

Transfer Policies for Students with Disabilities

The district 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)

Procedures for Interim IEPs

The department of Exceptional Student Service must be contacted when a student entering East Baton Rouge from an approved non-public or out of state school system claims to determine eligibility for special education services.

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

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

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

Promotion Policies for Kindergarten – Grade 5

To be promoted in grades K through 5, a student must meet the following criteria:

- A student must earn four quality points in order to pass a core subject (when totaling the combined quality points earned during all four of the nine week grading periods). A student may not pass an individual core subject if an “F” is earned in both 3rd and 4th nine weeks in the same subject.
- For promotion purposes, a student must meet the passing standard in both reading* and math (an annual average of 1 quality point must be earned).
- In addition to the reading and math requirement, students in grades 1-5 must pass two other subjects if reading and ELA are taught as two independent, graded subjects. If reading and ELA are combined into one course, students must pass either science or social studies.
- A performance level of on or above grade level in reading* and math is required. The term grade level refers to the grade placement with respect to skills as indicated according to adopted textbooks, district approved curriculum aligned to state standards as grade appropriate for each grade level.
- Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 5th grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC waiver process.
- Parents must be given a review of their child’s progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

*Beginning in the 2018-2019 school year, schools will double block or integrate reading into an extended English Language Arts (ELA) block inclusive of the instructional minutes for both subjects. One grade will be given for the combined course. The overall grade earned for ELA will be substituted for reading in the aforementioned requirements. (Approval from the school’s Executive Director is required for schools who request to not participate in the integrated ELA block). District authorized charter schools shall have autonomy in the area of blocking ELA and reading core content subjects in accordance with their board approved applications and contracts. Charter school leadership must notify the district of their course configuration on or before August 1st each year and notify parents in their school handbooks if an alternative configuration is implemented.

The Progress Reports and report cards for grade K will be marked with the symbols O, S, NI and U.

Grading Scale for Kindergarten	
Grade	Percentage
O (Outstanding)	100-93
S (Satisfactory Work)	92-80
NI (Needs Improvement)	79-67
U (Unsatisfactory Work)	66-0

Non-Core, Non Academic Ancillary classes such as music, physical education, art, foreign language and computer courses also utilize the Kindergarten grading scale.

The following scale shall be used to calculate quality points for promotion purposes:

Kindergarten Grading Scale Quality Point Conversion		
Grade	Percentage	Quality Points
O	100-93	4
S	92-85	3
S	84-80	2
NI	79-67	1
U	66-0	0

The Grading Scale for Achievement for core academic courses in Grades 1-5 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

*As per Bulletin 741 §2302 Uniform Grading Policy, all LEAs shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

District approved Montessori classes in Montessori schools shall utilize the following grading scale:

Grading Scale for Montessori K - 5	
Grade	Percentage
O (Outstanding Performance)	100-93
S (Satisfactory Work)	92-80
NI (Needs Improvement)	79-67
U (Unsatisfactory Work)	66-0

The teacher who has been responsible for instruction for at least 23 days of a reporting period marks a student's Report Card. The principal has the final determination for the teacher of record.

Beginning in the 2018-2019 school year and beyond, the following shall apply to middle school (Grades 6, 7, 8) promotion, grade placement and grading:

To satisfy promotion requirements, students must meet state attendance requirements by attending a minimum of 167 days. Students (6, 7 & 8) must also meet local course requirements using either final grades calculation or semester grades calculated as follows:

Schedule	Passing Grades (using semester grades)
5-Period Schedule	7 of 10
6-Period Schedule	9 of 12
7-Period Schedule	11 of 14
8-Period Schedule	13 of 16
9 Period Schedule	15 of 18
10 Period Schedule	17 of 20
11 Period Schedule	19 of 22
Moves between schools that use 7-Period and 8-Period	12 of 15
Moves between schools that use 7-Period and 9-Period	13 of 16
Moves between schools that use 8-Period and 9-Period	14 of 17

The school may convene an SBLC to determine promotion for students who fail to earn enough semester grades for promotion.

Middle School Semester and Final Grade Calculation

Courses in grades 6, 7, and 8 are assigned final grades in 9-week grading periods. Each nine week grade earns quality points based on the chart below:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

Quality points of each nine weeks in a semester will be averaged together to determine and assign a semester grade. The scale for using quality points to determine letter grades is defined below:

Grade	Quality Points
A	3.5 - 4.0
B	2.5 - 3.49
C	1.5 - 2.49
D	1.0 - 1.49
F	0 - 0.99

In the event that a student earns an F and a D during the two nine weeks in a semester grading period and the D was earned in the 2nd or 4th 9 weeks, a D will be assigned as the final semester grade.

In the event that a student is only enrolled in a school for one nine-week grading period in a semester, the school principal will have the option to determine and assign semester grades based on the 9-week grading period for which the student was enrolled and received grades. In order for a school to assign a semester grade, the student must be enrolled in a class for 52 school calendar days of the semester.

**The school administration must check report cards immediately upon receiving them. If the promotion status has not been determined, the administration must make the determination and inform parents prior to opening of summer school.

6th-8th grade students operating on a 4x4 block schedule as a part of a combination school will earn a single final semester grade at each 9 weeks period/Quarter. Students will earn semester grades for fall courses at the 1st and 2nd Quarters and will earn semester grades for spring courses at the 3rd and 4th Quarters. Promotion will be determined based on a 16-grade schedule using the chart located on pages 12-13.

The Grading Scale for Achievement in Grades 6-8 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

*As per Bulletin 741 §2302 Uniform Grading Policy, all LEAs shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

The SBLC will make recommendations about Special Education students using the adopted policies of the LSBESE and the student.

For all subjects receiving letter grades in Grades 1-8 inclusive of middle students earning high school credit, a minimum of one grade shall be recorded in the grade book for each week of instruction during that specific grading period. (i.e. There should be a minimum of nine recorded grades during a nine week grading period).

All final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams (non-state mandated assessments) in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing a week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

Promotion via SBLC and/ or Retention

A meeting of the SBLC shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC conference. Once any member of the team has requested the SBLC, it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child's promotion is in jeopardy. Note: A review of placement may be requested at any time by any member of the SBLC.

The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5. *
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8. *

*After an initial retention and in the event that a second retention is warranted, a *System Level Committee* is required where the school's Executive Director and designee from appropriate instructional support departments shall become part of the SBLC process.

Local retention policy does not supersede state accountability and high stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. '84, the state requirements take precedence.

Promotion via Alternative Pathways or April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other. IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other
- evaluation strategies;
- include an intensive instructional program;
- provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
- and identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

(Note: Refer to Bulletin 1530 § 403)

To access the *April Dunn Act Guidebook for Promotion*, please click [here](#).

Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to

review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Beginning in the 2017-2018 school year and each year thereafter, fourth grade students must meet the academic criteria outlined in the previous section (K-5 promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score "Basic" in at least two core academic subjects including ELA, math, science and social studies. For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports including those listed below

For 4th grade students who have not met the acceptable level of performance on statewide assessments, the SBLC of that school shall make the final retention or promotion decisions based on the above criteria and shall initiate an individual academic improvement plan.

By the last day of school of each school year, academically struggling students will be identified and individual academic improvement plans will be enacted. Per Bulletin 1566, Section 701 guidelines, the plans should be reviewed with and signed by the student's parent or legal guardian. Copies of the signed Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form and the Individual Academic Improvement Plan Template must be placed in the student's cumulative file, reviewed annually and continue until such time as the student meets academic expectations (a score of Basic in each of the core academic subjects that initially led to the development of the student's individual academic plan) for specific interventions and supports identified in the plan.

Plans must identify a minimum of two interventions and supports to be provided during the school year and/or during the summer. Allowable interventions and supports to be included on the Individual Academic Improvement Plan are as follows:

- Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient"
- Completion of summer remediation program that includes curriculum fully aligned to the Louisiana state Standards and limits below grade level content to no more than 35% of total instructional minutes
- Additional instructional time during or outside of the school day
- Grade level instruction that is aligned to the Louisiana State Standards, which may include limited below grade level content and support needed to address the student's identified weaknesses

*If fourth grade LEAP scores are not available by the last day of the school year, schools should utilize the roster of third grade students who have scored below the "Basic" achievement level in at least two core academic subjects provided by the Louisiana Department of Education to assist with making final determinations relative to students' individual academic plans.

Additional policy guidance may be found in the Louisiana Department of Education's *Fourth and Eighth Grade Promotion Policy Guidance* located in the appendix of this document.

Promotion via Alternative Pathways on April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other. IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall: