

# Lafourche Parish School Board

## Highlighted Changes

### From 2019-2020 Pupil Progression Plan for school year 2020-2021

The following corrections were made to the 2019-2020 Pupil Progression Plan for the 2020-2021 school year. Deletions and/or additions and updates were presented and discussed at our meeting of supervisors on June 17, 2020. Those changes were presented to the Committee of Educators and Committee of Parents on June 24, 2020. Each section of the plan was presented by the supervisor in charge of those areas and they explained their reason for change. They are as follows:

#### Table of contents:

We decided to omit the subtitle bullets in sections III, V, VIII

We separated section V - High school considerations is now on its own

Under section XI, summer program bullets were removed and we separated SBLC, RTI and Dyslexia

**Section III:** subject names were eliminated (language, spelling, and reading) and replaced with English Language Arts (ELA) throughout the document.

**Section IV:** "(if applicable)" was placed throughout the document in every area where summer or summer school was referenced in the event the state requires summer school/remediation in the future. We added "or Effective Proficient" to all areas of the plan referencing that a teacher should be "Highly Effective".

**Section V:** Only change to this part is the "if applicable" addition and the or "Effective Proficient" addition

**Section VI:** The state added to the templet sections covering Credit Recovery, NCAA Policy and Distant and E-Learning Environments (page 16). We removed a graph, which is located on page 22. It was an outdated listing of Edgenuity courses. Mr. Delcambre's response to the new addition of the templet was to use a statement from the templet as our policy response and it is located on page 18 under Repeat Credit and states "Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript."

**Section XI:** The definition of Dyslexia changed. We have updated that information on page 33 and Appendix A. We removed phrases dictating a certain year we were to begin implementing certain protocols (page 36) and on page 32, under Intervention/Remediation Strategies, we removed the word Research and replaced it with the word Evidence.

**Appendix A:** This is the other area Dyslexia was located for the definition change and we added 2025 after LEAP in the definition of LEAP. It was an oversight from the previous year.

**Appendix B:** the ELA change noted above is also found here in a few areas. Under grading policies, we changed the listing of quality point value for "S" and "N" grades from 2 and 1 to 4 and 2 respectively located on page 42. We included the word "Honors" to the statement referencing the 5-point scale and added to reference Appendix F&G for course listings. Mr. Delcambre added a new chart explaining the final grade averaging scale, which has a 3 decimal place. These changes are located on page 43. Also in this section, Ms. Curole removed the statement referencing spelling because it is no longer a standalone course and added to that same paragraph "average of all spelling quiz grades (K-3only)". Page 49 is a date removal.

**PUPIL PROGRESSION PLAN  
COMMITTEE OF EDUCATORS  
2020-2021**

<b>Alyce Callahan</b>	<b>Middle School Principal</b>
<b>Barry Filce</b>	<b>Compliance/Hearing Officer/ Supervisor</b>
<b>Robby Lee</b>	<b>Human Resources/Elementary Supervisor</b>
<b>Kenny Delcambre</b>	<b>Secondary/Middle School Director</b>
<b>Christy Percle</b>	<b>System Analyst/SIS Coordinator</b>
<b>Daphne Jones/Jim Shorter</b>	<b>Special Education Supervisor</b>
<b>Hilary Ohmer</b>	<b>Middle School Teacher</b>
<b>Glenn Haydel</b>	<b>High School Principal</b>
<b>Jessica Vedros</b>	<b>High School Curriculum Specialist</b>
<b>Jimi Encalade</b>	<b>Elementary/Federal Programs Supervisor</b>
<b>Wade Rodrigue</b>	<b>High School Teacher</b>
<b>Kelly Burlette</b>	<b>Accountability /Curriculum Supervisor</b>
<b>Mandy Martin</b>	<b>Elementary School Teacher</b>
<b>Nancy Curole</b>	<b>Turnaround Schools Associate Director</b>
<b>Gina Johnson</b>	<b>Elementary School Principal</b>

**PUPIL PROGRESSION PLAN  
COMMITTEE OF PARENTS  
2020-2021**

**Holli Vasiliauskas  
Roxanne Oncale  
Evangelina Denise Gibson  
Terez Maghsoud**



# LAFOURCHE PARISH SCHOOL DISTRICT

## Minutes of the Pupil Progression Plan

### Committee of Educators Meeting

June 24, 2020

**COMMITTEE OF EDUCATORS MEMBERS PRESENT:** Barry Filce, Christy Percle, Robby Lee, Jessica Tastet, Mandy Martin, Kenny Delcambre, Daphne Jones, Jim Shorter, Hilary Ohmer, Glenn Haydel, Jimi Encalade, Wade Rodrigue, Kelly Burlette, Gina Johnson, Alyce Callahan

**COMMITTEE OF PARENTS MEMBERS PRESENT:** None

**COMMITTEE OF EDUCATORS MEMBERS ABSENT:** Nancy Curole

Barry Filce, Lafourche Parish School District Pupil Progression Plan Chair, called the meeting to order at 8:00 a.m. Mr. Filce welcomed the committee and thanked everyone for attending.

Mr. Filce began by explaining the purpose of the Pupil Progression Plan and how we are mandated to annually review the plan we have in place and make necessary changes based on recent legislative actions. He reported to the committee that the 2020-2021 templet noted an addition to the High School section addressing credit recovery and NCAA policy. Mr. Filce explained items in black are from LDOE and cannot be changed. Anything in blue is our district policy and responses. Anything in green is to be added to the 2020-2021 Pupil Progression Plan and anything in red is to be omitted. Ms. Encalade on behalf of Ms. Curole presented minimal deletions and corrections throughout the document to the elementary sections. We changed some of the items on the table of contents which carries over into the document. Previously Promotions and support of students in grade 8 and high school considerations was one section. We separated them into two sections. We decided as a district to keep the information regarding summer school programs and add the words "if applicable" in the event we were to begin offering these services in the future as well as adding "or Effective Proficient" to the areas of the plan referencing teachers are to be "Highly Effective". The committee listened to changes submitted by Ms. Jones and Mr. Shorter for the sections involving 504/1508 students and Mr. Delcambre addressed the high school section and we also removed any statement referencing a certain school year to begin since we have passed those stated years.

Mr. Filce began a review of the 2019-2020 Pupil Progression Plan document with proposed revisions. Committee members reviewed and discussed proposed revisions and recommended changes to the following sections of the plan.

- I. Placement of students in kindergarten and grade 1
  - No changes
- II. Placement of transfer students
  - No Changes
- III. Promotion for students in kindergarten and grades 1,2,3,5,6, and 7
  - Ms. Curole proposed to remove the subjects, spelling, reading and language arts, and replace them throughout the document with English Language Arts (ELA)
- IV. Promotion of students in grade 4
  - Same corrections as section III regarding ELA, and summer school/programs added "if applicable" and "Effective Proficient" throughout the section
- V. Promotion and support of students in grade 8
  - Only change is the "if applicable" to the summer school/programs



- VI. High School Considerations
  - The state added to the templet the area regarding Credit Recovery and the NCAA Policy
  - Mr. Delcambre omitted a chart, which listed the courses offered on Edgenuity. The chart was outdated
- VIII. Promotion and placement of certain student populations
  - No changes
- IX. Alternative education placements
  - No changes
- X. Due Process related to student placement and promotion
  - No changes
- XI. Additional LEA policies related to student placement, promotion, etc.
  - Notation of grade change allowing students in grade K to be able to participate in the French foreign language program. Formally it was grade 1-5 it is now K-5
  - Ms. Jones and Mr. Shorter presented the new definition for the work Dyslexia. It is located in two sections of the plan. In reference to the Intervention/Remediation Strategies section, the word Research was replaced with the word Evidence
- Appendix A
  - Change of definition for Dyslexia as mentioned above
  - Definition of LEAP, added 2025 after the acronym LEAP
- Appendix B
  - ELA change as noted in section III
  - Under grading policies for grades S, N, U- quality points changed for S and N from 2 and 1 to 4 and 2 respectively
  - Also under grading policies, we added the word Honors after Advanced Placement in the statement referencing the 5.00 grading scale and noted to see Appendix F & G for a list of applicable courses
  - Under the Grade Averaging Rules, Mr. Delcambre added a grading scale chart to give a grade average to the third decimal place.
  - Under Methods for Obtaining Grades Elementary Grades 1-5, Individual Marking Periods we removed the statement referencing grading for spelling because the course is no longer a standalone course and added "average of all spelling quiz grades (K-3 only)"
- Appendix C
  - No changes
- Appendix D
  - Removed After School and/or Summer School Program in the title and added "If applicable" within the document as noted earlier in section IV
- Appendix E
  - Ms. Jones removed the word "standards" in the very first paragraph
- Appendix H
  - Added the words "if applicable" after summer program
- Appendixes I & J
  - No changes
- XI. LEA assurances and submission information
  - Corrections to the dates of submission

Highlighted corrections include wording updates in several areas, punctuation errors, course name changes/deletion, LDOE policy additions, definition updates, Appendix updates and deletions.

Members present were in agreement with all of the proposed changes and had very little additional suggestions recommended to be discussed at the next meeting of educators if one was so needed.

Mr. Filce advised the Committee of Educators that there was a Committee of Parents Meeting at 2:00 p.m. this date. Committee of Educator members are welcome to attend.

The next Pupil Progression Plan Committee meetings are as follows:

Committee of Parents

Committee of Educators

June 24, 2020 – 2:00 p.m.

June 30, 2020 – 8:00 a.m. (if required)

June 30, 2020 – 2:00 p.m. (if required)

There being no further business, the meeting adjourned at 9:10 a.m.

Contact Person:

Barry Filce

Recording Secretary:

Kim Gros



# LAFOURCHE PARISH SCHOOL BOARD

## Minutes of the Pupil Progression Plan

### Committee of Parents Meeting

June 24, 2020

<b>COMMITTEE OF PARENTS PRESENT:</b>	Evangelina Gibson, Roxanne Oncale, Terez Maghsoud, Holli Vasiliauskas
<b>COMMITTEE OF PARENTS ABSENT:</b>	None
<b>EDUCATORS PRESENT:</b>	Barry Filce

Barry Filce, Lafourche Parish School District Pupil Progression Plan Chair, called the meeting to order at 2:00 p.m. and introduced himself. Mr. Filce welcomed the parents and expressed his appreciation to them for volunteering their time to serve on this committee.

Mr. Filce explained the purpose of the meeting was to go over the current Pupil Progression Plan and discuss any changes that the district plans to implement. Mr. Filce explained to the committee that the Pupil Progression Plan is a plan Lafourche Parish School District has in place to determine the promotion and retention of students. Mr. Filce explained how we are mandated to review the plan annually, and make appropriate corrections if needed. Mr. Filce explained that this year the only change to the template was in the High school considerations section regarding Credit Recovery and NCAA Policy.

Mr. Filce explained information printed in black is from the State Department and could not be changed. Items in blue were the district's policy and responses, items in green are to be added to the plan and the items in red strikethrough are to be omitted. Mr. Filce explained how they would go over the entire document and to stop him with any questions.

Mr. Filce began reviewing the Pupil Progression Plan and explained each section and pointed out the changes that the Committee of Educators proposed at the meeting earlier that day. He also explained that all of the supervisors were in attendance that morning with the exception of one but she had sent in her requested corrections prior to the meeting.

Mr. Filce began going through the document page by page and explained all of the changes that had been submitted and discussed and the reason for each change.

The changes are as follows:

- I. Placement of students in kindergarten and grade 1
  - No changes
- II. Placement of transfer students
  - No Changes
- III. Promotion for students in kindergarten and grades 1,2,3,5,6, and 7
  - Ms. Curole proposed to remove the subjects, spelling, reading and language arts, and replace them throughout the document with English Language Arts (ELA)
- IV. Promotion of students in grade 4
  - Same corrections as section III regarding ELA, and summer school/programs added "if applicable" and "Effective Proficient" throughout the section
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  - Only change is the "if applicable" to the summer school/programs



- VI. High School Considerations
  - The state added to the templet the area regarding Credit Recovery and the NCAA Policy
  - Mr. Delcambre omitted a chart, which listed the courses offered on Edgenuity. The chart was outdated
- VIII. Promotion and placement of certain student populations
  - No changes
- IX. Alternative education placements
  - No changes
- X. Due Process related to student placement and promotion
  - No changes
- XI. Additional LEA policies related to student placement, promotion, etc.
  - Notation of grade change allowing students in grade K to be able to participate in the French foreign language program. Formally it was grade 1-5 it is now K-5
  - Ms. Jones and Mr. Shorter presented the new definition for the work Dyslexia. It is located in two sections of the plan. In reference to the Intervention/Remediation Strategies section, the word Research was replaced with the word Evidence
- Appendix A
  - Change of definition for Dyslexia as mentioned above
  - Definition of LEAP, added 2025 after the acronym LEAP
- Appendix B
  - ELA change as noted in section III
  - Under grading policies for grades S, N, U- quality points changed for S and N from 2 and 1 to 4 and 2 respectively
  - Also under grading policies, we added the word Honors after Advanced Placement in the statement referencing the 5.00 grading scale and noted to see Appendix F & G for a list of applicable courses
  - Under the Grade Averaging Rules, Mr. Delcambre added a grading scale chart to give a grade average to the third decimal place.
  - Under Methods for Obtaining Grades Elementary Grades 1-5, Individual Marking Periods we removed the statement referencing grading for spelling because the course is no longer a standalone course and added "average of all spelling quiz grades (K-3 only)"
- Appendix C
  - No changes
- Appendix D
  - Removed After School and/or Summer School Program in the title and added "If applicable" within the document as noted earlier in section IV
- Appendix E
  - Ms. Jones removed the word "standards" in the very first paragraph
- Appendix H
  - Added the words "if applicable" after summer program
- Appendixes I & J
  - No changes
- XI. LEA assurances and submission information
  - Corrections to the dates of submission

Mr. Filce pointed out to the parents that we plan to implement an extra step of to the process of dropping out of school to Home School/Home Study. This step would assure that a parent is thoroughly aware of the responsibility of choosing the home study/school option, and will be required to sign a form stating such understanding.

Highlighted corrections include wording updates in several areas, punctuation errors, course name changes/deletion, LDOE policy additions, definition updates, Appendix updates and deletions.

Members present were in agreement with all of the proposed changes and had no additional suggestions to be recommended for discussion at any future meetings.

Mr. Filce advised the next Committee of Parents Meeting is scheduled for June 30, 2020 at 2:00 p.m. if needed.

The next Pupil progression Plan committee meetings are as follows (if needed):

Committee of Educators

June 30, 2020 – 8:00 a.m.

Committee of Parents

June 30, 2020 – 2:00 p.m.

There being no further business, the meeting adjourned at 3:00 p.m.

Contact Person:	Barry Filce
Recording Secretary:	Kim Gros



## PUBLIC NOTICES DOCUMENTATION

<p style="text-align: center;"><b>NOTICE</b></p> <p>A public meeting of the Lafourche Parish Pupil Progression Plan <b>Committee of Parents</b> will be held in the Lafourche Parish School Board Office conference room beginning at <b>2:00 p.m. on Wednesday, June 24, 2020</b>, for the purpose of revising and updating the Lafourche Parish 2019-2020 Pupil Progression Plan. Each city and parish school board is required by state law to set up a written plan for pupil progression and revise it by August of each school year.</p> <p>The Lafourche Parish School Board office is located at 805 East Seventh Street in Thibodaux, Louisiana.</p> <p>Any person requiring special assistance to participate in the meeting, such as an interpreter for persons who are deaf, is asked to notify Mr. Dean Guidry or Ms. Daphne Jones at (985) 446-5631.</p>	<p style="text-align: center;"><b>NOTICE</b></p> <p>A public meeting of the Lafourche Parish Pupil Progression Plan <b>Committee of Educators</b> will be held in the Lafourche Parish School Board Office Boardroom beginning at <b>8:00 a.m. on Wednesday, June 24, 2020</b>, for the purpose of revising and updating the Lafourche Parish 2019-2020 Pupil Progression Plan. Each city and parish school board is required by state law to set up a written plan for pupil progression and revise it by August of each school year.</p> <p>The Lafourche Parish School Board office is located at 805 East Seventh Street in Thibodaux, Louisiana.</p> <p>Any person requiring special assistance to participate in the meeting, such as an interpreter for persons who are deaf, is asked to notify Mr. Dean Guidry or Ms. Daphne Jones at (985) 446-5631.</p>
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PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

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(Primary Signature)

  
(Date)



# **2020-2021 Pupil Progression Plan**

**Local Education Agency:  
Lafourche Parish School District**

**Submitted to Louisiana Department of Education:**

**August 10, 2020**

## Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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## I. Placement of students in kindergarten and grade 1

### Kindergarten

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

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

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

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

### Grade 1

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

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

### Kindergarten – 1<sup>st</sup> Grade Placement

All entering Kindergarten students will be administered the DRDP (Desired Results Developmental Profile). Students who score below proficient as indicated on the screening test will be referred to the SBLC for further assessment and intervention recommendations.

All entering first grade students without Kindergarten experience will be administered the DRDP (Desired Results Developmental Profile) for first grade screening.

Students who are identified as gifted by the Pupil Appraisal Center may enter Kindergarten up to a year early.

All entering first grade students from out of state without Kindergarten experience will be administered the DRDP (Desired Results Developmental Profile) for first grade screening. Students who score below proficient as indicated on the screening test will be referred to the SBLC for review of current performance data and/or intervention recommendations.



## II. Placement of transfer students

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

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

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

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

### Placement of Transfer Students

Students transferring from an in- or out-of-state approved school will be allowed credit for work successfully completed in his/her former school provided that a properly certified copy of the student's cumulative record (K-8) or transcript (9-12) is received by the LPSD. This record/transcript must show the student's record of attendance, achievement, and/or units of credit earned. Schools will contact Child Welfare and Attendance in order to request verification of approved schools within the state.

Schools will contact Child Welfare and Attendance in order to request an up to date list of current approved Home Study Programs.

Students transferring from home study programs/foreign systems/ unapproved schools in grades K-4, 6, 7, 8, 10, 11, 12 shall be administered a LDOE placement test by the LPSD Pupil Appraisal Center, and said placement examination shall be based on age, grade level, and previous educational services. Final placement decisions shall be determined by the SBLC. Students transferring to grades 5 or 9 will be administered the state placement test by the receiving school.

If the student is 15 years or older and two or more grade levels behind as determined by LDOE placement test results, the student will be directly placed in the receiving high school's T9 program even if the student has not met the components of the Lafourche Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status.

If the student is 16 years old with no Carnegie credits, the student will be placed in T9.

If the transfer student in his/her previous district has met components of the Lafourche Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status, the student shall be placed accordingly in the High School's T9 program.

If the student is in 8<sup>th</sup> grade at the previous school and is two or more grade levels behind, the student will be directly placed in the receiving high school's T9 program even if the student has not met the components of the Lafourche Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status.

All other placement processes shall adhere to the following guidelines set forth in this pupil progression document.

Names of the entrance tests used to determine grade placement may include the following:

- Woodcock-Johnson Test of Achievement
- Wechsler Individual Achievement Test
- Peabody Individual Achievement Test
- Diagnostic Achievement Battery



- Kaufman Test of Educational Achievement
- Edgenuity Assessments

Textbooks for Home Study Program- The following procedures shall be used for ordering of textbooks to be used in a home study program. Parents and or guardians must proceed through the following steps in order to access textbooks for students in home study:

- Submit an application to the LDOE for participation in the Home Study Program;
- Present a copy of the home study application form to the local Textbook Supervisor or designee at local school board office;
- Select the textbooks and/or materials needed from the listing provided by the textbook personnel at each local school board office (only materials approved by the BESE and adopted by local school districts are provided, when available);
- Provide a deposit equal to one hundred percent (100%) of the replacement cost. Such deposit will be returned when the books are returned. If books are not returned or paid for, the parent or legal guardian shall not be eligible to continue participation in the textbook rental program until all textbooks have been cleared;
- Only one grade level set of texts per child per subject is available any single time.

### III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

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

#### Elementary Level (Grades K-3, 5)

Curriculum at the elementary grades shall provide effective instruction in the Content Standards of English Language Arts (ELA), mathematics, social studies, science, physical education, and fine arts.

Students in grades K-3 shall be provided instruction in whole group and small group in both reading and math addressing core content standards.

After each marking period, students in grades K-3, 5 who are not achieving satisfactory progress in reading (as evidenced by the LPSD Learning Report (K) or LPSD Report Card (1<sup>st</sup>-3<sup>rd</sup>, 5<sup>th</sup>) shall be referred to the SBLC for an academic review and possible placement in a multi-sensory or remedial method of instruction in addition to regular core reading classroom instruction.

After each marking period, students in grades K-3, 5 who are not achieving satisfactory progress in math (as evidenced by the LPSD Learning Report (K) or LPSD Report Card (1<sup>st</sup>-3<sup>rd</sup>, 5<sup>th</sup>) shall be referred to the SBLC for an academic review and possible placement in a remedial method of instruction in addition to the regular core math classroom instruction.

Students in grades K-3 who failed reading the previous year, but were promoted due to the LPSD Promotion/Retention Policy, shall receive additional core reading instruction to include instructional remediation in core reading skills and other deficits.

#### Kindergarten

Student progress in benchmark objectives will be reported using the following codes:

- S (Satisfactory) = Meets Required Objectives
- N (Needs Improvement) = Practice Needed to Meet Required Objectives
- U (Unsatisfactory)= Performing Below Required Objectives



At the end of the school year, the DRDP (Desired Results Developmental Profile) first grade screen may be administered to students for placement consideration.

Criteria for promotion or placement are based on student academic performance and shall be in accordance with local retention policies.

The student must meet attendance requirements in order to be promoted.

#### First Grade

Major Subjects: English Language Arts (ELA), Mathematics

Minor Subjects: Art, French, Health & P. E., Music, Social Living, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies.

#### Second Grade

Major Subjects: English Language Arts (ELA), Mathematics, Social Living

Minor Subjects: Art, French, Health & P. E., Music, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies.

#### Third Grade

Major Subjects: English Language Arts (ELA), Mathematics, Social Living

Minor Subjects: Art, French, Health & P. E., Music, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies

#### Fifth Grade

Major Subjects: English Language Arts (ELA), Mathematics, Science, and Social Studies.

Minor Subjects: Art, French, Health & P. E., Music, and Handwriting.

Band shall be a minor subject with grade designations of A, B, C, D, or F.

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies

#### RTI

After each marking period, students in (Grades K-3, 5) who are not achieving satisfactory progress in reading and/or math as evidenced by the LPSD Learning Report (K) or the LPSD Report Card (1<sup>st</sup>-3<sup>rd</sup>, 5<sup>th</sup>) shall be referred to the SBLC for an academic review and to determine the next appropriate step to address the student concerns.

#### Students with Disabilities (Grades K-3, 5)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).



### Middle School Level (Grades 6-7)

Curriculum in the Middle School grades shall provide effective instruction in the Content Standards of language arts, mathematics, social studies, science, physical education, and fine arts and the opportunity to earn Carnegie Credit in line with bulletin 741.

Students will address the state approved skills required in these subjects as prescribed in Bulletin 741

Students shall earn at least 2 Carnegie Units including, but not limited to, Keyboarding, Agriculture I, Quest for Success, FACS, or Art I, with the exception that a student is exempt if they meet the following: Mastery or above on core end of year assessments maintaining a 3.0 GPA or higher.

### Carnegie Credits

Assignment of credit-value for a final grade shall require that the last marking period be successfully completed with a minimum mark of "D". A student who fails the last marking period shall lose a minimum of one-half unit of credit value. (Grades 6-7)

### Distance Learning Courses

Carnegie Credit shall be granted to a student following the student's completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grades 6-7)

### Sixth and Seventh Grades

Major Subjects: English Language Arts (ELA), Mathematics, Science, Social Studies, and/or core Carnegie Credit courses

Minor Subjects: Elective/Exploratory Subjects (with or without Carnegie Credit)

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies

### RTI

After each marking period, students in (Grades 6-7) who are not achieving satisfactory progress in reading and/or math as evidenced by the LPSD Report Card shall be referred to the SBLC for an academic review and to determine the next appropriate step to address the student concerns.

### Students with Disabilities (Grades 6-7)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

Middle School Health and Physical Education Grading Guidelines (Grades 6-8) The following standards are the requirements established as the Lafourche Parish School Board's Middle School grading system in the areas of Health and Physical Education. The six areas graded to justify a final grade are dressing out, participation, skills, written tests/tasks, social responsibility, and physical fitness for a total of six grades with all six areas being weighted equally.

### Dressing Out

- Each student shall dress out in the official school PE uniform.
- Grade will be determined as follows:
  - 2 "not dressed" = B
  - 3 "not dressed" = C
  - 4 "not dressed" = D
  - 5 "not dressed" = F
- If a student does not have the official school PE uniform, the student may participate in their school uniform as long as the shoes are appropriate for safety and participation.



### Participation

- A level of participation during activity based on each individual's maximum capabilities is required as determined by the individual teacher.
- Grade will be determined as follows:
  - 2 "non-participation" = grade of B
  - 3 "non-participation" = grade of C
  - 4 "non-participation" = grade of D
  - 5 "non-participation" = grade of F
- If a student does not have the official school PE uniform, the student may participate in their school uniform as long as the shoes are appropriate for safety and participation.

### Social Responsibility

- Areas taken into consideration are safety, sportsmanship, and following directions. These areas will be documented in the teacher's grade book.
- Grade will be determined as follows:
  - 2 infractions = B
  - 3 infractions = C
  - 4 infractions = D
  - 5 infractions = F

### Skills

- Motor skills will be evaluated relative to activities being taught.
- Grade will be determined by averaging all skills tests.

### Physical Fitness

- Physical fitness will be evaluated once per marking period.
- Grade will be determined by the fitness performance rubric.

### Written Tests/Tasks

- Written tests and literacy tasks covering strategy and terminology of activities will be administered at least once per unit.
- Grade will be determined by averaging all written tests/tasks.

## IV. 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 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.***

#### Elementary Level (Grade 4)

Curriculum at the elementary grades shall provide effective instruction in the Content Standards of English Language Arts (ELA), mathematics, social studies, science, physical education, and fine arts.

After each marking period, students in Grade 4 who are not achieving satisfactory progress in English Language Arts (ELA) and/or math as evidenced by the LPSD Report Card shall be referred to the SBLC for an academic review and possible placement in a multi-sensory and/or remedial method of instruction in addition to regular core reading classroom instruction.

#### Fourth Grade

Major subjects: English Language Arts (ELA), Mathematics, Science, and Social Studies

Minor Subjects: Art, French, Health & P.E., Music, and Handwriting

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies

Students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science, and social studies; however, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning, including LEAP results. See Bulletin 1566, section 701.

Promotional determination shall be based on a preponderance of evidence as indicated on the LPSD “Review of Records” form and RTI will continue for these students throughout the school year.

The “Review of Records” form includes; but is not limited to, demographics, test history, regular education, previous retention, evidence of interventions, evidence of progress monitoring, 504 student classification



information, 1508 student classification information, placement tests, attendance issues, discipline issues, and extenuating circumstances.

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

- Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
- Completion of summer remediation program (if applicable). that includes curriculum fully aligned to Louisiana State Standards and limits below grade-level content to no more than 35 percent of total instructional minutes. **DISCUSS SUMMER SCHOOL REQUIREMENTS/PROGRAMING** (if applicable).
- Additional instructional time during or outside of the school day
- Grade-level instruction that is aligned to Louisiana State Standards, which may include limited below-grade level content and support needed to address the student’s identified weaknesses

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. Can be taught by teacher’s rated as Highly Effective or Effective Proficient as approved by BESE to Bulletin 1566, Progression Pupil Policies and Procedures, relative to student promotion, placement, and summer remediation(if applicable). .

An Individual Academic Improvement Plan shall be developed outlining at least two allowable interventions/supports listed above to be provided during the school year to assist with the transition of these students into their next grade level. RTI will continue for these students throughout the school year.

LEAs shall offer, at no cost to students, extended on grade-level instruction to students who did not take the LEAP tests or who failed to meet the promotional standard set forth in §701 and §703 of Bulletin 1566.

The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) (if applicable) from, at a minimum, a common pick-up point.

Summer remediation programs (if applicable) shall use curriculum determined by the LDE to fully align to Louisiana State Standards. Teachers shall be rated “Highly Effective” or “Effective Proficient” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” or “Effective Proficient” on the most recent evaluation.

Remedial (below grade-level) instruction shall be limited to only necessary and focused skills as identified from top quality assessments and cannot account for more than 35 percent of the total summer remediation instructional time (if applicable).

Summer remediation (if applicable) will be offered to fourth grade students who do not meet the promotion standard after taking the fourth grade state assessments in the spring.

Summer remediation (if applicable) can be taught by teachers rated as Highly Effective or Effective Proficient as approved by BESE to Bulletin 1566, Progression Pupil Policies and Procedures, relative to student promotion, placement, and summer remediation(if applicable).



### Students with Disabilities (Grade 4)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

## **V. Promotion and support of students in grade 8**

### **Regular Grade 8 Promotion**

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

### **Grade 8 Promotion Waivers**

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

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

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

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

### **Transitional 9<sup>th</sup> Grade**

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

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



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

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

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

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

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

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

#### Middle School Level (Grade 8)

Curriculum in the Middle School grades shall provide effective instruction in the Content Standards of language arts, mathematics, social studies, science, physical education, and fine arts and the opportunity to earn Carnegie Credit in line with bulletin 741.

Students will address the state approved skills required in these subjects as prescribed in Bulletin 741

Students shall earn at least 2 Carnegie Units including, but not limited to, Keyboarding, Agriculture I, Quest for Success, FACS, or Art I, with the exception that a student is exempt if they meet the following: Mastery or above on core end of year assessments maintaining a 3.0 GPA or higher.

#### Carnegie Credits

Assignment of credit-value for a final grade shall require that the last marking period be successfully completed with a minimum mark of "D". A student who fails the last marking period shall lose a minimum of one-half unit of credit value. (Grade 8)

#### Distance Learning Courses

Carnegie Credit shall be granted to a student following the student's completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grade 8)

#### Eighth Grade

Major Subjects: English Language Arts (ELA), Mathematics, Science, Social Studies, and/or core Carnegie Credit courses.

Minor Subjects: Elective/Exploratory Subjects (with or without Carnegie Credit)

Promotion shall occur provided that a student does not:

- Fail 2 or more major subjects, or
- Fail 1 major subject and 2 or more minor subjects, and shall be in accordance with local retention policies



LEAs shall offer, at no cost to students, extended on grade-level instruction to students who did not take the LEAP tests or who failed to meet the promotional standard set forth in §701 and §703 of Bulletin 1566.

The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) (if applicable) from, at a minimum, a common pick-up point.

Summer remediation programs (if applicable) shall use curriculum determined by the LDE to fully align to Louisiana State Standards. Teachers shall be rated “Highly Effective” or “Effective Proficient” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” or “Effective Proficient” on the most recent evaluation.

Remedial (below grade-level) instruction shall be limited to only necessary and focused skills as identified from top quality assessments and cannot account for more than 35 percent of the total summer remediation (if applicable) instructional time.

Summer remediation (if applicable) will be offered to eighth grade students who do not meet the promotion standard after taking the eighth grade state assessments in spring. Summer remediation (if applicable) can be taught by teachers rated as Highly Effective or Effective Proficient as approved by BESE to Bulletin 1566, Pupil Progression Policies and Procedures, relative to student promotion, placement, and summer remediation (if applicable).

#### Transitional Ninth Grade

Non-proficient students in ELA and/or Math on the LEAP shall receive remediation within the school day based on identified deficits. The student will be referred to SBLC for promotional determination to 9<sup>th</sup> grade with and/or without T9 classification and RTI will continue for these students throughout the school year. The SBLC will consist of middle school and high school members. Such placement decisions shall occur no later than October 1 of each school year.

Students enrolled in transitional ninth grade shall receive dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students. High School Principals shall submit their school specific counseling structure for T9 students to the immediate supervisor for review, approval, and monitoring purposes. Various strategies in “Step 3: Plan for Student Support” of the High School Planning Guidebook (page 4) shall be utilized in each school’s specific T9 counseling structure.

Individual student trend data from state-, district-, and school-level assessments will be used to identify each student’s strengths and weaknesses. From there, the progress of T9 students will be monitored at the individual school sites via their T9 support class(es) for Math/ELA along with the school’s RTI process. Opportunities for remediation/acceleration and counseling supports will be offered to the students during the school day and/or after-school at each school site.

Students enrolled in transitional ninth grade shall have opportunities to take career and technical education courses and participate in any career training opportunities included in a high school career pathway developed by a consortium of LEAs, postsecondary colleges and universities, and local business and industry, and approved by the LDE.

Appropriate curricula will be determined by the district and the individual school sites based on the needs of the T9 students. T9 math curricula will consist of Math Essentials and Geometry skills needed for success in high school mathematics. T9 English curricula will focus on the necessary skills deemed appropriate for success in high school English while taking into account the Lexile levels and reading comprehension abilities of the students. As the curricula are implemented at each school site, students will receive extra support built into their daily class schedule in the form of a preparatory math/ELA course or a Study Skills course. The progress of T9 students will be monitored via the support class and RTI process of each school site.

LEA’s criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient

If a student passes 8<sup>th</sup> grade academically, he/she is promoted to 9<sup>th</sup> Grade.

If a student does not pass 8<sup>th</sup> grade academically, he/she shall be retained in 8<sup>th</sup> grade.



Upon receipt of the LEAP scores, the SBLC shall meet to determine classification determination of one of the following:

- Retention in the 8<sup>th</sup> grade (SBLC final decision – no letter);
- Placement in T9 (SBLC final decision – no letter);
- Promotion to 9<sup>th</sup> grade

The SBLC recommendation shall be made by the school in which the student is enrolled in the 8<sup>th</sup> grade. Representatives from the high school will be invited to attend the SBLC meeting as resource to the committee.

Non-proficient students in ELA and/or Math on the LEAP shall receive remediation within the school day based on identified deficits. RTI will continue for these students throughout the school year.

Assessments will include, but are not limited to, district assessments, teacher-made assessments, and other types of summative and formative assessments.

Students enrolled in transitional ninth grade shall receive remediation in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such remediation shall be included in the student's individual graduation plan.

#### Students with Disabilities (Grade 8)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

## VI. High School Considerations

### **Instructional Minutes**

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

### **Individual Graduation Planning**

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

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

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

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

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

### **Credit Recovery**

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

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

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

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

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

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

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

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

### **NCAA Policy**

#### **Nontraditional Courses**

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

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous



or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.

- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

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

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

### **Information for school administrators**

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

### **Credit recovery programs**

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

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

### **Distance and E-Learning Environments**

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

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

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

### Exiting Courses Prior to Completions

A student who elects to exit or terminate a Carnegie unit course six or more school days after the start of the course and before successful completion of the ½ Carnegie credit shall receive a grade of "F" for the course.



## Secondary School Grading and Course Credit (Grades 9-12)

### Course Credits

Assignment of credit-value for a final grade shall require that the last marking period be successfully completed with a minimum mark of "D". A student who fails the last marking period shall lose a minimum of one-half unit of credit value.

### Repeat Credit

- Students may petition for credit recovery in a core curriculum course not successfully completed.
- To petition for repeat credit in a course, the student must submit a written request to the principal, or his designee, within 5 school days of the issuance of the report card for that semester. (Fall = Fall Semester Report Card, Spring = Spring Semester Report Card)
- Repeat Credit courses shall be during and/or only outside of the regular school day (summer (if applicable), after school, and/or Saturday programs.) Participation will be based on student/school data.
- Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript

### Proficiency Examinations

High School credit shall be granted to a student following the student's passing of a Proficiency Examination for the eligible course. Students shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which they have completed (Grades 9-12).

### Distance Learning Courses

High School credit shall be granted to a student following the student's completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grades 9-12)

### Correspondence Study Courses

Credit toward high school graduation for students at the high school level shall be earned through correspondence work from accredited institutions. (Grades 9-12)

### Requirements for Repeating Carnegie Unit Courses

- A student may repeat any previously attempted TOPS core courses in order to achieve a higher grade average. To repeat a course attempted, the student must submit a written request to the principal, or his designee, within 5 days of the issuance of the final grade report for the course. The higher grade of the repeated course shall be reported on the student's transcript and will be awarded Carnegie credit. The Carnegie credit for the lower graded course shall be removed from the student's transcript.
- A student may repeat any previously failed non-core course.
  - Example: Family Consumer Science 1 will only be offered as an entire course. A student that has ½ units in Family Consumer Science 1 must repeat the entire course to earn full credit.
- A student must repeat any previously failed core course through the Credit Recovery program.

### Advanced Placement/Honors Classes

- Advanced Placement/Honors classes are allowed and encouraged and shall be established only after the supervisory staff evaluates and recommends a proposed class to the superintendent. Students shall be encouraged but not compelled to enroll in Advanced Placement/Honors classes.
- Criteria for Enrollment, in Advanced Placement/Honors classes:
  - All students in grades 9, 10, 11, and 12 are eligible to enroll in Advanced Placement courses.
    - Criteria for Enrollment in Advanced Placement classes:
      - All students in grades 9, 10, 11, and 12 are eligible to enroll in Advanced Placement courses.
      - Students must have written permission from parent(s) or guardian(s).



- All students who meet certain criteria in grades 9, 10, 11, and 12 are eligible to enroll in Honors courses.
  - Eligibility Criteria for enrollment in Honors Courses:
    - Must have a 3.0 GPA from previous year in subject area.
    - Must have a score of mastery or above on previous year standardized test, if applicable.
    - Must meet attendance requirement of 11 or less unexcused absences.
    - Students must have written permission from parent(s) or guardian(s).
  - Honor Students – Transferring into Lafourche Parish School District
    - A transfer student transferring in from another state approved school and currently enrolled in an AP/Honors Course will have the option to stay enrolled if available. They will follow the same criteria that is in place the following year if still in attendance with our district.

A student may transfer out of an Advanced Placement/Honors class at mid-term after a parent conference and only with the principal's approval. The student's parents or guardians must approve of the transfer and understand that once the transfer has occurred, it will not be reversed during the school session.

### Student Classifications and Carnegie Unit Requirements

#### 9th Grade – Freshman

- Any student who meets the 8th grade promotion requirements shall be classified as a freshman.

#### 10th Grade – Sophomore

- A student who has earned at least 5 Carnegie units, one of which must have been either Non Remediation Entry Level English or Non Remediation Entry Level Math (Algebra I or Math Essentials).

#### 11th Grade - Junior

- A student who has earned 11 Carnegie units, four of which must be core subjects including both Algebra I and English I.

#### 12th Grade - Senior

- Any student who has successfully completed all Junior level requirements and earned at least 18 Carnegie units.

Any student that meets the above criteria for promotion to the Sophomore, Junior or Senior level at the mid-year point shall have their classification changed.

### Early College Admissions Policy

#### Eligibility Information General Criteria

- The local early graduation program provides high school students the opportunity to earn a high school diploma in less than four years by earning Carnegie credit in middle school and participate in distance learning and dual enrollment.
- Student must be at least 15 years of age at a public Louisiana high school.
- Student must have ACT (or SAT) scores on file at the high school.
- Student must be in good standing as defined by the high school and meet the college/university enrollment criteria.
- Student must have permission from the high school and his/her parent/guardian to participate.
- Student must be enrolled in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record.
- Student may enroll in 3 credit hours per semester/term, up to 6 credit hours per year, pending available funding. (The student may be responsible for additional enrollment costs if funding is not available, even if the student enrolls in more than one college or university.) A dual-enrolled student is expected to follow the same withdrawal deadlines as any other undergraduate student in the college or university.
- To continue enrollment in subsequent semesters/terms through this funding opportunity, student must have successfully completed (earned a college grade of A, B, C, or P) current dual credit courses. Students who earn less than C or who withdraw/resign from a course may not enroll in the following semester or term with supplemental funding. Limited, documented exceptions for continuation after withdrawal may be granted by the college/university.



- Continued state funding is not guaranteed. These criteria are subject to change.
- Students who are enrolled in any Dual Enrollment course(s) through Nicholls, Fletcher, South Central, Course Choice, and/or any other affiliate school/program, and decides to drop the course(s) without earning the credit, will be required to pay the tuition costs back to the Lafourche Parish School District.

#### Eligibility Criteria to Enroll in a College Level, Degree Credit Course

Note: Students REQUIRING Developmental English and/or Math MAY NOT enroll in ANY College Level, Degree Credit Course until ALL Developmental Coursework has been COMPLETED

- College Level, Degree Credit Course: A course in an academic subject that generates postsecondary institutional credit and appears.
  - As a General Education course on the current Board of Regents' Master Course Articulation Matrix (public institutions) or
  - On a list of general education courses approved by the Board of Regents (for LAICU institutions).
- Student must be on track for completing TOPS University.
- Student must have the ACT test scores required by the institute of higher learning or have completed ALL college developmental courses required for placement into college level degree credit courses in BOTH English and Mathematics to enroll in ANY college level, degree credit course.

#### Eligibility Criteria to Enroll in an Enrichment/Developmental Course

Note: Students MUST COMPLETE ALL REQUIRED DEVELOPMENTAL COURSES before enrolling ANY College Level, Degree Credit Course

- Enrichment/Developmental Course: An English or mathematics course that generates postsecondary institutional credit, but not degree credit, and is designed to prepare the student for college-level instruction.
- Student must be on track for completing TOPS University.
- Student must have an ACT Composite score of at least 15 (or SAT equivalent).

#### Eligibility Criteria to Enroll in a Work Skills Course

- Work Skills Course: A course in a skill or occupational training area that contributes to a declared Career Area of Concentration/Credential and leads to a recognized industry based certification.
- Students must be on track
  - For completing TOPS University or
  - To graduate from high school (having earned at least 11 Carnegie hours if a junior, or 16 if a senior) and have declared a Career Area of Concentration /Pathway.
- Student must have an ACT Composite score of at least 15 (or SAT equivalent) or a Work Keys Bronze Certificate.

#### Incoming Freshman in 2010-2011 Through 2016-2017 Must Pass at Least One in Each of the Following Pair of LEAP 2025 Tests

- English II or English III
- Algebra I or Geometry
- Biology or US History

#### Incoming Freshmen in 2017-2018 and Beyond Must Pass at Least One in Each of the Following Pair of LEAP 2025 Tests

- English I or English II
- Algebra I or Geometry
- Biology or US History

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations) If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her



consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

### High School Requirements

#### Students will have two diploma path options

- Jump Start TOPS Tech Career Diploma (see Appendix F)
- TOPS University Diploma (see Appendix G)

### Graduation Requirements to be Considered Valedictorian or Honor Student Graduates

#### Valedictorian

- Beginning with the classes of 2016 - 2020, a student must take for credit, 12 of the courses from Advanced Placement/Pre-Advanced Placement/Honors/Dual Enrollment TOPS Course list and have a final grade of "A" in all coursework to be valedictorian based on 4.0 scale.
- Beginning with the class of 2021 and beyond, a student must take for credit, 12 of the courses from Advanced Placement/Honors/Dual Enrollment TOPS Course list and a final grade of "A" in all coursework based on 4.0 scale. In the event more than one student meets the criteria above, the student with the highest ACT Score on file will be named valedictorian.

#### Honor Graduate

- Beginning with the class of 2018 and beyond, a student must take for credit, 8 of the courses from the Advanced Placement/Pre-Advanced Placement/Honors/Dual Enrollment TOPS Course list and must have a CUM GPA of 3.5 or above with no final grade lower than a "C" to be considered an honor graduate.

#### ½ Unit of Credit

A student may earn one-half unit for an entire course if they pass semester 1 or semester 2. In order to earn full credit, a student must repeat the entire course (semester 1 and semester 2), unless course is offered in the Edgenuity suite of courses.

#### LEAP 2025 Remediation Program Type

- After School Program - Fall and Spring Remediation Tutoring, Summer Program (if applicable).

#### LEAP 2025 Remediation Plan for coordination of state, federal, and local funds for remediation

- LEAP 2025 remediation is funded by the district.

### High School Physical Education Grading Guidelines

The following criteria have been established as a Lafourche Parish High School Grading System in the field of Physical Education, Recreation and Dance. The three areas to be graded are participation, dressing out and test grades.

#### Participation: 4/9 of Grade:

- Areas taken into consideration are sportsmanship, attentiveness, self-discipline, tardiness, following directions, class and school rules.
- Quality of participation during activity based on each individual's maximum capabilities is required for each taught activity.
- Parent notification will be made after the second "non-participation"
  - 1 "non-participation" = grade of B
  - 2 "non-participation" = grade of C
  - 3 "non-participation" = grade of D
  - 4 "non-participation" = grade of F

- Students with long-term medical excuses will be given a written assignment that will be graded for correctness. Long-term medical excuses MUST be signed by physician, and include a begin date and end date.

#### Dress Out: 3/9 of Grade:

- Each student shall dress out in the official school PE uniform.
- Any type of dress violation will be marked in the teacher's grade book as a DV (dress violation). The 4th dress violation in one marking period will count as one "not dressed"
- Parent notification will be made after the second "not dressed"
  - 1 "not dressed" = B
  - 2 "not dressed" = C
  - 3 "not dressed" = D
  - 4 "not dressed" = F

#### Test Grades: 2/9 of Grade:

- Will include, but not limited to skills test, fitness assessment and/or written assessments covering strategies, rules and terminology of taught activity.

#### Class Attendance:

- **½ Carnegie unit course: students can have 6 absences.**
- **1 Carnegie unit course: students can have 11 absences.**

## VII. Support for students

### **School year support**

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

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

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



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

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

### **Summer remediation**

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

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

## **VIII. Promotion and placement of certain student populations**

### **Students with disabilities**

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

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

### **English learners**

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

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

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.



- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

#### Students with Disabilities

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

#### EL Students

##### Identification of English Learners Students (EL's) (K-12)

- All students entering the school system for the first time will complete the Home Language Survey
- A student may be considered an English Learner student if:
  - The student has scored below the fluency level on an oral English language proficiency test.
  - The Home Language Survey Questions indicate that:
    - His/her first learned language is other than English; or
    - He/she comes from a home where the language usually spoken is other than English; or
    - He/she usually speaks a language other than English.
- All students entering the school system for the first time will complete the Home Language Survey.
- Any student who completed Home Language Survey and indicates a language other than English on any one of the questions will be reviewed for possible assessment on the English Language Proficiency Screener (ELPS)
- Survey forms will be returned to the school for placement in Cumulative Folders.

#### EL Student Placement

If the student scores at the emerging or progressing level on the English Language Proficiency Screener (ELPS), he/she shall be identified as EL and will receive accommodations/modifications as described on the ELP Accommodations Checklist.

Any newly enrolling students completing the Home Language Survey with previous in-district or out-of-district EL records may be exempt from formal assessment for placement in the EL program. Records will be reviewed by the receiving EL coordinator for final determination.

An EL student entering the school system with no records shall be placed age appropriate to his/her chronological age as indicated on birth certificate or other available documents and placed in the appropriate high school program of studies based upon a consultation with the student, parent EL Coordinator, counselor, and translator (if needed).

For SECONDARY non-English students with records the following will apply:

- Evaluation of student's transcript by a qualified counselor with the assistance of a translator, when needed.
- Student placement in the appropriate grade level is based on earned credit;
- Students fifteen years or older are placed in the appropriate high school program of studies based upon a consultation with the student, parent, EL Coordinator, counselor, and translator (if needed).

#### EL Student Parental Notification

Parents will be notified that their child has been identified as an English Learner and is/will be receiving accommodations and/or participating in a language instruction educational program no later than 30 days after the start of the school year.

For a child who has not been identified for participation in such a program prior to the beginning of the school year, parental notification shall be made within 2 weeks of the child receiving accommodations or being placed in such a program.



Parents have the right to decline services (to enroll their child in an instructional program) or to choose another program of instruction, if available. The child will be removed from the program upon parental request. However, the student will remain classified as EL until he/she achieves English proficiency as indicated by the English Language Proficiency Test (ELPT) criteria. Parent refusal of services will be documented through the SBLC process.

All notices to parents shall be provided to the extent practicable, in a language that parents can understand.

#### EL Instructional Programs

- The EL student is the primary responsibility of the CORE Classroom Teacher.
- All EL students will be placed in the regular classroom setting with an EL Plan to assist them with developing English Language skills, study skills, content vocabulary, content subject matter, and cultural orientation.
- EL students should not be placed in a Foreign Language Class (Example: French) until the child has successfully acquired the English language.

#### Core Classroom Instruction

- Students are placed into the regular classroom with monitoring by the Core Classroom Teacher.
- The instruction provided to EL students is equal in amount, sequence and scope to the instruction provided to the English proficient students at the same grade levels. In addition, the curriculum, textbooks, and other instructional material used by EL students should be the same instructional materials as English Proficient Students. The instructional program ensures that through differentiation in instruction, EL students develop high levels of attainment in English and State Content Standards and meet the annual measurable academic achievement objectives.
- Lesson Plans must include differentiation to address the individualized needs of the EL students for whole group and small group instruction. EL students should receive practice in the CORE Classroom on Assessment like items.

#### Tracking and Monitoring of Exited EL Students

- This process should be followed for any student identified as EL and should also be followed for students that have exited the program for 2 years.

#### Supplemental EL Instruction

##### ESL Course (High School)

- Students are provided instruction by an ESL teacher in a researched-based ESL program in order to help ELs acquire proficiency in English while achieving in content areas.
- The instructional program for the EL secondary student will be one in which the EL student **will not** be placed in highly language-dependent courses (i.e. English I-IV, American History, Biology) until he/she develops a level of competency to succeed in the courses. Competency is a score of 3 in all areas (reading, writing, listening, and speaking) on the ELPT. EL students may be scheduled in courses such as math, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

##### ESL (Direct) Pull-Out (K-8<sup>th</sup> by ESL Teacher)

- Students receive instructional language support by an ESL teacher or paraprofessional to assist ELs in acquiring English proficiency.
- Instruction is aligned to the Louisiana Connectors to address the domains of Listening, Reading, Writing, and Speaking and Louisiana ELA Common Core State Standards

#### Grading Policy for EL Students

- Placement, grading, promotion or retention of regular or special education EL students must comply with established criteria in the Pupil Progression Plan.
- EL students who cannot comprehend the language of instruction are not assigned failing grades. Their assigned grades should be based on the student's cooperation, effort and participation in class work to the degree that his/her



English language proficiency allows. If it is observed and documented that the student is not putting forth effort, cooperating, and/or participating in class in which ELP modifications have been provided, and a parent conference was held with the appropriate staff such as, ESL Coordinator, ESL teacher, SBLC Chair, and/or Regular Education Teacher, a failing grade during the marking period may be assigned regardless of the language barrier. Classroom Teachers are required to keep parents/guardians informed of any student non-compliance in their native language as situations occur.

- Teachers are required to make the necessary modifications to instruction and assessment in accordance with individual student ELPs and Federal Guidelines. Students who cannot comprehend the language of instruction because of a language barrier are to receive a grade no lower than a "D" on assessment materials and report cards with EL Comment Codes 24 & 84 added on JCampus report card screen if modifications are used. These students may still earn "A", "B", "C", and "D" if abilities warrant such grades.
- Students in grades K-3 who can be assigned S, N, or U in the content area subjects of Social Living, P.E., & Music/Art are not given a "U". An "S" or "N" on assessment materials and report cards is given with the EL Comment Codes of 24 & 84 added on the JCampus report card screen if modifications are used.
- Content courses at ALL grade levels are to be modified according to the EL's English proficiency level. Teachers should provide concreteness by extensively using graphic materials, visuals and electronic translators, adult tutor models or peer tutors whenever possible. Evaluations should be developed according to the child's level of English Proficiency determined by ELPT.
- Every attempt must be made to provide EL accommodations to EL students to avoid violating the student's right to an equal education since we cannot provide instruction in their native language.

#### EL Students With Disabilities

- Students identified as having a disability according to IDEiA or Section 504 shall receive instruction in accordance with their IEP or IAP. Each plan shall include any language-related needs with regards to instruction or accommodations in the regular and special education setting. Language-related needs shall be determined by the IEP or SBLC Committee. To assist with determining language-related needs, each ESL Teacher shall provide the SBLC Committee with the student's EL Accommodations Checklist.
- Any evaluation of an EL student shall include language-free measures to ensure any disability is not a result of a language barrier.

#### Retention for EL Students

- Students in grades K-8 cannot be retained if their deficiencies are the result of limited English proficiency. Students in grades 9-12 receive credit only if they pass course work.
- No EL student shall be retained based solely on the lack of English proficiency.
- Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations). If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

#### Exiting EL Status

Grades K-12: To be considered English Proficient and exit English Learner (EL) status, an EL student must score proficient on the English Learner Proficiency Test (ELPT).

#### Students With Disabilities

- Students with disabilities who are unable to meet the above exit criteria in EL status because of their disability, as decided only by consensus of the members of the School Building Level Committee (SBLC), may be exited from EL status (but will still be required to take statewide assessments).



### EL Exit Criteria Met

- Once an EL student meets exit criteria, the student's progress shall be monitored by the school's SBLC Committee for a period of two years. Report card grades, State Assessments and LEAP 2025 assessment results are reviewed. Students may be re-evaluated as a possible re-classification for EL with the English Language Proficiency Screener (ELPS) if progress is not maintained.

## **IX. Alternative education placements**

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

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

### Alternative General Education Programs

The Board has approved alternative general education programs called the Positive Action School Site (P.A.S.S.) program and the Virtual Academy of Lafourche (VAL) P.A.S.S. program for suspended/expelled/excluded students as provided for in LA R.S. 17:416.2. Students suspended/expelled/excluded for more than ten (10) days from school or suspended until a formal expulsion hearing shall remain under the supervision of the governing authority of the school system through an alternative placement.

The P.A.S.S. program is located in the northern part of the parish in the Thibodaux area on the East Thibodaux Middle School campus. In the P.A.S.S. program, students receive instructions via computers at the site as well as at home.

The VAL P.A.S.S. program is for students suspended/expelled/excluded in the central and southern parts of the parish. In the VAL P.A.S.S. program, students receive instructions via computers at the VAL P.A.S.S. sites as well as at home.

Students who receive 1508/504 services will continue to receive those services consistent with his/her I.E.P. and/or I.A.P. plan while attending either the P.A.S.S. program or the VAL P.A.S.S. program.

The P.A.S.S. program and the VAL P.A.S.S. program are designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma.

A student who is suspended out of school for ten (10) days or fewer shall be assigned schoolwork missed while he/she is suspended and shall receive either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his or her designee, upon the recommendation of the student's teacher.

A student who is suspended for more than ten (10) days, or is expelled, shall receive educational services in an alternative educational placement, shall be assigned work by a certified teacher, and shall receive credit for schoolwork if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was suspended or expelled.

### Staffing

Each alternative general education program shall provide, at a minimum:

- one teacher
- a special education instructor
- a Para-professional
- a school resource officer (SRO)



## Adult Education

In accordance with Act 732 of the 2010 Regular Session of the Louisiana Legislature, the governance of Adult Education and GED testing was transferred to the Louisiana Community and Technical College System.

The Lafourche Parish School District works closely with the Louisiana Technical College System and recommends students to the Adult Education Program based on rules and regulations governing the program through the LCTCS Board of Supervisors Policy Manual.

## X. Due process related to student placement and promotion

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

### Due Process for Regular Education Students

The parent or guardian of a child who has a change of placement shall be notified promptly in writing of such intention.

Such notice shall contain a statement informing the parent or guardian that he is entitled to review data upon which the determination is made and the procedure for such placement.

The notice shall contain the information that a hearing may be had, upon written request made no less than fifteen (15) days nor more than thirty (30) days from the date on which the notice was received. Notice fixing the date of such hearing shall be by registered mail.

No change in placement of a student shall be made without official notice to parent or guardian.

A committee of a requesting teacher, a teacher of same grade level, and the principal will review and recommend further placement of the student.

The parent or guardian shall have access to any reports, records, or other material for placement.

The determination of a hearing officer or board shall be subject to judicial review in a manner provided by law or by determination of the state or local educational agency, as the case may be.

### Due Process for Special Education Students

The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEIA) Part B, LEA Application.

### Due Process for 504 Students

Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD and other related disorders).

## XI. Additional LEA policies related to student placement, promotion, etc.

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



### Review of Placement

Each school will receive a copy of the Pupil Progression Plan (PPP) as adopted for the school year. All faculty members will receive in-service training regarding the implementation of the Pupil Progression Plan. As changes occur, the plan will be updated and faculty members advised regarding changes.

It shall be the responsibility of the local school principal to ensure that promotion, retention, and placement policies are implemented in accordance to the PPP and that they are implemented in a uniform manner. Periodic monitoring of regular instruction shall consist of an examination of academic progress as well as other educational and socio-economic considerations. Principals are also responsible for informing parents of the provisions of and any changes to the PPP.

Central Office staff members, who are designated as evaluators of principals, are charged with the task of monitoring principals to assure uniform implementation.

Any exceptions made to these policies, whether made by the teacher, principal, or supervisor, shall include parental involvement.

A review of general placement policies may be initiated, at any time, upon request of parents/guardians, teachers, principals, the superintendent, or school board members.

A review of policies as they affect an individual student's retention or promotion decision may be initiated by the school or student's parent or guardian. The parent request to the principal may be made verbally or in writing; an SBLC meeting will be initiated within 10 school days. If the SBLC chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

### Attendance Policy

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) 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.-(Bulletin 741, §1103.G)

### Elementary Foreign Language Program for Academically Able Students in Grades K-5

In Lafourche Parish, students may participate in the French foreign language program in grades K-5, instruction is provided through the Fine Arts program.

### Local Definition of the Term "Grade Level" or "On Grade Level"

In local terms, grade level is considered to be mastery of seventy-five (75%) of the subject matter as presented in the LEA curriculum.

### Uniform Grading Policy

LPSD shall use the following uniform grading system for students enrolled in **Regular Courses**:

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



LPSD shall use the following uniform grading system for students enrolled in AP, Dual Enrollment TOPS University Core courses:

Grading Scale for AP, Dual Enrollment TOPS University Core Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60

LPSD shall use the following uniform grading system for students enrolled in Honors courses:

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

#### Role of the School Building Level Committee (SBLC)

The School Building Level Committee (SBLC) meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems.

The committee complies with policies and guidelines listed in Bulletin 1566, Bulletin 1508, and Bulletin 1903.

If the SBLC chooses to make a data-driven recommendation for promotion or retention that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent (see Appendix J).

Requests and supporting data will be reviewed for any promotion or retention recommendations by the appropriate member(s) of the supervisory staff for a recommendation to the Superintendent.

Supporting data for all students are as follows: current grade level, student classification, retention history, subjects failing (if applicable), state assessments results, attendance, behavior records/support plans, and all required RTI folder contents. Reference RTI guidebook for RTI folder content requirements.

Parents will be notified by mail of the decision of the Superintendent.

The decision of the Superintendent shall be final.

#### Members of the School Building Level Committee

The Lafourche Parish School District's SBLC shall be comprised of at least 4 members, including:

- Campus administrator, SBLC Chair, at least one teacher knowledgeable of the child, and the child's parent (or student if 18 years of age or older). In addition to these four members, a PAC representative must be present if a student is being considered for a special education evaluation and/or if an independent educational evaluation has been presented to the SBLC and is being considered for purposes of eligibility or necessary services/accommodations.



### Procedure for Reviewing of Grades

In the event that a complaint is made regarding the validity of a grade issued to a student, the SBLC shall:

- make an expeditious review of the complaint;
- hold a recorded, “show cause” hearing to review the complaint with the teacher issuing the grade;
- make a judicious determination of the validity of the grade

The teacher, student, parent/guardian, or child advocate may appeal the decision of the SBLC to the superintendent, or his designee, within 10 working days.

### Retention Policy

A student in grades K-4 may be retained only one time based on academic performance. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed more than one time in grades K-4.

A student in grades 5-8 may be retained only one time based on academic performance. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed more than one time in grades 5-8.

Students in grades K-8 who do not meet grade-level promotion standards, may complete summer school course(s) (if applicable) in the areas they failed approved by LPSD such as Virtual Academy of Lafourche (VAL) for SBLC placement decisions to the next grade level.

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student’s IEP team (Per Act 833, 2014 and BESE guidelines and regulations).

### General Rules

Students who fail to meet the promotion criteria described in the placement section of this plan shall be retained. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed.

For students in grade 1 who fail English Language Arts (ELA) only, it is not recommended that they be retained. Instead, in second grade, these students shall receive additional core reading instruction to include instructional remediation in core reading skills and other deficits. RTI will continue for these students through the school year (as per Elementary requirement 1.e.).

### Lafourche Parish School District Policies

It is not recommended that a kindergarten student be retained since enrollment in kindergarten is not mandatory, however a student in kindergarten may be retained with adequate documentation indicating a lack of performance and a consensus among the parent, teacher, principal, and SBLC. A single standardized test score, such as the DRDP (Desired Results Developmental Profile), shall not be the sole determining factor for retention in kindergarten. The SBLC may make a recommendation for retention consideration to the Superintendent based on a data review of records.

A student in Grades 1 - 8 shall be retained who fails two or more major subjects or who fails one major subject and two or more minor subjects. Based on the data-driven recommendation of the SBLC/IEP Team, the campus principal may make a written recommendation to the Superintendent for promotional consideration based on data for those students who have academically failed.



Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

#### Retention of Students with Passing Grades

Any parent requesting that their child be retained in a grade that the student successfully completed based upon the Pupil Progression Plan must make that request in writing. The request must outline compelling reasons why the child should be retained. The request must be forwarded to the Superintendent for consideration.

Requests and supporting data will be reviewed by the appropriate member(s) of the supervisory staff for a recommendation to the Superintendent. Supporting data are as follows: current grade level, student classification, retention history, subjects failing (if applicable), state assessments results, attendance, behavior records, and all required RTI folder contents. Reference RTI guidebook for RTI folder content requirements.

Parents will be notified by mail of the decision of the Superintendent.

The decision of the Superintendent shall be final.

#### Intervention/Remediation Strategies to be Used to Prevent Retention or in Lieu of Student Retention at the Lower Grades

Response to Intervention (RTI) is implemented in all schools for students in the lower grades to determine specific academic needs. Universal screeners are administered to all K-3 students three times a year for benchmarking purposes and those students identified as at-risk for reading failure are provided remediation during the school day to address their specific needs. These students are progress monitored throughout the year to determine effectiveness of intervention. Student intervention may continue, change, or discontinue based upon student progress monitoring results and academic performance. Evidence based programs and strategies are utilized by teachers to provide for additional instruction both in the regular classroom (Tier I) and for those students who need additional instruction (Tier II and III).

#### Students Identified as Having Characteristics of Dyslexia

Dyslexia is defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell. "Phonological processing," means the appreciation of the individual sounds of spoken and written language.

#### Identification of Students with Characteristics of Dyslexia

A request may be made to the SBLC for review of a student's educational progress if school personnel or a parent or guardian has reason to believe that the student is not making expected progress due to sensory, health, cognitive, language, academic, behavioral and or motor delays.

- Screening for a student that is suspected of having characteristics of dyslexia shall include gathering data and establishing a profile of the total student from the standpoint of school and home. Data gathering shall include, but not be limited to, the following: health information; academic, cognitive, and behavioral information; speech and language information (including assessment of phonological awareness); any additional information from the parents/guardians and other sources; and documentation of the use of pre-referral specialized instructional interventions and strategies used with the student.

#### Assessment of Students with Characteristics of Dyslexia

Assessment shall be conducted following SBLC recommendation and parental notification; or

Upon the receipt of a request by a parent/guardian following data gathering.

No student shall be assessed if his/her parent/guardian objects to such an assessment. (Refer to LPSD SBLC Handbook for parental decline forms.)

The assessment shall include the following:

- A review of data gathered regarding health information, vision and hearing screening results;
- A review/assessment of cognitive ability;



- An assessment of language skills, including:
  - phonological awareness
  - receptive and expressive language (listening skills, oral expression, written expression)
  - handwriting
  - reading;
- An assessment of mathematics skills, including:
  - Computation
  - word problems;
- A review/assessment of general behavioral characteristics, including:
  - attention span
  - self-esteem
  - social skills
  - a family interview

A written report of findings, signed by the school-based assessment team, shall be given to the parents and a copy shall be maintained in the student's cumulative folder.

Documentation on the assessment plan shall be kept in the student's permanent records.

Eligibility Criteria – A student shall be determined to have characteristics of dyslexia if the following criteria are met:

The student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age, or on standardized measures of cognitive ability.

The student demonstrates difficulties in areas, which are often unexpected in relation to age, previous instruction, and other cognitive and academic abilities. The student must demonstrate 5 out of 6 of the following characteristics:

- lack of or limited phonological awareness;
- common error patterns in reading and learning behaviors, such as:
  - reading decoding inaccuracies in single words and nonsense words;
  - slow reading rate;
  - omissions of, or substitutions of small words (e.g., a/the, of/for/from, three/there);
  - reduced awareness of patterns in words;
  - difficulties generalizing word and language patterns;
- language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;
- errors in spontaneous spelling;
- spontaneous written language is very simple or poor in comparison to spoken language; and
- spontaneous written language shows poor organization and mechanics (capitalization, punctuation, and spelling).

Consideration must be given to the student's average grade placement for age in determining difficulty in learning to read/spell. Lafourche Parish will use the following interpretation: (SBLC discretion allowed)

- Grades 1 to 6: Approximately 2 years below grade for age.
- Grades 7 to 12: Approximately 3 years below grade for age.

If a student exhibits characteristics of dyslexia the student shall be eligible for the Multi-Sensory Structured Language Program.

#### Multi-Sensory Language Instructional Programs of Students with Characteristics of Dyslexia

Multiple teachers in Lafourche Parish have been trained to deliver Multi-Sensory Language programs with fidelity.

The LPSD will implement only intervention programs, and components thereof, that are based on the Orton-Gillingham Instructional Approach (examples of such programs can be found in Appendix I).



Students identified with dyslexia or characteristics of dyslexia will be provided instruction in the MSL (Multi-Sensory Structured Language) Program unless parent or student (18 or older) opt-out of that program in writing.

- The MSL Program shall be provided within the regular school day at a minimum of 150 minutes per week. Implementation may be in:
  - Regular class placement with MSL Programming;
  - Out-of-class placement in a MSL Program;
  - Individual or small group instruction in a MSL Program; or
  - A combination of these options or any additional arrangements that may be developed by the SBLC.
- The student's Accommodation Plan shall indicate how this is to be implemented.
- These students shall receive instruction in both the English Language Arts classroom and MSL Program.

#### Grading and Retention of Students with Characteristics of Dyslexia

- Students in MSL programs will earn grades based on their participation in those programs. The grade will be derived by calculating a percentage of time the student is actively engaged in the intervention program to which he/she is assigned. These participation grades will be equivalent to one major test grade and will be factored in when calculating the student's final grade(s) in ELA.
- No student identified as having characteristics of dyslexia shall be retained based solely on the lack of reading or spelling skills.

#### Student Evaluation of Students with Characteristics of Dyslexia

- Evaluation data shall be maintained on students enrolled in MSL Programs.
- A periodic review to determine the appropriateness of the program for a student shall be made, at a minimum, annually.

#### Acceleration Policy

Lateral acceleration may be achieved through multi-age classrooms, distance learning, proficiency testing, and various programming implemented throughout the district.

#### Grades K - 8

- A request to consider acceleration is presented to the SBLC from a parent, teacher(s) or student. The committee will use historical and current student data to develop an acceleration plan for the student if warranted.

To be eligible to enroll in a selected Carnegie credit courses (ELA, math, science, or social studies) in middle school, a student shall complete a seventh-grade course in that same content area that addresses both the seventh and eighth-grade standards.

For Carnegie unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the final grade.

#### Criteria for Placement into the Math 7 Advanced Course:

In order to be considered for placement into the Math 7 Advanced course, the student must meet the following criteria:

- Earn at least a "B" in the previous math course
- Earn at least a Mastery on the previous LEAP 2025 assessment

The following steps will be applied by the school's principal to the list of eligible students to determine the order in which students will be offered the opportunity to enroll in the advanced course.

1. Rank all students by scale score of the previous grade level LEAP test-highest to lowest.
2. If there are ties that need to be broken after step one, students with ties will be ranked by the previous year's unit assessment average.



3. If there are still ties after step two, the scale score of the LEAP 2025 assessment from two years prior will be used.

Students that are transferring into Lafourche Parish Public Schools from a public school within the state of Louisiana wanting to enroll in an advanced math course must have earned an "A" in the previous mathematics course and an Advanced or Mastery on the previous LEAP 2025 assessment.

Students that are transferring into Lafourche Parish Public Schools from a homeschool, non-public, or out of state school wanting to enroll in an advanced math course must have earned an "A" in their previous mathematics course and provide additional evidence for readiness in an advanced course.

#### Removal of a Student from the Math 7 Advanced Course:

In order to ensure that students placed into advanced courses in middle school are progressing in a satisfactory manner, student progress will be reviewed after each marking period. A student who is not progressing as expected may be returned to his/her regular, grade appropriate course on the following guidelines:

- If a student has a "C" or lower at the end of the first marking period, the student may be removed at the administrator and parent's discretion. If the student has an overall average of a "C" for the fall semester of the school year, the student shall be removed from Math 7 Advanced and return to regular 7<sup>th</sup> grade math. In that case, the student would not be allowed to schedule Algebra I Honors in 8<sup>th</sup> grade.
- If a student finishes the year in Math 7 Advanced with a final grade of "C", that student will not be considered ready to take Algebra I Honors in 8<sup>th</sup> grade and will be enrolled in the regular 8<sup>th</sup> grade course.

#### Criteria for Placement into the 8<sup>th</sup> Grade Algebra I Honors Course

In order to be considered for placement into the 8<sup>th</sup> Grade Algebra I Honors course, the student must meet the following criteria:

- Earn at least a "B" in the previous math course
- Earn at least a Mastery on the previous LEAP 2025 assessment

The following steps will be applied by the school's principal to the list of eligible students to determine the order in which students will be offered the opportunity to enroll in the advanced course.

1. Rank all students by scale score of the previous grade level LEAP test-highest to lowest.
2. If there are ties that need to be broken after step one, students with ties will be ranked by the previous year's unit assessment average.
3. If there are still ties after step two, the scale score of the LEAP 2025 assessment from two years prior will be used.

Students that are transferring into Lafourche Parish Public Schools from a public school within the state of Louisiana wanting to enroll in an advanced math course must have earned an "A" in the previous mathematics course and an Advanced or Mastery on the previous LEAP 2025 assessment.

Students that are transferring into Lafourche Parish Public Schools from a homeschool, non-public, or out of state school wanting to enroll in an advanced math course must have earned an "A" in their previous mathematics course and provide additional evidence for readiness in an advanced course.

#### Removal of a Student from 8<sup>th</sup> Grade Algebra I Honors

In order to ensure that students placed into advanced courses in middle school are progressing in a satisfactory manner, student progress will be reviewed after each marking period. A student who is not progressing as expected may be returned to his/her regular, grade appropriate course based on the following guidelines.



- If a student has a “C” or lower at the end of the first marking period, the student may be removed at the administrator and parent’s discretion. If a student has an overall average of a “C” for the fall semester of the school year, the student shall be removed from 8<sup>th</sup> Grade Algebra I Honors and return to regular 8<sup>th</sup> grade math.

A middle school student who earned Approaching Basic or Unsatisfactory on the LEAP 2025 test and/or a “D” in Algebra I Honors may elect to retake Algebra I during his/her ninth grade year.

#### Grades 9-12

- High school students may accelerate their curriculum via dual enrollment courses at local universities, advanced placement courses, virtual high school programs, local honors program classes, distance learning, correspondence courses, and additional online courses based on individual preferences.

#### Acceleration Criteria

The student will be evaluated for the following criteria:

- Academic Maturity: The SBLC should utilize state standardized test scores; course grades, district assessment benchmarking data, and other pertinent information which may help determine acceleration eligibility and placement.
- Social Maturity: student's interests should be basically the same as those of the older students.
- Emotional Maturity: student should have a high degree of persistence, drive, and motivation for learning. Student should be able to withstand frustrations inherent in addressing new, more difficult tasks.
- Attendance: student should attend school regularly to achieve skills necessary for academic success.

After review of all information, the SBLC shall submit a written determination to all parties involved in the decision-making process. All documentation shall remain in the student’s permanent record.

#### Vertical Acceleration -Grade “Skipping”

If vertical acceleration is approved, the SBLC shall design a written plan for acceleration.

The principal shall schedule a meeting of parents and all school personnel involved to coordinate implementation of the SBLC acceleration plan.

#### Policies Governing Services for Gifted Students

The Lafourche Parish School System has chosen the local option to provide enrichment services for students based upon the specific needs of each gifted/talented child as noted in the IEP. The state policies and laws that govern the education of gifted students are followed and are cited below: "Regulations for Implementation of the children with Exceptionalities Act" (R.S. 17:1941 et seq.)

*Bulletin 1706 Subpart 2-Regulations for Gifted/Talented Students Louisiana Department of Education; August 1, 2000*

#### §1101. Free Appropriate Public Education

- The Louisiana State Board of Elementary and Secondary Education (the State Board) shall be responsible of the assurance of free appropriate public education all G/T students’ ages three through twenty-one years: and shall exercise supervision and control public elementary and secondary education.

#### §1261. Program Options

- The Department shall ensure that each LEA shall take steps to ensure that its G/T students residing in the areas serviced by the LEA have available to them the variety of educational programs and services available to all students in the area serviced by the agency.



## APPENDIX A

### Definition of Terms

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

**Acceleration** - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include gifted students 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.

**Alternative to Regular Placement** – Placement of students in programs not required to address the State Content Standards.

**Content Standards** – Statements of what we expect students to know and be able to do in various content areas.

**Dyslexia-** Dyslexia is defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to speak, read, and spell. "Phonological processing," means the appreciation of the individual sounds of spoken and written language.

**Homeless** – An individual who lacks a fixed, regular and adequate nighttime residence and/or who has a primary nighttime residence that is a short-term or transitional shelter, or a place not designed for/or ordinarily used as regular sleeping accommodation for human beings. The Stewart B. McKinney Homeless Assistance Act (P.L.100-645).

**Louisiana Education Assessment Program (LEAP 2025)** - The state's testing program.

**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 adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education. 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 Educational Programs** - Programs designed to assist students, including identified students with disabilities, and LEP to overcome their educational deficits identified as a result of the state's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:396, 397, 24.4 and SBESE Policy).

**Remediation** - See Remedial Educational Programs.

**Retention** - Non-promotion of a pupil from a lower to a higher grade.

**State Grade Level Standards** - Specific levels of attainment of skills and objectives as established in the mandated state curriculum guides.



**Local Terms-** *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.)*

**Academically Able Student** - A student who is functioning at grade level. Those who have shown at least average progress (grade C) in Language Arts and/or mathematics studies are considered to be academically able students.

**Accountability** - Shared responsibility for actions relating to the education of children. These respective responsibilities must be shared by the following groups: local school boards, administrators, principals, teachers, and other personnel, as well as the State Department of Education, parents, students, and other governing authorities as specified by the Constitution and laws of this state.

**Advanced Placement** – placement of a student in specific advance courses.

**Central Lafourche Area** - The geographic area roughly encompassing the towns of Raceland, Lockport, Mathews, Gheens, and Bayou Blue, and their environs.

**Concentrated Program** - A curricular program in any specific discipline, which exceeds the minimum hours of instructional time.

**Committee of Knowledgeable Persons** - See School Building Level Committee.

**Criterion Reference Test (CRT)** - A test designed to measure a particular domain and specific objectives within that domain.

**Due Process** - A course of legal proceedings carried out regularly and in accordance with established rules and principles.

**EL** - English Learner.

**LEAP 2025 Remediation** – remediation for student(s) not meeting criteria in courses tested with LEAP 2025 exams.

**End of Year State Assessment** – assessments selected by the State Department of Education for administration at the end of the school year.

**ESL** - English as a Second Language.

**FAPE** - Free and Appropriate Public Education.

**Grade Level** - Is considered to be mastery of seventy-five per cent (75%) of the subject matter as presented in the Louisiana State Content Standards and LEA curriculum.

**Hearing Officer** - A school official designated by the superintendent to review the placement of a student.

**IEP** - Individual Educational Program.

**Initial Screening** - The first assessment of a student to determine if exceptionality exists.

**ITP** - Individual Transitional Program.

**Kinesthetic Skills** - Those skills concerning loco-motor manipulations.

**Least Restrictive Environment** - An appropriate setting for a child with a disability which provides an educational program as near as normal as possible without removing the child from the regular class or school setting unless absolutely necessary.

**LEP** - Limited English Proficiency.

**Madeline Hunter Criteria for Excellence Method** -Those five criteria which determine teaching skills are as follows:

- teaching to an objective;
- teaching to the correct level of difficulty;
- monitoring and adjusting teaching;
- use of principles of learning: motivation, rate and degree of learning, retention, and transfer; and
- evaluation of the knowledge acquired.

**MFP** - Minimum Foundation Program.



**Mastery** - A pre-determined criteria indicating successful performance on a specific objective.

**Multi-disciplinary Evaluation** - A diagnostic evaluation of the student's degree of learning in various subject matter areas.

**North Lafourche Area** - The geographic area roughly encompassing the city of Thibodaux, Ward 6, St. Charles, and their environs.

**Parish Evaluation Team** - A team composed of a psychologist, a social worker, and an assessment teacher who is responsible for identification and determination of students with exceptionalities.

**Pre-Advanced Placement** - placement of a student in specific advance courses.

**Regular Education Program** - A program of studies followed by students who have not been identified as having exceptionalities or has been modified to address students with special needs.

**Response to Intervention (RTI)** - Process where school personnel use multiple sources of student performance data to determine appropriate Tier 1, 2, or 3 interventions that address specific student academic weaknesses.

**School Building Level Committee (SBLC)** - A committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973, Bulletin 1566, Bulletin 1508 and Bulletin 1903, to conduct assessment, referral activities and document, review, and recommend actions needed to improve academic performance. The committee must be comprised of at least 4 members:

- the child's teacher, and principal, or appropriate administrator;
- two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
  - reading specialist;
  - guidance counselor;
  - language/speech therapist;
  - curriculum specialist in language arts;
  - master degreed teachers in reading, language arts, special education, elementary education;
  - school psychologist;
  - assessment teacher;
  - occupational therapist;
  - Any other additional members including the parent or guardian and student, and pupil appraisal team members when necessary.

**Socio-Economic Status (SES)** - Factors affecting the social and economic status of an individual or group of individuals.

**South Lafourche Area** - The geographic area roughly encompassing the towns of Larose, Cut Off, Galliano, Golden Meadow, and their environs.

**State Approved School** - A school which meets the standards set by the State Board of Elementary and Secondary Education (BESE).

**Systematics** - The science of classification characterized by the use of method or orderly planning.

**Tracking System** - A method of monitoring a student's degree of progress through a portion of the curriculum.

**Unapproved School** - An approved school on probation which has not corrected the stated deficiencies within the time fixed by the State Department of Education.

## APPENDIX B

### Grading Policy

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.)

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

### Describe Grading Policies for Grades/Courses for Which Letter Grades are not Used.

- Subjects for which the letter grades S, N, or U are assigned shall not be considered for promotion.
- Minor subjects for grades 1-5 shall be assigned the letter grades of S, N or U unless specifically stated otherwise in each curriculum policy. (S = Satisfactory, N = Needs Improvement, U = Unsatisfactory)
- In the first grade only, English Language Arts (ELA) shall receive a grade of S, N or U with no assigned quality points for the first nine weeks.
- Specific comments on reading progress must be made by the teacher on the report card.
- Conduct shall be graded as S, N, and U, and shall not be considered as criteria in the academic grade average.

### Describe Grading Scales and Policies for Gifted, Advanced Placement, Honors, International Baccalaureate or Any Other Type of Course for Which Special Grading Policies Exist.

Grading scales and policies for Honors, International Baccalaureate, or any other type of course will follow the uniform grading system established by BESE for students enrolled in regular courses grades K-12 for which letter grades are used.

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



Grading Scale for AP, Dual Enrollment TOPS University Core Courses Will Follow a 10-Point Grading Scale.

Grading Scale for AP, Dual Enrollment Tops University Core Courses	
Grade	Percentage
A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	Below 60

General Grading and Reporting Policies and Procedures (K-12) Reporting Procedures

- The Lafourche Parish School District's (LPSD) Grading and Reporting System provides for reporting of average grades after every marking period. Within 5 school days of the end of a marking period, grade reports shall be issued to parents/guardians. All reports will include a record of attendance and a

record of grade-placement for the succeeding school year.

- There are four marking periods for Grades K – 12. Each is approximately 44 days in length.
- Subjects for which the letter grades S, N, or U are assigned shall not be considered for promotion.
- All district assessments will be graded according to the Grading Scale for Regular Courses as outlined above (7-point scale).

Grading Policies

Major subjects shall be assigned the letter grades A, B, C, D, or F. For such courses, the following quality points will be assigned:

- Letter Grade "A" = 4 quality points
- Letter Grade "B" = 3 quality points
- Letter Grade "C" = 2 quality points
- Letter Grade "D" = 1 quality points
- Letter Grade "F" = 0 quality points

Minor subjects for grades 1-5 shall be assigned the letter grades of S, N, or U, unless specifically stated otherwise in each curriculum policy. (S = Satisfactory, N = Needs Improvement, U = Unsatisfactory) For such courses, the following quality pointed will be assigned:

- Letter "S" = 4 quality points
- Letter "N" = 2 quality points
- Letter "U" = 0 quality points

In the first grade only, English Language Arts (ELA) shall receive a grade of S, N, or U for the first nine weeks. Specific comments on reading progress must be made by the teacher on the report card.

Minor/Elective subjects for grades 6-12 shall be assigned the letter grades A, B, C, D, or F.

Conduct shall be graded as S, N, and U, and shall not be considered as criteria in the academic grade average.

A grade of "I" may be substituted for a student's grade in any grading period during the school year while that student is attempting to make up class work due to extenuating circumstances.

The student must complete all required class assignments no later than ten working days after the end of the student's school session, as determined on an individual basis. On the next working day after the end of the student's school session, the student will be assigned a grade of "F" on any missing assignments and grades will be computed according to parish grading policy.

In the event a school receives a transfer student, the receiving school's administration will be responsible for resolving any conflict in grade reporting.

Beginning with the 2014 Freshmen Class, Advanced Placement, Honors and Dual Enrollment classes which are part of the TOPS Core Curriculum will be calculated on the five point – (5.00) scale. (Refer to Appendix F and G for a list of applicable courses) For such courses, the following quality points will be assigned:

- Letter Grade “A” = 5 quality points
- Letter Grade “B” = 4 quality points
- Letter Grade “C” = 3 quality points
- Letter Grade “D” = 2 quality points
- Letter Grade “F” = 0 quality points

#### Grade Averaging Rules

If the quality points average more than one point and is .4999 or less, the letter grade earned shall be the lower of the two grades. All averages (marking period and final) shall be rounded to the third decimal place.

Final Grade Averaging Scale	
Grade	Average
A	4.000-3.500
B	3.499-2.500
C	2.499-1.500
D	1.499-1.000
F	0.999-0.000

#### EXAMPLES OF GRADE AVERAGING:

Example 1: Teacher grades for one marking period:

Week 1 test	B	3
Week 2 test	C	2
Quiz average	C	2
Week 3 test	D	1
Daily assessment average	B	3
Homework	C	<u>2</u>

$$13/6 = 2.167 \text{ C - Marking Period Grade}$$

Example 2: Teacher grades for one marking period:

Grade 1	B	3
Grade 2	C	2
Grade 3	B	3
Grade 4	C	2
Grade 5	C	2
Grade 6	B	<u>3</u>

$$15/6 = 2.500 \text{ B - Marking Period Grade}$$

For individual marking periods, any quality point average less than 1.0 shall be a grade of “F”.



EXAMPLE OF INDIVIDUAL MARKING PERIOD:

Example 1: Teacher grades for one marking period:

B 3

F 0

F 0

D 1

D 1

F 0

$5/6 = .833$  F - Marking Period Grade

For final grades at the Elementary and Middle School levels, if the quality point value is .75, the final grade shall be "D" provided the last marking period grade is not an "F". For first grade English Language Arts (ELA), if the quality point value is less than 1.0, the final grade shall be an "F".

EXAMPLE OF FINAL GRADES ELEMENTARY & MIDDLE:

Example 1: Final Grade Elementary & Middle:

D 1

F 0

D 1

D 1

$.75$  D - Final Grade

Example 2: Final Grade Elementary & Middle:

D 1

D 1

D 1

F 0

$.75$  F - Final Grade

For final grades at the Secondary Schools, if the quality-point value is less than 1.0, the grade shall be an "F".

EXAMPLE OF FINAL GRADES SECONDARY:

Example 1: Final Grade

D 1

F 0

D 1

D 1

$.75$  F - Final Grade

## Methods for Obtaining Grades (Grades 1-12)

### Elementary Schools (Grades 1-5)

#### Individual Marking Periods

At least five independent grades (including, but not limited to Common District Assessments, teacher-made tests [equal to a test grade], student projects, story retellings, performance assessments, unit assessments, section tests, portfolio assessments, average of all quiz grades, average of all homework assignments, average of all spelling quiz grades (K-3 only), etc. excluding daily participation and/or conduct) in each subject during each marking period shall account for 100% of the grade for that period.

#### Final Grade

- The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. For first grade English Language Arts (ELA), add the last three marking periods' quality point values and divide by three to get the quality point average.

### Middle Schools (Grades 6-8)

#### Individual Marking Periods

- At least five independent grades (including, but not limited to, teacher-made tests [equal to a test grade], student projects, performance assessments, unit assessments, section tests, portfolio assessments, average of all quiz grades, average of all homework assignments, etc. excluding daily participation and/or conduct) in each subject during each marking period shall account for 100% of the grade for that period.

#### Final Grade

- Half-unit courses shall complete at the end of two marking periods (two quarters of study for seven period schedule). For half-unit courses, the quality point values of the two marking periods are totaled and then divided by two. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- One-unit courses shall complete at the end of four marking periods (four quarters of study for seven period schedule). For one-unit courses, the quality point values of the four marking periods are totaled and then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses without LEAP 2025 Tests, the quality point values of the four marking periods are totaled then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- Any student with a score Advanced/Mastery on the LEAP 2025 Test and a final course average of "F" will receive Carnegie Credit for that course. If this occurs, the student will receive a "P" (Passing) on his/her transcript.

### Secondary Schools (Grades 9-12)

#### Individual Marking Periods

- At least five independent assessments of student performance (including, but not limited to, teacher-made tests, student projects, performance assessments, standardized end-of-chapter tests, section tests, portfolio assessments, quizzes, homework assignments, etc. excluding daily participation and/or conduct) shall be administered in each subject area during each marking period. Unit Assessments shall be administered in all content areas in compliance with the implementation of the Louisiana Comprehensive Curriculum or the Common Core. These grades shall be included in averaging marking period grades. The only exception shall be when a marking period does not include a unit assessment.



### Semester Averages

- Semester averages shall be obtained by adding the quality point values of the two marking periods and dividing by two. The resulting quality point average is converted to its letter symbol and posted as a semester average. This average is used only for honor roll purposes; it is not used in determining the final grade.

### Final Grade

- Half-unit Carnegie courses shall complete at the end of two marking periods (two quarters of study for seven period schedule). For half-unit courses, the quality point values of the two marking periods are totaled and then divided by two. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- One-unit Carnegie courses shall complete at the end of four marking periods (four quarters of study for seven period schedule). For one-unit courses, the quality point values of the four marking periods are totaled and then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses without LEAP 2025 Tests, the quality point values of the four marking periods are totaled then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For Carnegie unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- Any student with a score of Advanced/Mastery on the LEAP 2025 Test and a final course average of "F" will receive Carnegie Credit for that course. If this occurs, the student will receive a "P" (Passing) on his/her transcript.

### Repeat Credit Grading

- Students enrolled in Repeat Credit courses will adhere to the same grading scale as those enrolled in regular courses.
- The Repeat Credit course shall have at least five independent assessments of student performance.

### Distance Learning Grading

- Students enrolled in Distance Learning courses will adhere to the same grading scale as those enrolled in regular courses.
- In order to receive credit through Distance Learning courses, the student will complete all formal assessments included in the course and the final grade will be the average of all formal assessments and a state-approved comprehensive final examination if applicable.

### Test Grade Recovery Program

- Schools that choose to offer test grade recovery shall refer to district guidelines.

### Grading Policy for LEAP 2025 Tests

- Students enrolled in a course for which there is an LEAP 2025 test must take the LEAP 2025 test.
  - The LEAP 2025 test score shall count as a percentage of the student's final grade for the course.
  - The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
    - For students with disabilities identified under IDEiA who meet the LAA 2 participation criteria prior to taking the first LEAP 2025 test, the LEAP 2025 test score shall count for 5 percent of the students' final grade for the course.
  - The grades assigned for the LEAP 2025 test achievement levels shall be as follows.

LEAP 2025 High School Achievement Level for English I, & II, Algebra I, Geometry, Biology I, & U.S. History	Grade
Advanced	A
Mastery	B
Basic	C
App. Basic	D
Unsatisfactory	F

- The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

#### LEA's Grading Policy for Students taking Courses with LEAP 2025 Tests

- The Lafourche Parish School system has adopted 20% as the weight for the LEAP 2025 test. Students enrolled in courses with LEAP 2025 tests will receive grades for four marking periods as previously established in the Pupil Progression Plan. The will count as a fifth grade and the quality points of all marking periods and the LEAP 2025 will be added and divided by five. The resulting GPA will determine the final grade for the course in compliance with grade averaging rules for secondary schools as established in the current Pupil Progression Plan.



**APPENDIX C**

*Refusal Letter for Special Language Program*

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**PARENT/GUARDIAN REFUSAL**

I do not give permission for my child, \_\_\_\_\_  
(Please print)

to participate in the special language program which the Lafourche Parish public school system will offer for the 20\_\_\_\_ -  
20\_\_\_\_ school year. I understand that no bilingual/English second language assistance will be provided and that he/she  
will be expected to participate in the mainstream curriculum on grade level.

\_\_\_\_\_  
Signature of Parent

**APPENDIX D**  
*Refusal Letter for LEAP 2025 Remediation*

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**PARENT/GUARDIAN REFUSAL**

I do not give permission for my child, \_\_\_\_\_  
(Please print)

to participate in the LEAP 2025 Remediation Summer School Program (if applicable) which the Lafourche Parish public school system will offer for the 20\_\_\_\_\_ - 20\_\_\_\_\_ school year. I understand that due to my refusal to accept remediation through these programs my child may be retained in accordance with LDOE promotional policy.

\_\_\_\_\_  
Signature of Parent



## Chapter 5. Participation in Statewide Assessments

**§503. Types of Alternate Assessments**

A. LEAP Alternate Assessment (alternate assessment) was developed for students with disabilities who are served under IDEA for whom there is evidence that the student has a **significant cognitive disability**. The alternate assessment is a performance-based assessment designed for students **whose instructional program is aligned with the Louisiana Connectors**.

**§505. Alternate Assessment Participation Criteria**

A. LEAP Alternate Assessment (alternate assessment). To be eligible to participate in the LEAP Alternate Assessment (alternate assessment), the IEP team must verify the student (in grades 3-11) meets the criteria listed in this Subsection.

Criterion 1 – Applies to current grades 8 – high school (as of the 2018-2019 school year)

1. For students **entering a high school cohort on or before the 2019-2020 school year**, the student has a disability that **significantly impacts cognitive function and/or adaptive behavior**. This may be demonstrated in the following ways.

a. For students who **have not completed the fifth grade**, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

b. For students who **have completed fifth grade**, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

c. Students who **have completed the fifth grade** functioning **between 2.0 and 2.29** or more standard deviations **below the mean in cognitive functioning and/or adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

Criterion 1 – Applies to current grades PreK - 7 (as of the 2018-2019 school year)

2. For students **entering a high school cohort during the 2020 – 2021 school year and beyond**, the student has a disability that **significantly impacts cognitive function**. This may be demonstrated in the following ways.

a. For students who **have not completed the fifth grade**, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning**.

b. For students who **have completed fifth grade**, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning**.

c. Students who **have completed the fifth grade** functioning **between 2.0 and 2.29** or more standard deviations **below the mean in cognitive functioning and with deficits in adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

Criterion 2 – Applies to **all students** and all grade levels

1. The student requires **direct individualized instruction and substantial supports** to achieve measurable gains on the challenging state academic content standards **for the grade in which the student is enrolled**.

Criterion 3 – Applies to **all students** and all grade levels

1. The decision to include the student in an alternate assessment is **not solely based on** the following:
  - a. student's educational placement;
  - b. excessive or extended absences;
  - c. disruptive behavior;
  - d. English language proficiency;
  - e. student's reading or academic level;
  - f. student's disability according to Bulletin 1508;
  - g. social, cultural, and/or economic differences;
  - h. anticipated impact on school performance scores;
  - i. administrative decision;
  - j. expectation that the student will not perform well on the LEAP 2025 or other statewide assessments;  
or
  - k. the student's previous need for accommodation(s) to participate in general state or district-wide assessments.



**APPENDIX F**  
**JUMP START TOPS TECH (Career Diploma)**  
**COURSE REQUIREMENTS**

*For students entering 9<sup>th</sup> Grade in 2014-2015 and beyond*

ENGLISH=4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	120331	✓		English I
1 Unit	120332	✓		English II
1 Unit from the following:	120333	✓		English III
	120336	✓		Business English
	120350	✓		Technical Writing
	120329		✓	English III: Gifted and Talented
	120325		✓	English III: AP® English Language Arts and Composition
	120403		✓	English III: IB® Literature
	120327		✓	English III: IB® Language & Literature
	120404		✓	English III: IB® Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120341		✓	English III: Honors
1 Unit from the following:	120334	✓		English IV
	120336	✓		Business English
	120350	✓		Technical Writing
	120330		✓	English IV: Gifted and Talented
	120326		✓	English IV: AP® English Literature and Composition
	120405		✓	English IV: IB® Literature
	120328		✓	English IV: IB® Language & Literature
	120406		✓	English IV: IB® Literature & Performance
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama
	120342		✓	English IV: Honors

(Or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education)



Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	160321	✓		Algebra I
	160331			Applied Algebra I
	160338	✓		Algebra I, Part II*
3 Units from the following:	160323	✓		Geometry
	160322	✓		Algebra II
	160351	✓		Math Essentials
	165040	✓		Transition to College Mathematics
	160345	✓		Financial Literacy (formerly Financial Math)
	040307	✓		Business Math
	165031	✓		Statistical Reasoning
	160375	✓		Algebra III
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160365		✓	Pre-Calculus: IB® Math Studies (Math Methods)
	160502		✓	Pre-Calculus: DE - CMAT 1233 Algebra and Trigonometry
	160366		✓	Pre-Calculus: Honors
	160349	✓		Probability and Statistics

Integrated Mathematics I, II, and III may be substituted for the Algebra I, Geometry, and Algebra II sequence.

*\*The elective course Algebra I, Part I is a pre-requisite for Algebra I, Part II*



Science = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	150301	✓		Biology I
	150321		✓	Biology I: DE - CBIO 1013 General Biology I
	150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit from the following:	150401	✓		Chemistry I
	150412		✓	Chemistry I: Gifted and Talented
	150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
	150400		✓	Chemistry I: Honors
	150901	✓		Earth Science
	150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
	150310	✓		Environmental Science
	150913		✓	Environmental Science: Gifted and Talented
	150311		✓	Environment Science: AP® Environmental Science
	150312		✓	Environmental Science: IB® Environmental Systems
	150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	150328		✓	Environmental Science: Honors
	150802	✓		Physical Science
	150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
	010301	✓		Agriscience I**
	010302	✓		Agriscience II**
	150307		✓	Biology II: AP® Biology
	150305		✓	Biology II: IB® Biology I
	150308		✓	Biology II: IB® Biology II
	150410		✓	Chemistry II: AP® Chemistry
	150423		✓	Chemistry II: IB® Chemistry I
	150411		✓	Chemistry II: IB® Chemistry II
	150724		✓	Physics: AP® Physics I - Algebra Based**
	150725		✓	Physics: AP® Physics II - Algebra Based**
	150703		✓	Physics: IB® Physics I
	150704		✓	Physics: IB® Physics II
	150794		✓	Physics: AP® Physics C - Electricity and Magnetism
	150795		✓	Physics: AP® Physics C - Mechanics

\*\*Agriscience I and Agriscience II (one unit combined)



Social Studies = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	220403	✓		U.S. History
	220406		✓	U.S. History: Gifted and Talented
	220404		✓	AP®U.S. History
	220405		✓	IB® History of the Americas I
	220407		✓	U.S. History: DE - CHIS 2013 American History I
	220408		✓	U.S. History: DE - CHIS 2023 American History II
	220409		✓	U.S. History: Honors
1 Unit from the following:	220502	✓		Government
	220513		✓	Government: Gifted and Talented
	220505		✓	Government: Honors
	220501	✓		Civics
	220604		✓	Government: AP® Government and Politics: Comparative
	220503		✓	Government: AP® Government and Politics: United States
	220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
	220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt

Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	190105	✓		Physical Education I
½ Unit from the following:	190106	✓		Physical Education II ***
	190110	✓		Marching Band ***
	190113	✓		Extracurricular Sports ***
	190111	✓		Cheerleading ***
	190112	✓		Dance Team ***
½ Unit from the following:	190500	✓		Health Education <i>JROTC I and II may be used to meet the health education requirement per Bulletin 741 §2347.</i>

\*\*\*JROTC may be substituted; Adapted Physical Education for eligible students in special education may be substituted

<u>Jump Start</u> = 9 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
9 Units from the following:		✓		Jump Start course sequence, workplace experiences and approved credentials (a minimum of one industry-based credential is required for graduation).

**Total Units = 23**



**APPENDIX G**  
**TOPS UNIVERSITY (COLLEGE DIPLOMA)**  
**COURSE REQUIREMENTS**  
*For students entering 9<sup>th</sup> grade in 2014-2015 and beyond*

ENGLISH=4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	120331	✓		English I
1 Unit	120332	✓		English II
1 Unit from the following:	120333	✓		English III
	120329		✓	English III: Gifted
	120341		✓	English III: Honors
	120325		✓	English III: AP® English Language and Composition
	120403		✓	English III: IB® Literature
	120327		✓	English III: IB® Language & Literature
	120404		✓	English III: IB® Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
1 Unit from the following:	120334	✓		English IV
	120330		✓	English IV: Gifted
	120342		✓	English IV: Honors
	120326		✓	English IV: AP® English Literature and Composition
	120405		✓	English IV: IB® Literature
	120328		✓	English IV: IB® Language & Literature
	120406		✓	English IV: IB® Literature & Performance
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama



Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	160321	✓		Algebra
1 Unit	160323	✓		Geometry
1 Unit	160322	✓		Algebra II (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	160375	✓		Algebra III
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160349	✓		Probability and Statistics
	165031	✓		Statistical Reasoning
	160367		✓	Probability and Statistics: Honors
	160352		✓	Probability and Statistics: AP® Statistics
	160356		✓	Probability and Statistics: DE- CMAT 1303 Introductory Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160372		✓	Pre-Calculus: Gifted
	160366		✓	Pre-Calculus: Honors
	160365		✓	Pre-Calculus: IB® Math Studies I
	160369		✓	Pre-Calculus: IB® Math Studies II
	160502		✓	Pre-Calculus: DE – CMAT 1233 or (CMAT 1213 & 1223) Algebra and Trigonometry
	160326	✓		Calculus
	160368		✓	Calculus: Honors
	160357		✓	Calculus I: Gifted
	160358		✓	Calculus II: Gifted
	160327		✓	Calculus: AP® Calculus AB
	160328		✓	Calculus: AP® Calculus BC
	160359		✓	Calculus: IB® Mathematics SL I
	160370		✓	Calculus: IB® Mathematics SL II
	160360		✓	Calculus: IB® Mathematics HL I
	160371		✓	Calculus: IB® Mathematics HL II
	160504		✓	Calculus: DE - CMAT 2103 Applied Calculus
	160506		✓	Calculus: DE - CMAT 2113-5 Calculus I
	160507		✓	Calculus: DE - CMAT 2123-5 Calculus II
	160355		✓	Calculus: IB® Further Mathematics
	061175		✓	AP Computer Science A



Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		150301	✓		Biology I
		150321		✓	Biology I: DE - CBIO 1013 General Biology I
		150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit from the following:		150401	✓		Chemistry I
		150400		✓	Chemistry I: Honors
		150412		✓	Chemistry I: Gifted
		150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
		150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
		150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
		150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
2 Units from the following:		150302	✓		Biology II
		150327		✓	Biology II: Gifted
		150307		✓	Biology II: AP® Biology
		150305		✓	Biology II: IB® Biology I
		150308		✓	Biology II: IB® Biology II
		150323		✓	Biology II: DE - CBIO 1013 General Biology I
		150324		✓	Biology II: DE - CBIO 1033 General Biology I (Sci Majors)
		150325		✓	Biology II: DE - CBIO 1023 General Biology II
		150326		✓	Biology II: DE - CBIO 1043 General Biology II (Sci Majors)
		150303		✓	Biology II: Honors
		150306	✓		Anatomy & Physiology
		150334	✓		Human Anatomy & Physiology
		150330		✓	Anatomy: DE - CBIO 2213 Human Anatomy & Physiology I
		150331		✓	Anatomy: DE - CBIO 2214 Human Anatomy & Physiology I (Lec/Lab)
		150332		✓	Anatomy: DE - CBIO 2223 Human Anatomy & Physiology II
		150333		✓	Anatomy: DE - CBIO 2224 Human Anatomy & Physiology II (Lec/Lab)
		150402	✓		Chemistry II
		150416		✓	Chemistry II: Gifted
		150410		✓	Chemistry II: AP® Chemistry
		150423		✓	Chemistry II: IB® Chemistry I
		150411		✓	Chemistry II: IB® Chemistry II
		150417		✓	Chemistry II: DE - CCEM 1003 General, Organic and Biochemistry
		150418		✓	Chemistry II: DE - CCEM 1013 General Chemistry Survey I
		150419		✓	Chemistry II: DE - CCEM 1103 Chemistry I
		150420		✓	Chemistry II: DE - CCEM 1123 Chemistry I (Sci Majors)
		150421		✓	Chemistry II: DE - CCEM 1113 Chemistry II
		150422		✓	Chemistry II: DE - CCEM 1133 Chemistry II (Sci Majors)
		150424		✓	Chemistry II: Honors
		150901	✓		Earth Science
		150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
		150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
		150310	✓		Environmental Science
		150914		✓	Environmental Awareness
		150328		✓	Environmental Science: Honors
		150913		✓	Environmental Science: Gifted
		150312		✓	Environmental Science: IB® Environmental Systems
		150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
		150311		✓	Environment Science: AP® Environmental Science
		150802	✓		Physical Science
		150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
		110810	✓		Principles of Engineering
		010301	✓		Agriscience I*
		010302	✓		Agriscience II*

Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	1 from:	150000	✓		Physics I
		150699		✓	Physics: Honors
		150705		✓	Physics: Gifted
		150724		✓	Physics: AP® Physics I - Algebra Based
		150703		✓	Physics: IB® Physics I
	1 from:	150725		✓	Physics: AP® Physics II - Algebra Based
		150794		✓	Physics: AP® Physics C - Electricity and Magnetism
		150795		✓	Physics: AP® Physics C - Mechanics
		150704		✓	Physics: IB® Physics II
		150726		✓	Physics: DE - CPHY 2113 Physics I (Algebra/Trig Based)
		150727		✓	Physics: DE - CPHY 2114 Physics I (Lecture and Lab)
		150728		✓	Physics: DE - CPHY 2133 Physics I (Calculus Based)

\*Agriscience I and Agriscience II (one unit combined)



Social Studies = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title			
1 Unit from the following:		220403	✓		U.S. History			
		220409		✓	U.S. History: Honors			
		220406		✓	U.S. History: Gifted			
		220404		✓	AP®U.S. History			
		220405		✓	IB® History of the Americas I			
		220407		✓	U.S. History: DE - CHIS 2013 American History I			
		220408		✓	U.S. History: DE - CHIS 2023 American History II			
		1 Unit from the following:		220502	✓		Government	
220505				✓	Government: Honors			
220513				✓	Government: Gifted			
220501	✓				Civics (1st semester)			
220504	✓				Civics (2nd semester)			
220604				✓	Government: AP® Government and Politics: Comparative			
220503				✓	Government: AP® Government and Politics: United States			
220514				✓	Government: DE - CPOL 2013 Introduction to American Govt			
220515				✓	Government: DE - CPOL 2113 Introduction to State & Local Govt			
220516				✓	Government: DE - CPOL 2213 Introduction to Comparative Govt			
2 Units from the following:				1 from:	220402	✓		Western Civilization
					220446		✓	Western Civilization: DE - CHIS 1013 Western Civilization I
		220447			✓	Western Civilization: DE - CHIS1023 Western Civilization II		
		220410	✓			European History		
		220449			✓	European History: Gifted		
		220412			✓	European History: AP® European History		
		1 from:	220300	✓		World Geography		
			220315		✓	World/Human Geography: Gifted		
			220310		✓	World Geography: AP® Human Geography		
			220311		✓	World Geography: IB® Geography		
			220312		✓	World Geography: DE - CGRG 2113 World Regional Geography or DE- CGRC 2213 Physical Geography		
			1 from:	220401	✓		World History	
		220400			✓	World History: Honors		
		220413			✓	World History: AP® World History		
		220414			✓	World History: IB® World History		
		220411			✓	World History: IB® History of the America II		
		220450			✓	World History: DE - CHIS 1113 World Civilization I		
		220451			✓	World History: DE - CHIS 1123 World Civilization II		
		1 from:		222009	✓		History of Religion*	
			220013		✓	History of Religion: DE - CPHL 2213 World Religions*		
			220201	✓		Economics		
		1 from:	220606		✓	Economics: Gifted		
			220603		✓	Economics: AP® Macroeconomics		
			220602		✓	Economics: AP® Microeconomics		
			220610		✓	Economics: IB® Economics		
			220202		✓	Economics: DE - CECN 2113 Economic Principles		
			220608		✓	Economics: DE - CECN 2213 Macroeconomics		
			220609		✓	Economics: DE - CECN 2223 Microeconomics		
			222004	✓		Psychology: AP® Psychology		

\*Option only available for Non-public schools



Foreign Language = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
Foreign Language, both units in the same language, which <b>may</b> include the following:	123501	✓		Arabic I
	123502	✓		Arabic II
	123503	✓		Arabic III
	123504	✓		Arabic IV
	123507		✓	Arabic: IB® Language ab initio
	123508		✓	Arabic: IB® Language B
	123505		✓	Arabic: DE - CARB 1013/1014 Elementary Arabic I
	123506		✓	Arabic: DE - CARB 1023/1024 Elementary Arabic II
	121001	✓		French I
	121002	✓		French II
	121003	✓		French III
	121004	✓		French IV
	121009		✓	French III: Gifted
	121010		✓	French IV: Gifted
	121006		✓	French: AP® French Language and Culture
	121007		✓	French: IB® Language ab initio
	121008		✓	French: IB® Language B
	121011		✓	French: DE - CFRN 1013/1014 Elementary French I
	121012		✓	French: DE - CFRN 1023/1024 Elementary French II
	121013		✓	French: DE - CFRN 2013/2014 Intermediate French I
	121014		✓	French: DE - CFRN 2023 Intermediate French II
	121101	✓		German I
	121102	✓		German II
	121103	✓		German III
	121104	✓		German IV
	121107		✓	German III: Gifted
	121108		✓	German IV: Gifted
	121106		✓	German: AP® German Language and Culture
	121113		✓	German: IB® Language ab initio
	121114		✓	German: IB® Language B
	121109		✓	German: DE - CGRM 1013/1014 Elementary German I
	121110		✓	German: DE - CGRM 1023/1024 Elementary German II
	121111		✓	German: DE/CGRM 2013 Intermediate German I
	121112		✓	German: DE/CGRM 2023 Intermediate German II
	121601	✓		Latin I
	121602	✓		Latin II
	121603	✓		Latin III
	121604	✓		Latin IV
	121607		✓	Latin III: Gifted
	121608		✓	Latin IV: Gifted
	121606		✓	Latin: AP® Latin
	121613		✓	Latin: IB® Classical Language
	121609		✓	Latin: DE - CLTN 1013/1014 Elementary Latin I
	121610		✓	Latin: DE - CLTN 1023/1024 Elementary Latin II
	121611		✓	Latin: DE - CLTN 2013 Intermediate Latin I
	121612		✓	Latin: DE - CLTN 2023 Intermediate Latin II
	122501	✓		Spanish I
	122502	✓		Spanish II
	122503	✓		Spanish III
	122504	✓		Spanish IV
	122509		✓	Spanish III: Gifted
	122510		✓	Spanish IV: Gifted
	122506		✓	Spanish: AP® Spanish Language and Culture



Foreign Language = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	122507		✓	Spanish: IB® Language ab initio
	122508		✓	Spanish: IB® Language B
	122498		✓	Spanish: IB® Spanish IV
	122499		✓	Spanish: IB® Spanish V
	122511		✓	Spanish: DE - CSPN 1013/1014 Elementary Spanish I
	122512		✓	Spanish: DE - CSPN 1023/1024 Elementary Spanish II
	122513		✓	Spanish: DE - CSPN 2013/2014 Intermediate Spanish I
	122514		✓	Spanish: DE - CSPN 2023 Intermediate Spanish II
	123101	✓		Chinese I
	123102	✓		Chinese II
	123103	✓		Chinese III
	123104	✓		Chinese IV
	123108		✓	Chinese III: Gifted
	123109		✓	Chinese IV: Gifted
	123106		✓	Chinese: AP® Chinese Language and Culture
	123110		✓	Chinese: IB® Language ab initio
	123107		✓	Chinese: IB® Language B
	121401	✓		Italian I
	121402	✓		Italian II
	121403	✓		Italian III
	121404	✓		Italian IV
	121407		✓	Italian III: Gifted
	121408		✓	Italian IV: Gifted
	121406		✓	Italian: AP® Italian Language and Culture
	121409		✓	Italian: IB® Language ab initio
	121410		✓	Italian: IB® Language B
	121501	✓		Japanese I
	121502	✓		Japanese II
	121503	✓		Japanese III
	121504	✓		Japanese IV
	121506		✓	Japanese III: Gifted
	121507		✓	Japanese IV: Gifted
	121505		✓	Japanese: AP® Japanese Language and Culture
	121508		✓	Japanese: IB® Language ab initio
	121509		✓	Japanese: IB® Language B
	121200	✓		Hindi I
	121201	✓		Hindi II
	121202	✓		Hindi III
	121203	✓		Hindi IV
	121700	✓		Portuguese I
	121701	✓		Portuguese II
	121702	✓		Portuguese III
	121703	✓		Portuguese IV
	123520	✓		Vietnamese I
	123521	✓		Vietnamese II
	123522	✓		Vietnamese III
	123523	✓		Vietnamese IV
	123530	✓		Korean I
	123531	✓		Korean II
	123532	✓		Korean III
	123533	✓		Korean IV
	122001	✓		Russian I
	122002	✓		Russian II

Foreign Language = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	122003	✓		Russian III
	122004	✓		Russian IV
	123301	✓		Hebrew I
	123302	✓		Hebrew II
	123303	✓		Hebrew III
	123304	✓		Hebrew IV
	123201	✓		Greek I
	123202	✓		Greek II
	123203	✓		Greek III
	123204	✓		Greek IV
	123456	✓		American Sign Language I
	123457	✓		American Sign Language II



Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	030501	✓		Art I
	030502	✓		Art II
	030503	✓		Art III
	030504	✓		Art IV
	110560	✓		Art: Drafting
	030596		✓	Art History: Gifted
	030597		✓	Art: AP® Art History
	030595		✓	Art History: DE - CART 2103 Art History I
	030594		✓	Art History: DE- CART 2113 Art History II
	030514		✓	Studio Art Design: Talented Visual Arts I
	030515		✓	Studio Art Design: Talented Visual Arts II
	030516		✓	Studio Art Design: Talented Visual Arts III
	030517		✓	Studio Art Design: Talented Visual Arts IV
	030520		✓	Studio Art Design: DE - CART 1113 Art Structure/2-D Design
	030521		✓	Studio Art Drawing: DE - CART 2203 Beginning Drawing
	030509		✓	Art: AP® Studio Art: 2-D Design
	030508		✓	Art: AP® Studio Art: 3-D Design
	030519		✓	Art: AP® Studio Art: Drawing
	030522		✓	Art: IB® Visual Arts
	030360	✓		Applied Music
	030300	✓		Beginning Band
	190110	✓		Marching Band
	030310	✓		Beginning Choir
	030353	✓		Sectional Rehearsal
	030361	✓		Studio Piano I
	030362	✓		Studio Piano II
	030363	✓		Studio Piano III
	030480	✓		Studio Strings I
	030481	✓		Studio Strings II
	030482	✓		Studio Strings III
	030301	✓		Intermediate Band
	030311	✓		Intermediate Choir
	030439		✓	Music: Talented Choir: Intermediate
	030302	✓		Advanced Band
	030312	✓		Advanced Choir
	030440		✓	Music: Talented Choir: Advanced
	030320	✓		Beginning Orchestra
	030321	✓		Intermediate Orchestra
	030459		✓	Music: Talented Orchestra: Intermediate
	030322	✓		Advanced Orchestra
	030460		✓	Music: Talented Orchestra: Advanced
	030313	✓		Small Voice Ensemble
	030449		✓	Music: Talented Small Voice Ensemble II
	030303	✓		Wind Ensemble
	030304	✓		Jazz Ensemble
	030352	✓		Guitar Class
	030350	✓		Piano Class
	030341	✓		Music Theory I
	030342	✓		Music Theory II
	030318	✓		Music and Media
	030319	✓		Music and Technology
	030371		✓	Music: Talented Music I



Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	030372		✓	Music: Talented Music II
	030373		✓	Music: Talented Music III
	030374		✓	Music: Talented Music IV
	030365		✓	Music: IB® Music I
	030366		✓	Music: IB® Music II
	030332	✓		Fine Arts Survey
	030364		✓	Fine Arts Survey: AP® Music Theory
	030590		✓	Fine Arts Survey: DE - CMUS 1013 Music Appreciation
	030591		✓	Fine Arts Survey: DE - CDNC 1013 Dance Appreciation
	030592		✓	Fine Arts Survey: DE - CART 1023 Introduction to Visual Arts
	030593		✓	Fine Arts Survey: DE - CART 1013 Exploring the Arts
	030600	✓		Dance I
	030621	✓		Dance II
	030631	✓		Dance III
	030641	✓		Dance IV
	030719		✓	Dance: IB® Dance
	030700	✓		Theatre I
	030721	✓		Theatre II
	030731	✓		Theatre III
	030741	✓		Theatre IV
	030701	✓		Technical Theatre
	030702	✓		Theatre Design and Technology
	030710		✓	Theatre: Talented Theatre I
	030711		✓	Theatre: Talented Theatre II
	030712		✓	Theatre: Talented Theatre III
	030713		✓	Theatre: Talented Theatre IV
	030718		✓	Theatre: IB Theatre
	030709		✓	Theatre: Talented Introduction to Film Studies
	030706		✓	Theatre: IB Film Study I
	030707		✓	Theatre: IB Film Study II
	030708		✓	Theatre: IB Film Study III
	030715		✓	Theatre: DE - CTHE 2103 Acting I
	030716		✓	Theatre: DE - CTHE 2113 Acting II
	030717		✓	Theatre: DE - CTHE 1013 Introduction to Theatre
	030810	✓		Media Arts I
	030820	✓		Media Art II
	030830	✓		Media Arts III
	030840	✓		Media Arts IV
	312400	✓		Photography I
	312405	✓		Photography II
	312414	✓		Digital Photography
	040241	✓		Digital Storytelling
	080020	✓		Sound Design
	080021	✓		Digital Image and Motion Graphics
	110860	✓		Engineering Design and Development
	110861	✓		Engineering Design and Development (LSU)
	051103	✓		Speech III*
	051104	✓		Speech IV*

\*Speech III and IV (1 Unit Combined)



Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	190105	✓		Physical Education I*
	190100	✓		Adapted Physical Education I**
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
½ Unit from the following:	190106	✓		Physical Education II*
	190097	✓		Adapted Physical Education II**
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team
½ Unit from the following:	190500	✓		Health Education
	170001	✓		JROTC I***
	170002	✓		JROTC II***

\*In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education.

\*\*Adapted physical education I restricted to eligible special education students.

\*\*\*JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law.

Electives = 3 Units				Electives
Total Units = 24				

**APPENDIX H**  
**Individual Academic Improvement Plan Template**



**Individual Academic Improvement Plan Template**

*Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.*

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> Offered a summer program (if applicable) <small>*must be offered</small>	Teacher name:  Summer program curriculum (if applicable):  Progress monitoring plan:
<input type="checkbox"/> Additional in-school support	Teacher name(s):  Define supports:  Progress monitoring plan:
<input type="checkbox"/> Guaranteed access to a tier 1/high quality curriculum	Curriculum:
<input type="checkbox"/> Placement in a classroom with an effective teacher	Teacher name:

*\*Attach additional pages as necessary.*

School Administrator Signature:	Date:
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**APPENDIX I**  
**MULTI SENSORY LANGUAGE INSTRUCTIONAL PROGRAMS**  
*Based on the Orton-Gillingham Instructional Approach*

Program	Gr. K-6	Gr. 7-9	Gr. 10-12	Adults	Software
ABeCeDarian	X				
Academy of Reading	X	X			X
Alphabetic Phonics	X	X			
Association Method	X	X			
Barton	X	X	X	X	
Fast Forward	X	X			X
Fast Track	X	X	X		
High Point	X	X	X		
Jolly Phonics	X				
Language!	X	X	X	X	
Lexercise	X	X	X	X	
Lexia-Herman	X				
Lindamood-Bell LiPs	X	X	X		
Mind Play	X	X	X	X	X
Nessy Reading	X	X			X
Open Court Reading	X				
Orton Gillingham Approach	X	X	X	X	
Phonics First	X	X	X	X	
Project Read	X				
Rave-O	X				
Read Naturally	X	X	X		
Read Well (not Readwell systems)	X				
Reading Mastery	X				
Reading Horizons	X	X	X		
Really Great Reading	X	X	X	X	
Simultaneous Multisensory Teaching (SMT)	X	X	X	X	
Slingerland	X	X			
Sonday System	X	X	X	X	
Sounds in Syllables	X	X	X	X	
Spalding Method	X				
SpellRead	X	X	X		
SRA Early Intervention	X				
Starting Over	X	X	X	X	
Read, Write and Type Learning System	X				
Spire	X				
System 44 Gr. 3-12 only	X	X	X		X
Take Flight	X	X			
THRASS	X				
Wilson Reading System	X	X	X	X	

<https://www.dyslexia-reading-well.com/orton-gillingham.html#systems>

APPENDIX J SBLC/IEP Request to the Superintendent	
LETTER REQUIRED	NO LETTER REQUIRED
Student <i>does not meet</i> promotion criteria; <u>previously retained in same grade range-</u> and if SBLC recommends <u>retention</u>	Student meets promotion criteria; <u>never retained-</u> No SBLC action required
Student <i>meets</i> promotion criteria; <u>previously retained in same grade range-</u> and if SBLC recommends <u>retention</u>	Student meets promotion criteria; <u>previously retained in different grade range-</u> No SBLC action required
Student <i>meets</i> promotion criteria; <u>previously retained in different grade range-</u> and if SBLC recommends <u>retention</u>	Student meets promotion criteria; <u>previously retained in same grade range-</u> No SBLC action required
Student does not meet promotion criteria; <u>previously retained in different grade range-</u> and if SBLC recommends <u>promotion</u>	Student does not meet promotion criteria; <u>previously retained in same grade range-</u> and if SBLC recommends promotion
	Student does not meet promotion criteria; <u>Never retained-</u> and if SBLC recommends promotion
	Student does not meet promotion criteria; <u>never retained-</u> and if SBLC <u>determines</u> retention
	Student does not meet promotion criteria; <u>previously retained in different grade range-</u> and if SBLC <u>determines</u> retention
	Student does not meet promotion criteria in 8 <sup>th</sup> grade; <u>previously retained in same grade range-</u> and if SBLC <u>determines</u> placement in T-9
	Student does not meet promotion criteria in 8 <sup>th</sup> grade; <u>and is proficient on either the ELA or Math LEAP assessments-</u> and if SBLC recommends promotion to 9 <sup>th</sup> grade
	Student meets promotion criteria in 8 <sup>th</sup> grade; <u>and is non-proficient on the ELA and Math LEAP assessments-</u> and if SBLC <u>determines</u> placement to T-9
	Student meets promotion criteria in 8 <sup>th</sup> grade; <u>and is proficient on either the ELA or Math LEAP assessments-</u> and if SBLC <u>determines</u> promotion to 9 <sup>th</sup> grade
	Student does not meet promotion criteria in 8 <sup>th</sup> grade; <u>and is non-proficient on the ELA and Math LEAP assessments-</u> and if SBLC <u>determines</u> placement to T-9

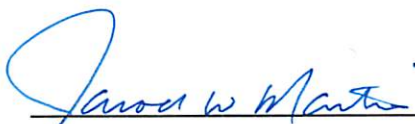
\*GRADE RANGES: (K-4) (5-8)



## XII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Lafourche Parish School District 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority August 5, 2020

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Board President