

FOR YOUR INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Senior Deputy Superintendent, Educational Services

DISTRIBUTION:	All Schools and Offices	<u>ROUTING</u> Local District Superintendents Local District Directors of Instruction Local District Directors of School Support Services Standards-Based Promotion/ Intervention Coordinators English Learner Specialists Principals Assistant Principals Literacy/Math Coaches EL Coordinators UTLA Chapter Chairs School Administrative Assistants
SUBJECT:	BULLETIN NO. BUL-601 STANDARDS-BASED PROMOTION (SBP) POLICY, PARENT NOTIFICATION AND APPEAL PROCESS FOR ELEMENTARY SCHOOLS	
DATE:	December 17, 2003	
OFFICE:	Beyond the Bell Branch	
APPROVED:	JOHN LIECHTY, Associate Superintendent	

For further information, please call Local District Standards-Based Promotion/ Intervention Coordinators. (Attachment A)

This revision replaces the Bulletin No. M-100 (Rev.) of the same subject issued October 7, 2002. The content has been updated.

I. BACKGROUND

The Los Angeles Unified School District (LAUSD) has developed a standards-based promotion policy in accordance with Assembly Bill 1626 (AB 1626), Ed. Code 48070.5(1)(d), which was passed into law in September 1998. The Standards-Based Promotion (SBP) policy adopted by the Board of Education on September 24, 2002, requires students in grades 2, 3, 4, 5/6 and 8 to meet minimum identified criteria in order to promote to the next grade. This Board policy now mandates retention in grades 2, 3, 4, 5/6 and 8 for students not meeting identified criteria. Multiple measures must be used to determine promotion in grades 2, 3 4, 5/6 and 8. (Attachments B-1 and B-2).

In addition, to the SBP mandatory retention policy as outlined in this bulletin, a student may be retained at any grade level in grades K-12. The decision to retain a student must be discussed with and written approval received from the parent/guardian. The student is identified in the SIS as a voluntary retention.

This policy provides for early and systematic parent notification when students are at risk of not meeting promotion standards. Further, the policy states that an

appeal process must be implemented when parents disagree with the promotion determination of a student.

II. PURPOSE

The purpose of this bulletin is to explain the Standards-Based Promotion Policy, parent notification and appeals process for the 2003-2004 school year.

III. DOCUMENTATION AND PARENT NOTIFICATION

- A. As early as possible in the school year, schools shall provide parent(s)/guardian(s) with a SBP Parent Brochure (Attachment C) and Letter to Accompany Parent Brochure (Attachment D) that explains:
 - 1. Criteria for identification of students at risk of not meeting promotion standards.
 - 2. Process that will be used to inform parent(s)/guardian(s) of their child's progress toward meeting these standards.
 - 3. Interventions available to support students.
 - 4. Process that parents may use to appeal the final decision to retain their child.
- B. At the mid-point of each reporting period, a Special Report To Parents (Attachment E) must be sent to parent(s)/guardian(s) of students who are at risk of not meeting the grade-level standards for promotion.
- C. At each reporting period, the classroom teacher must check the warning notice box on the Progress Report for students who are at risk of not meeting the grade-level standards. Parent(s)/guardian(s) will be offered an opportunity to participate in a conference to discuss their child's progress and recommended interventions. If the student is receiving special education services, the special education teacher/service provider shall be notified of the warning comment.
- D. Throughout the school year, parent(s)/guardian(s) shall receive notification using the SBP Parent Notification Forms (Attachment F) of available intervention programs for their child. The SBP Parent Notification Form must be signed by the parent and kept on file in the Red Folder created for each eligible student. If the student is receiving special education services, the special education teacher/service provider shall also be notified.
- E. All information regarding intervention activities and notifications to parents will be entered into the Student Information System (SIS). School personnel must document the following and maintain in the red folder:
 - 1. All forms of notification to parent(s)/guardian(s)
 - 2. Conferences held
 - 3. Interventions provided for students at risk of not meeting grade level standards
 - 4. Completed Standards-Based Promotion Log (Attachment G)

- F. No later than two weeks before the end of the regular school year, parents of identified at-risk students will receive SBP End of School Year Promotion/Retention Letter (Attachment H) that explains one of the following will occur:
1. Student is promoted for the coming school year.
 2. Student in grades 2-4 does not meet criteria for promotion, however the teacher recommends promotion and completes the Justification for Promotion Form (Attachment I-1).
 3. Student in grade 5 does not meet criteria for promotion, however the teacher recommends promotion and completes the Justification for Promotion Form (Attachment I-2). Student is promoted and is placed in one of the following 6th grade programs:
 - Developing Readers and Writers course based on program criteria.
 - English Language Arts Core Course with interventions.
 - Double block ESL course with interventions.
 - Grade 6 Mathematics course with interventions.
 4. Student is retained. Final determination for promotion/retention is reevaluated upon completion of mandated Summer School/Intersession.
- G. At the end of the Summer School/Intersession intervention program, all students in the SBP Mandatory Program shall be reassessed and promotion/retention status determined. A conference with the parent, teacher and principal/designee must be held to inform parents of the final determination. The teacher must complete the SBP End of Summer School/Intersession Promotion/Retention Determination Letter (Attachment J) at the conference or within 5 days of the promotion determination.
- H. Teacher judgment is one criterion for promotion. AB 1626 provides for teacher judgment as the final criteria. If the teacher determines the student does not meet the criteria for promotion but still should be promoted, the teacher must complete the Justification For Promotion Form (Attachment I-1 or I-2) and meet with the school administrator and parents.
- I. The parent(s)/guardian(s) have the right to appeal the promotion/retention determination. The parent(s)/guardian(s) is entitled to appeal the promotion/retention decision. Upon request for appeal, the principal/designee shall explain the appeal process and provide the parent(s)/guardian(s) with the form to request a site-level appeal (Attachment K).
- IV. ENGLISH LEARNERS
- A. Progress in English Language Development (ELD)

Schools will monitor the progress of English Learners by following procedures described in the English Language Development and Monitoring Chapters of the *Instructional Programs for English Learners*, Elementary Guide, August 2001.

ELD progress is determined by evaluating ELD work samples, performance assessments, and norm-referenced assessment data from the California English Language Development Test (CELDT). Evidence of ongoing ELD progress will be maintained in the students' *ELD Assessment Portfolio Record* for the purpose of monitoring and documenting progress and informing parents. Parents will be notified of ELD progress at each reporting period and during parent conferences.

When an English Learner is not making adequate progress in ELD, teachers must first modify classroom instruction to meet the student's learning need. For example, a modification strategy includes grouping of students to differentiate instruction based on students' English Language proficiency level. Additional recommendations for classroom modifications are included in the guide named above.

B. Progress in the Core Curriculum

Schools will monitor student progress in the core curriculum to assure that English Learners have access to grade-level standards and are being provided appropriate instructional strategies and accommodations that address the students' language proficiency levels.

V. STUDENTS WITH DISABILITIES

Most students with disabilities are expected to meet grade-level standards as outlined in Section J of the Individualized Education Program (IEP). Through the IEP process, the individual needs of students are described and appropriate accommodations and/or modifications for instruction, assessment, and/or evaluation are determined. If a student with a disability is not progressing toward grade level standards or the goals established in the IEP, then an IEP meeting must be convened before a determination of retention is made. The IEP team must consider the following:

- Does the current IEP appropriately address the student's academic, linguistic, social, emotional, and behavioral needs?
- Are the standardized and performance assessments an appropriate measure of the student's progress?
- Are all the necessary accommodations identified in the IEP?
- Were the accommodations administered in accordance with the IEP?

If the answer to all of these questions is "Yes," then the IEP team should carefully consider, discuss, and document the need for and benefit of retention. Appeals to retention decisions for students with disabilities must be addressed through established Special Education procedures. (Section IV-C, page 26-27 of the Special Education Compliance Guide, Publication #966 121 8565.)

VI. APPEAL PROCESS

Until an appeal decision is reached, the child shall remain in the District-assigned placement. Procedures for appeal meetings are:

- A. Within three school days of receiving the request for appeal, the Standards-Based Promotion (SBP) Appeal Team, consisting of the principal/designee and a teacher, shall contact the parent(s)/guardian(s) with a date, time and location for the site-level appeal meeting.
- B. Within seven school days of receiving the request, the SBP Appeal Team shall meet with the parent(s)/guardian(s) and attempt to resolve the matter.
- C. Within three school days of the appeal meeting, the SBP site-level appeal team shall render a decision.
- D. Within five school days of the site-level appeal meeting, the principal shall notify the parent(s)/guardian(s) in writing of the appeal decision (Attachment L). If the matter is not resolved through the site-level appeal meeting, parent(s)/guardian(s) may request either a Local District meeting for general education students (Attachment m) or may follow special education procedures for special education students (see Section V).
- E. Within three school days of receiving the request for a Local District appeal meeting, schools will forward the request form and pertinent information to the SBP Coordinator at the Local District office.
- F. Within five school days of receiving the request form, the Local District Administrator or designee will contact parent(s) with the date, time and location for the appeal meeting.
- G. Within five school days of the Local District level appeal meeting, the Local District administrator or designee shall notify the parent(s)/guardian(s) in writing of the appeal decision (Attachment N), and forward a copy to the school site. The Local District decision is final.
- H. Immediately upon receipt of the Local District's appeal decision, the principal or designee shall make any necessary changes in the student's current educational program and update all student records.
- I. Students with disabilities, with an existing Individualized Education Program (IEP), shall remain in his/her current placement until the IEP team reaches a decision or a decision is reached through special education due process procedures.

Standards-Based Promotion Parent Notification and Appeals Process

