
- Students, who cannot successfully meet the requirements of Bulletin 741 for Early College Admissions and gain a high school diploma, may re-enter the regular placement program.

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in ZCSS, for the provision of educational services according to an Individualized Education Program (IEP) or Homebound (HB) approval.

Parents seeking homebound services for a student should request an application from the student's school. The Director of Student Support Services must approve these services. See District Policy for the Guidelines for Provision of Homebound Services.

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

ZCSS provides an Alternative Academy as an alternative placement for its students who receive an out of school expulsion through disciplinary action. The intent of the Alternative Academy is to continue offering these students the opportunity to remain in school with the goal of drop-out prevention. This program is designed to enable these students to keep pace with peers who remain in the traditional educational setting and allow them to re-enter that traditional setting upon completion of the program. This setting could also be used as an interim alternative educational setting for special needs students. This setting is also the site for our Connections Process.

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

The student is counseled and all educational opportunities are explored with the student. If it is determined that adult education is the most beneficial placement for the student, then the student is assisted in enrolling in an adult education program. If the student is 16 years old, the parents are included in the counseling process and extenuating circumstances are verified before allowing the student to pursue an adult education program.

B. Connections Process

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

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

Students will be selected for the Connections Process after a thorough and careful evaluation process. Students will only be considered for this process if they will be 15 years old by September 30th of the 2011-2012 school years and are two or more grade levels behind academically. The evaluation process will include an analysis of, among other things, the student's grades, attendance, test scores, and discipline history. The student will also be interviewed by a committee to provide additional information regarding the motivational level of the student as well as his or her potential for success in the Connection Process.

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

Components of the Connections Process include:

- Academic and Behavioral Monitoring
- Mentoring
- Intense and Targeted Interventions
- Career Readiness and Post – Secondary Plans
- Orientation
- Ongoing Parent Meeting
- Assessments
- Other Elements

(See Zachary Community Schools Connection Process Guidelines)

X. Other Policies and Procedures

A. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;

- Scores on the Louisiana Educational Assessment Program;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and alternative programs;
- Special education documents, as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

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

The following records and reports must be maintained for each student, if applicable.

- Each student's course grade
- Scores on the Louisiana Educational Assessment Program
- The Developmental Skills Checklist scores for Grade K, standardized test scores for grades 1 through 8, the locally designed Math / Language Arts Placement Test scores as needed to document local criteria for promotion
- Information (or reasons) for each student's placement, K-12: This record includes promotion, retention, remediation and acceleration which will become a part of the student's cumulative file
- Outcome of student participation in remedial and alternative programs
- Special Education documents as specified in the Individuals with Disabilities Education Act (IDEA) Part B, LEA Application, and Special Education Policy and Procedures Handbook.
- Parental Notification of Retention and Due Process Procedure
- Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973
- Each student's record of attendance

B. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

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

- Regular education students

A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends and holidays) of official notification of retention or failure of a course. If official notification is given through the postal service's two (2) additional days will be given to insure delivery.

The Building Level Committee will act on the appeal within five (5) school days after receipt of the written request. The parents will be notified of the time of the hearing and may be present.

The principal will be responsible for notifying the parent(s) or guardian of this decision within three (3) days.

Any appeal beyond the Building Level Committee must be submitted in writing within seven (7) days to be District Superintendent or designee for review by the Central Office Review Committee.

Records on hearing(s) held by the Building Level Committee must be forwarded to the Central Office only where there is an appeal.

The Central Office Review Committee will act on the appeal within ten (10) days after receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present.

The District Superintendent or designee will notify the parent(s) of this decision within three (3) days.

The decision of the Review Committee shall be final.

- Students with disabilities

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, and Special Education Policy and Procedure Handbook.

- Section 504 students

Grievance procedures for 504 students

See Appendix L for Due Process Rights for Parents and Students under Section 504, the Rehabilitation Act of 1973 regarding the child's identification, evaluation, educational program and placement.

C. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).
2. Local criteria for K-12 must supplement the content standards approved by the BESE (R.S. 17:24(G)).
3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan (R.S. 17:24.4(E) and (G)).

D. Other Policies and Procedures

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

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

13. student access to the Internet (refer to §1709);
14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);
15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;
16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;
17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
 - a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
 - b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;
18. the implementation of §2304 Science Education;
19. the school assignment of students in foster care (refer to §1109);
20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);
21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);
22. the physical abuse of public school teachers and other school employees by students (refer to §521);
23. the collection of student biometric information (refer to §1149);
24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;
25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and

26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities*)

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

Dyslexia Program

ZCSS will implement the *Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students*, R.S. 17:7(11).

- Student must be determined eligible through ZCSS referral process.
- Students with characteristics of Dyslexia must meet district requirements for Pupil Progression.
- Students do not have to receive instruction in both the basal and MSL (Multisensory Structured Language).

Science Education Act

Teachers shall teach the content presented in the Louisiana Comprehensive Curriculum that is based on the Louisiana Science Content Standards and Grade-Level Expectations, and the standard textbooks supplied by Zachary Community School System.

The teacher may then use supplemental textbooks and other instructional materials as permitted by the Zachary Community School System unless otherwise prohibited by the Board of Elementary and Secondary Education (BESE).

Classroom instruction and materials shall not promote any religious doctrine, promote discrimination for or against a particular set of religious beliefs, or promote discrimination for or against religion or no religion.

APPENDIX A

This section should include the following:

Definition of Terms

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

State Terms

- ❖ **Acceleration** - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted students" as identified according to Bulletin 1508.
- ❖ **Alternate Assessment** - The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
- ❖ **Content Standards** - Statements of what we expect students to know and be able to do in various content areas.
- ❖ **Certificate of Achievement**- An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions (See provisional certificate of achievement).
- ❖ **LEAP Summer School** - The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English Language Arts, or Mathematics.
- ❖ **Louisiana Educational Assessment Program (LEAP)** – The state's norm-referenced testing program (Iowa Tests of Basic Skills) in grades 3, 5, 6 & 7 and the Criterion Referenced Testing Program in grades 4 & 8 including English Language Arts, and mathematics and the Graduation Exit Examination grades 10 & 11 (written composition, English Language Arts, mathematics, science and social studies). The Iowa Tests of Educational Development will be given in grade 9.
- ❖ **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
- ❖ **Pupil Progression Plan** - "The comprehensive plan developed and adopted by each parish or city school board who 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 supplements standards approved by the State Board of Elementary and Secondary Education. A Pupil Progression Plan shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion." (Act 408)
- ❖ **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.
- ❖ **Remedial Programs** - Programs designed to assist students including students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
- ❖ **Remediation** - See Remedial Programs.

- ❖ **Retention** – Non-promotion of a pupil from a lower to a higher grade.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

Local Terms

- ❖ **Above Level Placement**- A student who has a stanine of 5 or above in math and reading on an Achievement Test, IOWA Test, and one of the following indicators: test data, such as Criterion-Referenced Test, and teacher recommendation based on level of achievement, emotional, and academic maturity, and study habits. Other demonstrations of high achievement, intellect, and leadership ability may be used. Written consent must be obtained from a parent or legal guardian who requests above level placement of students not recommended by school principal.
- ❖ **Academically Able** - A student who maintains a grade of "C" or above on grade level standards according to adopted textbooks and state curriculum guides in the content area in question. Indicators could include grades from the progress report, standardized test scores, and LEAP CRT results where applicable.
- ❖ **ACT** - A test administered by the American College Testing Program. A battery of four academic tests in the areas of English, Mathematics, Social Science, and Natural Science designed to assess student's general educational development and ability to complete college level work.
- ❖ **Advanced Placement** - A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students which offer greater opportunities for individual progress and accomplishment. Students who score well on Advanced Placement examinations receive college credit for AP courses taken while they are still in secondary school.
- ❖ **Basic Subjects** - These are reading, mathematics, and language in grades 1-8.
- ❖ **Building Level Committees** - Committees at the local school level consisting of at least three local school personnel for the purpose of reviewing the individual student's placement relative to promotion or retention. A committee should be established for each grade level.
- ❖ **Central Office Review Committee** - A committee appointed by the superintendent at the district level consisting of at least three central office personnel for the purpose of monitoring the parish Pupil Progression Plan and investigating appeals of decisions rendered by the Building Level Committee.
- ❖ **Credit Examination** - An examination that will test the mastery of the performance objectives in the state (curriculum guide) for a particular subject. Credit shall be granted on a pass or fail basis only.
- ❖ **Department** - Refers to the Louisiana Department of Education.
- ❖ **Early College Admissions Program** - A college program through which superior high school students who have completed their junior year in high school may be allowed to enroll in regular college classes.

- ❖ **GED** - The General Educational Development Test is a test designed to provide a means by which learning, acquired through everyday life experiences or adult education training, can be measured, evaluated, and recognized through the issuance of a high school equivalency diploma. Such tests are designed, published, and administered through GED Testing Service of the American Council in Education at Official GED Testing Centers.
- ❖ **GEE** - Acronym for the state mandated Graduation Exit Exam.
- ❖ **Grade Level** - A student who has exhibited proficiency on grade competencies and with respect to a skill as indicated according to adopted textbooks and Local Content Standards in the content area in question. Indicators could include grades from the progress report, standardized test scores, and LEAP/CRT results where applicable.
- ❖ **IEP** - A written individualized education program which sets forth the approach which will be taken to ensure that each child will be provided a free appropriate public education (FAPE). The IEP sets forth in writing a commitment of resources that indicates what special education and related services will be provided to meet each disabled child's unique needs.
- ❖ **IEP Placement Team** - A team that consists of the supervisor or principal or designee, teacher(s), parent(s), evaluation personnel when appropriate, and/or student and other persons of parental choice.
- ❖ **Iowa Test of Basic Skills/ITBS (3, 5, 6, and 7) Iowa Test of Educational Development ITED (9)** - the norm referenced test used by Zachary Community, referred to as ITBS/ITED.
- ❖ **LEP** - Limited English Proficiency.
- ❖ **Zachary Community Curriculum Guide** - Grade specific benchmarks and skills developed from the Louisiana Content Standards.
- ❖ **MFP** - Acronym for Minimum Foundation Program.
- ❖ **MPS** - Minimum Proficiency Standards as established by the Louisiana State Department of Education.
- ❖ **Multidisciplinary Individual Evaluation Report** - The integrated written explanation of an individual child.
- ❖ **Proficiency Exam** - An examination that will test the mastery of the performance objectives in the state curriculum guide for a particular subject. Credit shall be granted on a pass/fail basis only.
- ❖ **Pupil Appraisal Handbook**- A bulletin published by the State Department of Education which defines the criteria for all exceptionalities recognized by the state of Louisiana
- ❖ **Retention** – Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these Guidelines.
- ❖ **SASSY (Student Assessment and Support Services for Youth)** - School support personnel qualified to diagnose exceptionalities and provide supplemental support services to students, parents, and teachers.
- ❖ **School Building Level Screening Committee** - Decision making educational problem solving body made up of appropriate school personnel. This committee should include principal or designee, referring teacher, at least one other teacher, and when appropriate a member of the SASSY Team.

- ❖ **Selection Committee** - A committee of educators from the Alternative Program consisting of secondary level teachers, the guidance counselor, and principal that will study and evaluate recommendations made by each student's home based school. The committee will review records, conduct parent and student interviews, and will determine eligibility into the Alternative Program.
- ❖ **State Board** - Refers to the State Board of Elementary and Secondary Education.
- ❖ **Student Membership** – Student membership is determined when a student in school is identified with the following required identification elements: state identification number, full legal name, date of birth, sex, race, district and school code, entry date, and grade placement. (Adapted from Section 10, page 10.1, *Student Information System User's Guide*, Louisiana Department of Education)
- ❖ **ZCSS** – Zachary Community School System

APPENDIX B

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

Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

1. Agency requirements

- a. Foreign exchange agencies must be registered with the Director of Accountability, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.
- b. The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Director of Accountability
- c. The sponsoring agency must have a local representative who resides within 20 miles of the Zachary Community School District, and who is available to meet with school personnel, the student, and the host family.

2. Student Requirements

- a. The exchange student must reside with a legal resident of Zachary Community School District.
- b. The student must possess a J-1 visa.
- c. As of September 1 of the program year, the student must meet junior placement status.
- d. The student must not have received a high school diploma or its equivalent from his/her home school.
- e. The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- f. As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.

- g. An official transcript from the student's home school must be sent to and received by Zachary High School by August 1 of the student's attendance year in order to determine placement.
 - Students will be placed in grades according to Carnegie unit totals as indicated in ZCSS Parish Pupil Progression Plan.
 - No student will be classified as a 12th grader for the purpose of receiving a diploma unless all Carnegie unit requirements (minimum of 4500 minutes of instruction per .5 Carnegie units) for Louisiana high school graduation can be met by the spring graduation date.
 - Students must meet all state and local requirement for graduation.
- h. All exchange students must schedule English III (which includes the study of American Literature), American History, Math, and Science.
- i. By August 1 of the attending year, the student must present the following documents to Zachary High School with a request to attend Zachary Community Schools:
 - J-1 visa
 - Health and immunization records
 - Evidence of health and accident insurance for duration of stay
 - The name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative.
 - Two character references from the home school
 - A notarized temporary custody agreement between the exchange student's parents/guardian and the host family
 - Official transcript from student

3. Suspension, Revocation, or Dismissal

Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the Zachary Community School Board are subject to having their relationship with the district terminated. Exchange students are subject to the same discipline policies to which regular students must adhere.

APPENDIX C

DUE PROCESS RIGHTS FOR PARENTS AND STUDENTS UNDER SECTION 504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

Dual Eligibility. Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. A *Parent's Rights Handbook* prepared by the Louisiana Education Agency is available through the school district's Special Education Department and sets out the rights assured by the IDEA. It is the purpose of this notice form is to set out the rights assured by the Section 504 to those disabled students who do not qualify under the IDEA.

The following is a description of the rights granted by federal laws to students with handicaps. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. have your child take part in, and receive benefits from public education programs without discrimination because of his/her handicapping conditions.
2. have the school district advise you of your rights under federal law.
3. receive notice with respect to identification, evaluation, or placement of your child.
4. have your child receive a free appropriate public education.
5. have your child receive services and be educated in facilities which are comparable to those provided to non-disabled students.
6. have evaluation, education, and placement decisions made based on a variety of information sources, and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. have transportation provided to and from an alternative placement setting (if the school district places a person with a disability in or refers such a person to a program not operated by the district).
8. have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
9. examine relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. request mediation or an impartial hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing and be represented by counsel.) Hearing requests must be made by filing a written notice of Appeal with the Director of Student Support within thirty-five (35) days (but not less than thirty days) from the time you receive written notice of the 504/SBL Committee's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.
11. disagree with the decision of the impartial hearing office, and a right to review of that decision by a court of competent jurisdiction.
12. file a written grievance on Section 504 matters, other than your child's identification, evaluation, and placement, by following Zachary Community Schools' Section 504 grievance procedures available in the Pupil Progression Plan.
13. contact the district's 504 Coordinator who is the Director of Student Support.

APPENDIX D

Guidelines for Nonpublic and Home Schooled Students Transferring to the Public School Systems: Participation in the LEAP

A student who is transferring from an in-state nonpublic school or a home schooling program or a Louisiana resident* who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade LEAP English Language Arts and Mathematics tests. Fourth grade students must score Basic or above on either the LEAP English Language Arts test or the LEAP Mathematics test and Approaching Basic or above on the other one. Eight grade students must score Approaching Basic or above on both the English Language Arts and Mathematics tests. Beginning in spring 2006, the achievement level for 8th grade students will be raised to the Basic/Approaching Basic combination level. The following guidelines shall apply.

1. Students may take LEAP during either a spring or a summer administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system, or Local Education Agency (LEA), District Test Coordinator to register for the test.
2. The nonpublic school and the parent(s) (or home school parent(s)) are responsible for providing to the LEA District Test Coordinator, at least ten (10) working days prior to the testing date, appropriate documentation required for requested standard testing accommodations.
3. Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to the High Stakes Testing Policy.
4. LEAs may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
5. Students who participate in a spring administration and fail to score at the required achievement level(s) are eligible to retake the LEAP at the following summer administration.
6. LEAs shall offer LEAP summer remediation to nonpublic/home schooled 4th and 8th grade students who fail to score at the required LEAP achievement level(s), as well as to nonpublic/home schooled 4th and 8th grade students who did not test in the spring but wish to prepare for the summer administration. LEAs may charge a fee, not to exceed \$100 per student, for such remediation. The summer remediation fee shall be refunded upon the student's enrollment in that public school system immediately following summer remediation.
7. Students who fail to score at the required achievement level(s) are not required to attend the summer remediation offered by the LEA to be eligible to take the summer retest. However, students must attend the LEA-offered summer remediation to be eligible for the appeal process or the policy override.
8. Only students who fail to score at the required achievement level(s) after participation in both the spring and summer administration of LEAP and who attend the summer remediation offer by the LEA are eligible for the appeals process or the policy override, provided all criteria are met (see the High Stakes Testing Policy).
9. Students who participate only in the spring administration or only in the summer administration and fail to score at the required achievement level(s) are not eligible for the appeals process or the policy override. These students are not eligible to take the Iowa Tests for placement purposes.
10. Students transferring into local school systems after the LEAP summer retest but prior to February 15 are required to take the state-selected from The Iowa Tests for grade placement if the students have not taken LEAP.

11. Students taking The Iowa Tests are not eligible for a retest or for the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee.
12. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

*A Louisiana resident transferring from out-of-state school is defined as a student who lives in Louisiana but attends school in an adjacent state.

SBESE Approved: September 18, 2003

APPENDIX E

Elementary Foreign Language Program Waiver Request

School District: Zachary Community Schools

Phone: (225) 658-4969

Contact Person: Aeneid H. Mason

E-mail: aeneid.mason@zacharyschools.org

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."

Reason for waiver request Zachary Community Schools cannot provide the foreign language program according to BESE policy because of limited resources. We are Unable to provide qualified teachers for every eligible student as often as required.

Please list the schools in your district for which you are requesting a waiver of BESE foreign language policy.

- Copper Mill Elementary
- Northwestern Elementary

APPROVAL:

Superintendent's Signature

Date

Please return the completed form by fax to David Beste, Division of Standards, Assessments, and Accountability, at (225) 342-9891.