Louisiana Believes

2016-17
Pupil Progression Plan Format and Content

John White
State Superintendent of Education

March 2016

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Louisiana Believes

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**. Anything highlighted in **yellow** has been revised to reflect recent policy updates.

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INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN

- a formal submission statement
- a local contact information page
- a listing of the committee of educators appointed by the superintendent
- a listing of the parents appointed by the school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

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Pupil Progression Plan

for

LAFOURCHE School System

for

2016-2017
(School Year)

Submitted to Louisiana Department of Education

September 8, 2016
(Date Submitted)

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SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

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

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

Formal Submission Statement

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

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

Superintendent

9/7/16
Date

School Board President

9/7/16
Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Jimi Encalade

Telephone Number (985) 435-4694

E-mail Address jencalade@mylpsd.com

If Applicable:

LEA Contact Person (Secondary) Martha LeBlanc

Telephone Number (985) 435-4694

E-mail Address mleblanc@mylpsd.com

Jimi Encalade
(Primary Signature)

9/7/16
(Date)

PUPIL PROGRESSION PLAN
COMMITTEE OF EDUCATORS
2016-2017

Amy Garner	Middle School Teacher
Barry Filce	Compliance/Hearing Officer Supervisor
Charles Michel	Special Education Director
Chris Kimball	Secondary/Middle School Director
Christy Percle	System Analyst/SIS Coordinator
Cindy LeBoeuf	Elementary School Teacher
Jarod Martin	High School Principal
Jessica Vedros	High School Teacher
Jimi Encalade	Elementary Education Supervisor
Karen Gisclair	Curriculum Supervisor
Nancy Curole	Turnaround Schools Associate Director
Pam Folse	Federal Programs Director
Robby Lee	Elementary School Principal
Samantha Lagarde	Middle School Principal

PUPIL PROGRESSION PLAN
COMMITTEE OF PARENTS
2016-2017

Denitra Peltier, TES

Heather Rodrigue, NLES

Tricia Johnson, WTMS

Gina Cosse, GMMS

Deanna Hodson, CLHS

Renee Aucoin, SLHS

MINUTES OF THE PUPIL PROGRESSION PLAN

LAFOURCHE PARISH SCHOOL DISTRICT

COMMITTEE OF EDUCATORS MEETING

August 1, 2016

Jimi Encalade, Lafourche Parish School District Pupil Progression Plan Chair, called the meeting to order at 8:00 a.m. Mrs. Encalade welcomed the committee and requested educators introduce themselves.

COMMITTEE OF EDUCATORS MEMBERS PRESENT: Jimi Encalade, Amy Garner, Barry Filce, Charles Michel, Chris Kimball, Christy Percle, Cindy LeBoeuf, Jarod Martin, Jessica Vedros, Karen Gisclair, Nancy Curole, Pamela Folse, Robby Lee, Samantha Lagarde

COMMITTEE OF PARENTS MEMBERS PRESENT: None

COMMITTEE OF EDUCATORS MEMBERS ABSENT: None

Mrs. Encalade began by explaining the purpose of the Pupil Progression Plan and what procedures will be used to meet the Pupil Progression Plan guidelines.

Mrs. Encalade explained items printed in green are to be included in the PPP. Anything in black is an explanation. Anything in blue is district policy and responses. Anything in yellow has been revised to reflect recent policy updates. Mrs. Encalade went on to explain that the Pupil Progression Plan has ten sections and reviewed those sections.

Mrs. Encalade began a review of the Pupil Progression Plan document. Committee members discussed and recommended the following changes as sections of the plan was discussed and reviewed.

- Uniform Grading Policy – Pages 21-22
- High School Graduation Requirements: Exiting Courses Prior to Completions – Page 33
- High School Graduation Requirements: Student Classifications and Carnegie Unit Requirements – Page 36
- Appendix B: Grading Scale Charts – Page 58-59
- Appendix B: Grading Averaging Rules – Page 60-61

Mrs. Encalade advised the Committee of Educators that there is a Committee of Parents Meeting same day at 5:00 p.m.

The next Pupil Progression Plan committee meetings are as follows:

Committee of Parents
August 1, 2016 - 5:00 p.m.
August 11, 2016 – 5:00 p.m.

Committee of Educators
August 11, 2016 - 8:00 a.m.

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

Contact Person: Jimi Encalade

Recording Secretary: Martha LeBlanc

MINUTES OF THE PUPIL PROGRESSION PLAN

LAFOURCHE PARISH SCHOOL DISTRICT

COMMITTEE OF PARENTS ORIENTATION MEETING

August 1, 2016

Jimi Encalade, Lafourche Parish School District Pupil Progression Plan Chair, called the meeting to order at 5:00 p.m. and introduced herself. Mrs. Encalade welcomed everyone and requested parents introduce themselves, state the name(s), age(s) of their child/children, and the school(s) they attend. Mrs. Encalade expressed her appreciation to the parents for volunteering their time to serve on this committee. Mrs. Encalade then requested educators in attendance introduce themselves.

COMMITTEE OF PARENTS PRESENT: Denitre Peltier, Gina Cosse, and Heather Rodrigue
COMMITTEE OF PARENTS ABSENT: Deanna Hodson, Renee Aucoin, and Tricia Johnson

EDUCATORS PRESENT: Jimi Encalade, Chris Kimball, Nancy Curole, Charles Michel, Ed.D., Pamela Folse

Mrs. Encalade explained the purpose of the meeting was to go over the process involved in the development of the Pupil Progression Plan. Mrs. Encalade also explained the Pupil Progression Plan Committee of Parents Selection Protocol. Mrs. Encalade then described the Pupil Progression Plan as a plan that every school district in the State of Louisiana is required to have. Mrs. Encalade stated the Pupil Progression Plan is reviewed annually and submitted to the local school board for approval, then submitted to Louisiana Department of Education. Members received a draft copy of the 2016-2017 Pupil Progression Plan.

Mrs. Encalade explained items printed in green are to be included in the Pupil Progression Plan. Anything in black is an explanation. Anything in blue is district policy and responses. Anything in yellow has been revised to reflect recent policy updates. Mrs. Encalade went on to explain that the Pupil Progression Plan has ten sections and reviewed those sections.

Mrs. Encalade began reviewing the Pupil Progression Plan document. Committee members were explained the Committee of Educators recommended changes to the following sections of the plan.

- Uniform Grading Policy – Pages 21-22
- High School Graduation Requirements: Exiting Courses Prior to Completions – Page 33
- High School Graduation Requirements: Student Classifications and Carnegie Unit Requirements – Page 36
- Appendix B: Grading Scale Charts – Page 58-59
- Appendix B: Grading Averaging Rules – Page 60-61

The Committee of Parents were in agreement with the Committee of Educators recommended changes to the plan. Mrs. Encalade advised the next Committee of Parents Meeting is August 11, 2016 at 5:00 p.m.

The next Pupil Progression Plan committee meetings are as follows:

Committee of Parents
August 11, 2016 – 5:00 p.m.

Committee of Educators
August 11, 2016 - 8:00 a.m.

There being no further business, the meeting adjourned at 5:48 p.m.

Contact Person: Jimi Encalade

Recording Secretary: Martha LeBlanc

MINUTES OF THE PUPIL PROGRESSION PLAN

LAFOURCHE PARISH SCHOOL DISTRICT

COMMITTEE OF EDUCATORS MEETING

August 11, 2016

Jimi Encalade, Pupil Progression Plan Chair, called the meeting to order at 8:01 a.m.

COMMITTEE OF EDUCATORS MEMBERS PRESENT:
Amy Garner, Barry Filce, Charles Michel, Ed.D., Chris Kimball, Christy Percle, Jarod Martin, Jessica Tastet Vedros, Jimi Encalade, Nancy Curole, Pamela Folse, Robby Lee, Samantha Lagarde

COMMITTEE OF PARENTS MEMBERS PRESENT:
None

COMMITTEE OF EDUCATORS MEMBERS ABSENT:
Cindy LeBoeuf, Karen Gisclair

Mrs. Encalade greeted everyone and expressed her gratitude for his or her service on the committee. Mrs. Encalade explained that she met with the Committee of Parents and went over the local changes and recommendations discussed at the last Committee of Educators meeting. The Committee of Parents were in agreement with the recommended changes.

Mrs. Encalade reviewed changes that were made at the August 1st Committee of Educators Meeting to ensure that changes are worded with clarity.

- Pages 21 - 22; Uniform Grading Policy.
- Page 33; High School Graduation Requirements: Exiting Courses Prior to Completions
- Page 35 - 36; Student Classifications and Carnegie Unit Requirements
- Pages 58 - 59; Grading Scale Charts
- Page 60 - 61; Grade Averaging Rules

The committee discussed recommended changes presented by Chris Kimball to the following.

- Page 30; Middle School Grading and Curriculum (Grades 6 – 8)

The committee also discussed and made recommended changes to the following.

- Page 29; Elementary Curriculum Requirements

Mrs. Encalade again thanked everyone for his or her service on the committee and there being no further business adjourned the meeting at 8:51 a.m.

Committee of Parents Meeting August 11, 2016 at 5:00 p.m.

Contact Person: Jimi Encalade

Recording Secretary: Martha LeBlanc

MINUTES OF THE PUPIL PROGRESSION PLAN

LAFOURCHE PARISH SCHOOL DISTRICT

COMMITTEE OF PARENTS MEETING

August 11, 2016

Jimi Encalade, Pupil Progression Plan Chair, called the meeting to order at 5:10 p.m.

COMMITTEE OF PARENTS MEMBERS PRESENT:
None

COMMITTEE OF PARENTS MEMBERS ABSENT:
Denitra Peltier, Heather Rodrigue, Tricia Johnson, Gina Cosse, Deanna Hodson, Renee Aucoin

COMMITTEE OF EDUCATORS MEMBERS PRESENT:
Charles Michel, Ed.D., Nancy Curole, Jimi Encalade

Mrs. Encalade reviewed local changes and recommendations discussed at the last Committee of Parents meeting.

- Pages 21 - 22; Uniform Grading Policy.
- Page 33; High School Graduation Requirements: Exiting Courses Prior to Completions
- Page 35 - 36; Student Classifications and Carnegie Unit Requirements
- Pages 58 - 59; Grading Scale Charts
- Page 60 - 61; Grade Averaging Rules

Mrs. Encalade reviewed the recommended changes presented by Chris Kimball to the following section.

- Page 30; Middle School Grading and Curriculum (Grades 6 – 8)

Mrs. Encalade also reviewed recommended changes to the following section.

- Page 29; Elementary Curriculum Requirements

There being no further business adjourned the meeting at 5:15 p.m.

Contact Person: Jimi Encalade

Recording Secretary: Martha LeBlanc

PPP COMMITTEE MEETING DOCUMENTATION
Curriculum Committee Agenda

Meeting Date: JULY 26, 2016 Submitted by: Pamela Folse, Chairman

PRESENT: **Directors:** Pamela Folse, Chris Kimball, Dr. Charlie Michel **Supervisors:** Nancy Curole, Karen Gisclair, Barry Filce **Curriculum Specialists:** Jamie Guillot, Jennifer Russell, Terry Degruise, April Horn **Others:** Dean Guidry, Renee Guidry **BCA:** Sandy Holloway

I. Old Business

A. Technology Readiness Update – Postposed until August 9th:

Discussion/Action:	Person(s) Responsible:	Timeline
• Technology timelines will be set by committee; item will be revisited on August 9th		

B. Instructional Leadership Summit – Overview of Evaluation Survey Results

Discussion/Action:	Person(s) Responsible:	Timeline
• D. Guidry gave brief overview of survey results; many positive comments		

II. New Business

A. Curriculum & Assessment:

Discussion/Action:	Person(s) Responsible:	Timeline:
• **Weekly Highlights** – Reviewed f updates for each department		
• **ELA & Math Assessment Results – Updated on release date** – ELA & Math scores should be in by Friday, July 29, 2016 as per K. Gisclair	K. Gisclair	
• **LDOE Parent Resources for Back-to-School Night & Assessment Resources** – Some Parent Resources are on the LDOE Website; Committee will re-visit this item and communicate usage with school administrators for the beginning of the school year.		

B. District Professional Development:

Discussion/Action:	Person(s) Responsible:	Timeline:
• **Beginning of the Year PD:** ▪ Beginning of the Year PD is being sent out by all departments. ▪ A PD Chart is in the process of being developed to disseminate to schools. Each grade band will send out information.	Curriculum Staff	ASAP
• **District PD Calendar** ▪ Horn emailed B. Gautreaux & S. Bourg in IT department in regards to curriculum specialists having access to PD calendar; no reply as of yet. A. Horn will follow-up as per P. Folse ▪ Recommendation – Curriculum Specialists take the lead on the PD calendar	P. Folse	ASAP

C. District Policy & Plan Update:

Discussion/Action:	Person(s) Responsible:	Timeline:
• **District Pupil Progression Plan –** Committee has begun to review the 2016-2017 District Pupil Progression Plan updates. Pupil Progression Meetings are as follows: ➢ **Committee of Educators Meeting – August 1st at 8:00 am** ➢ **Committee of Parents Meeting – August 1st at 5:00 pm**	J. Encalade	
• **District Student Handbook – Revisions for 2016-2017 –** Committee reviewed handbook for revisions and corrections; review will continue in PLC meeting. Final revisions due on Friday.	Curr. Staff	July 29th

D. Supervisor's Update – no further updates

E. Other Items – no other items at this time.

F. Upcoming District Committee Meeting:

- ESSA Meeting in Terrebonne Parish – August 1, 2016 at 10:00 am
- District Planning Call – August 3, 2016 at 1:00 pm
- District Curriculum Meeting – August 9, 2016 at 8:00 am

PUBLIC NOTICES DOCUMENTATION

NOTICE

A public meeting of the Lafourche Parish Pupil Progression Plan **Committee of Parents** will be held in the Lafourche Parish School Board Office Boardroom beginning at **5:00 p.m. on Monday, August 1, 2016,** for the purpose of revising and updating the Lafourche Parish 2016-2017 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.

The Lafourche Parish School Board office is located at 805 East Seventh Street in Thibodaux, Louisiana.

Any person requiring special assistance to participate in the meeting, such as an interpreter for persons who are deaf, is asked to notify Mr. Floyd Benoit or Dr. Charles Michel at (985) 446-5631.

NOTICE

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SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

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

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

      A. All entering first grade students without Kindergarten experience will be administered the DSC (Developing Skills Checklist) for first grade screening. Students who score in the lower 20% on the screening test will be referred to the RTI Committee for further assessment and intervention recommendations.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
   a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 D.)
   b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

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

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

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

A. All entering first grade students from out of state without Kindergarten experience will be administered the DSC (Developing Skills Checklist) for first grade screening. Students who score in the lower 20% on the screening test will be referred to the RTI for review of current performance data and/or intervention recommendations.

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

►Name the Developing Skills Checklist, DSC, criterion used for placement of every child entering kindergarten for the first time.

A. All entering Kindergarten students will be administered the DSC (Developing Skills Checklist). Students who score in the lower 20% on the screening test will be referred to the RTI Committee for further assessment and intervention recommendations.

B. Transfer Students

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

a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.

b. For students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments.

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)

   a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.

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

   c. For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

      ►Describe the placement policies for transfer students entering transitional 9th grade.

      A. 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.
      B. If the student is a middle school student (8th 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.
      C. All other placement processes shall adhere to the following guidelines in the next section for "placement of all students".

      ►Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

      - Approved schools within the state (public/nonpublic)
        1) Students transferring from a 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.

- Approved out-of-state schools (public/nonpublic)
  1) Students transferring from an 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.
- Home Study and Unapproved schools (public/nonpublic)
  - Student entering 5th or 9th grade
    a. Students transferring from unapproved schools/foreign systems/home study programs in grades K-8 (*including students entering 5th or 9th grade*) shall be administered a placement examination determined 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. Fees covering the cost of administering, scoring, and reporting results may be charged.
    b. If the student is 15 years or older and two or more grade levels behind as determined by 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.
    c. If the student is 16 years old with no Carnegie credits, the student will be placed in T9.

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:

1) Submit an application to the SDE for participation in the Home Study Program;
2) Present a copy of the home study application form to the local Textbook Supervisor or designee at local school board office;
3) 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 SBESE and adopted by local school districts are provided, when available);
4) 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;
5) Only one grade level set of texts per child per subject is available any single time.

- Names of the entrance tests used to determine grade placement
  a. Woodcock-Johnson Test of Achievement
  b. Wechsler Individual Achievement Test

c. Peabody Individual Achievement Test

d. Diagnostic Achievement Battery

e. Kaufman Test of Educational Achievement

f. Edgenuity Assessments (only for students entering into 9th grade after October 1- assessment administered by school personnel)

- The procedure used for determining Carnegie credit for high school students
  a. Students transferring from unapproved schools/foreign systems/home study programs entering at the high school level are entered as 9th grade students.
  b. Those students desiring Carnegie Units shall be administered proficiency exams for each Carnegie Unit desired. The Edgenuity suite of courses shall be the primary source of Proficiency Exams. If an Edgenuity subject exam is not available, proficiency exams may be either state-generated or teacher-generated exams. All teacher-generated exams are submitted to the State Department for approval prior to administering.
  c. Students will be awarded Carnegie Unit credit if the student scores with a minimum mark of "D" (67%) or better on the proficiency exam.
  d. Fees covering the cost of administering, scoring, and reporting results may be charged.
  e. Students may be re-classified as sophomore, Junior, or Senior upon the successful completion of proficiency exams.

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

A. Edgenuity Assessments

C. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

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

Identification of English Language Learners Students (K-12)

a) All students entering the school system for the first time will complete the **Home Language Survey.**

b) A student may be considered an English Language Learner student if:

1. 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.

2. The student has scored below the fluency level on an oral English language proficiency test.

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

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

- 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 LAS Links Language Proficiency Assessment.
- Survey forms will be returned to the school for placement in Cumulative Folders.

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

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

Placement

- If the student scores at the Non/Limited English Speaker level On the Pre-LAS or LAS Links Language Proficiency Assessment, he/she shall be identified as ELL 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 ESL records may be exempt from formal assessment for placement in the ESL program. Records will be reviewed by the receiving ESL teacher for final determination.
- An ELL 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, ESL teacher, counselor, and translator (if needed).
- For SECONDARY non-English students with records the following will apply:

  1. Evaluation of student's transcript by a qualified counselor with the assistance of a translator, when needed.
  2. Student placement in the appropriate grade level is based on earned credit;

3. Students fifteen years or older are placed in the appropriate high school program of studies based upon a consultation with the student, parent, ESL teacher, counselor, and translator (if needed).

Parental Notification

- Parents will be notified that their child has been identified as an English Language 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 ELL until he/she achieves English proficiency as indicated by the English Language Development Assessment (ELDA) 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.

Instructional Programs

- All ELL students will be placed in the regular classroom setting with an ELP Accommodation Plan to assist them with developing English language skills, study skills, content vocabulary, content subject matter and cultural orientation.
- ELL students should not be placed in a Foreign Language Class (Example: French) until the child has successfully acquired the English language.
- In addition, ELL students will be placed in the appropriate instructional program as follows, according to individual needs:

  1. ESL Course

     a. Students are provided instruction by an ESL teacher in a researched-based ESL program in order to help ELLs acquire proficiency in English while achieving in content areas.

     b. The instructional program for the English Language Learner secondary student will be one in which the ELL student will not be placed in highly language dependent courses (i.e. English I-IV or American History) until he/she develops a level of competency to succeed in the courses. ELL 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.

2. ELL Pull-Out Tutoring
    a. Students receive instructional support by an ESL teacher or paraprofessional to assist ELLs in acquiring English proficiency.
3. ELL Mainstreamed
    a. Students are placed into the regular classroom with monitoring and tracking. The instruction provided to ELL 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 materials used by ELL students are also comparable. The instructional program insures that ELL students develop high levels of attainment in English and State Content Standards and meet the annual measurable academic achievement objectives.

Grading Policy for ELL Students

1. Placement, grading, promotion or retention of regular or special education ELL students must comply with established criteria in the Pupil Progression Plan.
2. ELL 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 ESL Coordinator, ESL teacher, SBLC Chair, and Regular Education Teacher, a failing grade for 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.
3. 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 ELL Comment Codes 24 & 84 added on WebPams report card screen if modifications are used. These students may still earn "A", "B", "C", and "D" if abilities warrant such grades.
4. 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 ELL Comment Codes of 24 & 84 added on the WebPams report card screen if modifications are used.
5. Content courses at ALL grade levels are to be modified according to the ELL'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 the ELDA (English Language Development Assessment).

6. Every attempt must be made to provide ELL Accommodations to ELL students to avoid violating the student's right to an equal education since we cannot provide instruction in their native language.

ELL Students with Disabilities

1. Students identified as having a disability according to IDEA 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 ELL Accommodations Checklist.
2. Any evaluation of an ELL student shall include language free measures to ensure any disability is not a result of a language barrier.

Retention for ELL Students

1. 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.
2. No ELL student shall be retained based solely on the lack of English proficiency.
3. 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)

Exiting ELL Status

Grades K-2

To be considered English proficient and exit English Language Learner (ELL) status, an ELL student in grades K-2 must score as follows:

a. Two years at composite level 5 on the English Language Development Assessment (ELDA) OR

b. In the same year, at Composite Level 5 on the ELDA and at grade level/benchmark/proficiency on a standardized reading assessment, such as the Star Reading Assessment.

Grades 3-8

To be considered English proficient and exit English Language Learner (ELL) status, an ELL student in grades 3-12 must score as follows:

a. Composite Level 5 on ELDA; OR

b. In the same year, at Composite Level 4 on ELDA and at proficient on the State English Language Arts (ELA) Assessment.

Grades 9-12

To be considered English proficient and exit English Language Learner (ELL) status, an ELL student in grades 9-12 must score as follows:

a. Composite Level 5 on ELDA; OR

b. in the same year, at Composite Level 4 on ELDA and at proficient on the State English Language Arts (ELA) or District EOC Assessment

Students with Disabilities

Students with disabilities who are unable to meet the above exit criteria after 4 years or more in ELL status because of their disability, as decided only by consensus of the members of the School Building Level Committee (SBLC), may be exited from ELL status (but will still be required to take statewide assessments).

d. Establish procedures to monitor former English Language Learner students for four years.

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

Once an ELL student meets exit criteria, the student's progress shall be monitored by the school's SBLC Committee for a period of four years. Report card grades, State Assessments and EOC assessment results are reviewed. Students may be re-evaluated as a possible classification for ELL with the LAS Links Assessment if progress is not maintained.

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

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

D. Review of Placement

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

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

1. 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.
2. 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.
3. Central Office staff members, who are designated as evaluators of principals, are charged with the task of monitoring principals and teachers to assure uniform implementation.
4. Any exceptions made to these policies, whether made by the teacher, principal, or supervisor, shall include parental involvement.
5. 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.
6. A review of policies as they affect an individual student may be initiated by the student's parent/guardian by submitting a written request to the student's principal. Upon receipt of this request, a conference will be initiated within 10 school days. The principal will invite the appropriate teacher(s) or supervisor, or both, to attend the conference. After reviewing the policies and their implementation as they affect the student, further questions and concerns will be resolved using the "Due Process" procedure.

II. Attendance Policy

A. 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 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)

III. Uniform Grading Policy

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

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

►List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

LPSD shall use the following uniform grading system for students enrolled in AP coursework:

Grading Scale for AP Courses	
Grade	**Percentage**
A	100-90
B	89-80
C	79-70
D	69-60
F	Below 60

IV. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)

3. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)
4. At the conclusion of the 2016-2017school year, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 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 in 2016-2017exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
6. Beginning in spring 2015 and in accordance with procedures set forth by the LDE, 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 on any assessment for 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)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

►Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

Non-proficient students shall receive remediation based on identified deficits within the school day. RTI will continue for these students through the school year.

►Describe the 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. Identify which resources will be utilized to make the placement decision and who will make the decision.

- If a student passes 8th Grade academically, he/she is promoted to 9th Grade.
- Non-proficient students shall receive remediation based on identified deficits within the school day. RTI will continue for these students through the school year, then he/she is referred to the SBLC for consideration of placement in T9.
- Assessments will include but are not limited to district assessments, teacher-made assessments, and other types of summative and formative assessments.
- 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)

►Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.

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.

Non-proficient students shall receive remediation based on identified deficits within the school day. RTI will continue for these students through the school year.

►Describe the function of the SBLC as it relates to student promotion and retention.
Role of the School Building Level Committee

A. The School Building Level Committee is a decision-making group that 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.
B. The committee complies with policies and guidelines listed in Bulletin 1566, Bulletin 1508, and Bulletin 1903.
C. The Lafourche Parish School District's SBLC shall be comprised of at least 4 members, including:
    1. The child's teacher
    2. Principal or designee
    3. Parent or student if at least 18 years of age

4. At least one other professional person 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;
   - educational diagnostician;
   - occupational therapist
5. Any other additional members and pupil appraisal team members when necessary

D. Procedure for Reviewing of Grades

1. In the event that a complaint is made regarding the validity of a grade issued to a student, the SBLC shall:
   a. make an expeditious review of the complaint;
   b. hold a recorded, "show cause" hearing to review the complaint with the teacher issuing the grade;
   c. make a judicious determination of the validity of the grade.
2. Should the grade be determined non-valid, the SBLC has the authority to alter the grade.
3. 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.

B. High Stakes Testing Policy

1. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

   ►Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to meet requirements of local progression plans.

   A student who has repeated the fourth grade and who fails academically may be promoted per recommendation of the SBLC. Students with disabilities who have a current 1508 evaluation will participate in assigned 4th grade 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).

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

A student who has repeated the fourth grade and who is 12 years old or older on or before September 30 and who fails academically may be promoted per recommendation of the SBLC. Students with disabilities who have a current 1508 evaluation will participate in assigned 4th grade 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).

2. At the conclusion of the 2016-2017school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B 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 relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2016-2017exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

►Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

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.

►Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

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.

►What Career Readiness Course Opportunities will be provided to the students?

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.

►How will an appropriate T9 curriculum be identified and implemented?

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.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

►List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing the state mandated assessments, list any additional requirements.

Lafourche Parish Curriculum Requirements (K-8)

1. Elementary Level (Grades K-5)

a) Curriculum at the elementary grades shall provide effective instruction in the Content Standards of language arts, mathematics, social studies, science, physical education, and fine arts.

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

a) After each marking period, students in grades K-5 who are not achieving satisfactory progress in reading (as evidenced by the LPSD Learning Report (K) or LPSD Report Card (1st-5th) shall be referred to the RTI Committee for an academic review and possible placement in a multi-sensory or remedial method of instruction in addition to regular core reading classroom instruction. i.e., including, but not limited to, Project Read, Language!, and/or Achieve 3000

b) After each marking period, students in grades K-5 who are not achieving satisfactory progress in math (as evidenced by the LPSD Learning Report (K) or LPSD Report Card (1st-5th) shall be referred to the RTI Committee for an academic review and possible placement in a remedial method of instruction in addition to the regular core math classroom instruction. i.e., including, but not limited to, Accelerated Math and/or Core Curriculum Intervention Assignments

c) Students in grades K-3 who failed reading the previous year, but were promoted due to the LPSD Promotion/Retention Policy, shall receive an additional 60 minutes of core reading instruction (to be conducted either within or in addition to the 180 minute ELA block) to include instructional remediation in core reading skills and other deficits.

2. Middle School Level (Grades 6-8)

a. 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.

b. Students will address the state approved skills and time required in these subjects as prescribed in Bulletin 741

c. Students shall earn at least 2 Carnegie Units including, but not limited to, Keyboarding, Agriculture I, Journeys to Careers, FACS, and 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.

Elementary School Grading and Curriculum (Grades K– 5)

Kindergarten

The first nine weeks of kindergarten will be considered a readiness period; therefore, learning reports will not be issued until mid-term. Teachers will send progress reports to inform parents of student achievements at the end of the first nine weeks.

- 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 DSC (Developing Skills Checklist) 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 (Section III, H. Retention Policy; p. 52).
- Although parental permission is required before a Kindergarten student may be retained, the student MUST meet attendance requirements in order to be promoted.

First Grade

- Major Subjects: Language, Mathematics, Reading
- Minor Subjects: Spelling, 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.
- 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)

Second Grade

- Major Subjects: Language, Mathematics, Reading, Social Living
- Minor Subjects: Spelling, 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 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)

Third Grade

- Major Subjects: Language, Mathematics, Reading, Social Living
- Minor Subjects: Spelling, 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 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)

Fourth Grade

- Major subjects: Language, Mathematics, Reading, Science, and Social Studies
- Minor Subjects: Spelling, 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 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)

Fifth Grade

- Major Subjects: Language, Mathematics, Reading, Science, and Social Studies.
- Minor Subjects: Spelling, 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
- 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 Grading and Curriculum (Grades 6 – 8)

Sixth and Seventh Grades

- Major Subjects: English Language Arts (ELA), Mathematics, Science, Social Studies, and Carnegie Credit courses.
- Minor Subjects: Elective/Exploratory Subjects (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
- 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)

Eighth Grade

- Major Subjects: English Language Arts (ELA), Mathematics, Science, Social Studies, and Carnegie Credit courses.
- Minor Subjects: Elective/Exploratory Subjects (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
- Due to the fact that 2016-2017 is not a High Stakes Testing year, at the conclusion of the 2016-2017 school year students must pass the grading requirements of eighth grade to be promoted to ninth grade. Students who do not meet the passing requirements of 8th grade or who have been identified as non-proficient in ELA and/or Math state testing shall be referred to the School Building Level Committee (SBLC) for consideration of placement in T9.
- 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 Grading and Course Credit (Grades 6-8)

Middle School Health and Physical Education Grading Guidelines

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.

I. 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.

II. 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.

III. 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

IV. Skills

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

V. Physical Fitness

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

VI. 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.

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 6-8)

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. (Grades 6-8)

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

In Lafourche Parish, students may participate in the French foreign language program in grades 1 - 5. Instruction is provided through the Fine Arts program. Lafourche Parish has no foreign language program in grades 6 – 8.

- Explain the 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.

V. High School Graduation Requirements

A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

1. Students may earn Carnegie credit as middle school and high school students in two ways:
   a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
   b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:

a. the name of the examination used to measure proficiency, if nationally recognized, or

b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or

c. a listing of requirements to demonstrate proficiency through portfolio submission

4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.

a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.

5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.

6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.

7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.

a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

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

Lafourche Parish Curriculum Requirements (9-12)

Secondary School Level (Grades 9-12)

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, after school, and/or Saturday programs.) Participation will be based on student/school data.

- 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/Pre-Advanced Placement Classes

- Advanced Placement/Pre-Advanced Placement classes are allowed and encouraged and shall be established only after the supervisory staff evaluates and recommends a proposed class to the superintendent. Advanced Placement/Pre-Advanced Placement course curriculum shall be standard throughout the district. Students shall be encouraged but not compelled to enroll in Advanced Placement/Pre-Advanced Placement classes.

- Criteria for Enrollment
  - 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)
- A student may transfer out of an Advanced Placement/Pre-Advanced Placement 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.

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.

Personal property accountability is the responsibility of every student.

Each individual must take reasonable precautions to protect his or her personal property. Lafourche Parish School District or any school assumes no responsibility for any lost or stolen property.

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 English I or entry-level Mathematics (Algebra I or Math Essentials).
- 11th Grade - Junior
  - A student who has successfully completed sophomore level requirements and has earned 11 Carnegie units.
- 12th Grade - Senior
  - Any student who has 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

1. General Criteria

a) Student must be at least 15 years of age at a public Louisiana high school.

b) Student must have either PLAN or ACT (or SAT) scores on file at the high school.

c) Student must be in good standing as defined by the high school and meet the college/university enrollment criteria.

d) Student must have permission from the high school and his/her parent/guardian to participate.

e) 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.

f) Student may enroll in a maximum of 3 credit hours per semester/term, up to 6 credit hours per academic year, with supplemental funding. (The student is

responsible for additional enrollment costs if exceeding the 3 credit hours/semester limit, 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.

g) 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.

h) Continued state funding is not guaranteed. These criteria are subject to change.

2. 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.

a) College Level, Degree Credit Course: A course in an academic subject that generates postsecondary institutional credit and appears.

i. As a General Education course on the current Board of Regents' Master Course Articulation Matrix (public institutions) or

ii. On a list of general education courses approved by the Board of Regents (for LAICU institutions).

b) Student must be on track for completing the Louisiana Core 4 Curriculum/TOPS.

c) Student must have the following ACT test scores (or SAT equivalent) 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:

i. A PLAN or an ACT Composite score of at least 18

ii. A PLAN or an ACT English sub-score of at least 18 or have successfully completed the developmental course required for placement into the college level, degree credit English course; and

iii. A PLAN or ACT mathematics sub-score of at least 19 or have successfully completed the developmental course required for placement into the college level, degree credit mathematics course.

3. 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.

a) 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.

b) Student must be a 12th grader/senior on track for completing the Louisiana Core 4 Curriculum/TOPS.

c) Student must have a PLAN Composite score of a least 14 or an ACT Composite score of at least 15 (or SAT equivalent).

4. Eligibility criteria to enroll in a Work Skills Course:

a) Work Skills Course: A course in a skill or occupational training area that contributes to a declared Career Area of Concentration and leads to a recognized industry based certification.

b) Students must be on track

i. For completing the Louisiana Core 4 Curriculum/TOPS or

ii. 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.

c) Student must have a PLAN Composite score of at least 14 or an ACT Composite score of at least 15 (or SAT equivalent) or a Work Keys Bronze Certificate.

High School Graduation Requirements for Freshmen entering prior to 2014-2015 school year.

Students in Louisiana can pursue two types of high school diploma, a College and Career Diploma or a Career Diploma. With a college and Career Diploma, students can opt for one of two courses of study – the more rigorous LA Core 4 or the Basic Core. Students can also earn an academic Endorsement or a Career/Technical Endorsement.

DIPLOMA REQUIREMENTS

Subject	Credits for LA Core 4	Credits for Basic Core	Credits for Career Diploma
English	4	4	4
Math	4	4	4
Physical Education	1.5	1.5	1.5
Health	.5	.5	.5
Science	4	3	3
Social Studies	4	3	3
Foreign Language	2	-	-
Arts	1	-	-
Electives	3	8*	7**
Total	24	24	23

*Students who pursue a Basic Core course of study must complete six credits in career area of concentration.

**Students who pursue a Career Diploma must complete seven credits in career area of concentration.

- Incoming freshman in 2010-2011 and beyond must pass at least one in each of the following pair of End-of-Course Tests:
  - English II or English III
  - Algebra I or Geometry
  - Biology or American 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)
- Information on provisional eligibility criteria for a Certificate of Achievement can be found in Appendix F.

High School Requirements beginning with Freshmen of 2015-2016 school year

Students will have two diploma path options.

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

Graduation Requirements to be considered Valedictorian or Honor Student Graduates

- Valedictorian
  - Beginning with the class of 2016 and beyond, a student must take, for credit, 12 of the courses from the Advanced Placement/Pre-Advanced Placement course list to be considered for Valedictorian.
- Honor Graduate
  - Beginning with the class of 2016 and beyond, a student must take, for credit, 8 of the courses from the Advanced Placement/Pre-Advanced Placement course list to be considered for an honor graduate.

►Describe the LEA's policy for awarding 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).

►List the set of courses for which students will have the opportunity to earn credit by proficiency.

Carnegie Credit Courses:

Language Arts	Math	Science	Social Studies	Elective	AP	ACT
English I	Algebra I	Biology	Civics	French I	Environmental Science	Reading I
English II	Geometry	Chemistry	Economics	Spanish I	Psychology	Reading II
English III	Algebra II	Environmental Science	World History	Spanish II		Writing I
English IV	Financial Math	Physical Science	US History	Psychology		English I
Introduction to Communication and Speech	Math Essentials	Physics	Free Enterprise	Sociology		English II
IDEA Writing-Instruction to Develop Expository and Applied Writing	Pre-Calculus		World Geography	Intro to Art		Science
Senior Applications	Advanced Math		American History	Health		Math I, II, and III
			Civics Government and Economics	Computer Applications Office 2007		ACT Virtual Tutor Courses
			Survey of World History	Intro to BCA BCA		
			Survey of US History	Career Planning and Development		
				Career Explorations		
				Journey to Careers		

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:

a. Students who entered the ninth grade prior to 2008-2009,

b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and

c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.

4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:

   a. Students who entered the ninth grade in 2014-2015 and beyond

5. Graduation requirements for the Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) may be found in §2319 of Bulletin 741.

   a. A student who seeks to pursue a Career Diploma shall:

      i. Fulfill the all the requirements for promotion to high school;

      ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and

      iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.

6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)

7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)

   a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.

      i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)

   b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:

      i. English II or English III

      ii. Algebra I or Geometry

      iii. Biology or United States History

   c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the

English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.

d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:
   a. Course requirements;
   b. Assessment requirements;
   c. Workforce-Readiness and Career Education requirements; and
   d. Transition requirements.
9. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

VI. Retention Policy

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

A student in grades K-4 may be retained only one time based on academic performance.

A student in grades 5-8 may be retained only one time based on academic performance.

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)

► Describe any additional LEA policies that may determine student retention.

General Rules

1) Students who fail to meet the promotion criteria described in the placement section of this plan shall be retained.
2) It is not recommended that a kindergarten student be retained since enrollment in kindergarten is not mandatory.
3) For students in grade 1 who fail reading only, it is not recommended that they be retained. Instead, in second grade, these students shall receive an additional 60 minutes of 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

1) 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 DSC (Developing Skills Checklist), shall not be the sole determining factor for retention in kindergarten.
2) 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.
3) 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

1) 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.
2) 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.
3) Parents will be notified by mail of the decision of the staff member(s) and the Superintendent.
4) The decision of the Superintendent shall be final.

► Describe the 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-2 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. All elementary schools employ certified interventionists on a full-time basis. Research 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

1. Definition - Dyslexia shall be defined as a language processing disorder, which may be manifested by difficulty processing expressive or receptive oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling. (as defined by R. S. [17:7 (11)])
   a) Related disorders shall include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

2. Identification
   a) 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.
   b) 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.

3. Assessment
   a) Assessment shall be conducted following SBLC recommendation and parental notification; or
   b) Upon the receipt of a request by a parent/guardian following data gathering.
   c) No student shall be assessed if his/her parent/guardian objects to such an assessment. (Refer to LPSD SBLC Handbook for parental decline forms.)
   d) 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.

e) 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.

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

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

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

b) 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).

c) 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.

d) If a student exhibits characteristics associated with dyslexia and/or related disorders, the student shall be eligible for the Multi-Sensory Structured Language Program.

5. Multi-Sensory Language Instructional Programs
   a) Teachers in Lafourche Parish have been trained to deliver Multi-Sensory Language programs with fidelity.
   b) The programs have been reviewed by the International Multi-Sensory Structured Language Education Council and the Orton Dyslexic Society. They are research-based and have been found to be the most effective programs for students identified with dyslexic characteristics.
   c) Instruction will be provided using techniques and materials selected from the following programs:
      1) The LANGUAGE! Program by Jane Fell Greene, Ed. D. matches Project Read instruction unit by unit and recommends the same supplementary J & J Readers. LANGUAGE! Incorporates instruction in phonology and decoding, reading, writing, spelling, composition, grammar, vocabulary, syntax, comprehension and usage.
      2) Project Read was developed by Dr. Mary Lee Enfield and Victoria Greene of Bloomington, Minnesota. Project Read provides a direct, systematic, multisensory approach within the regular education program. It was designed to meet the needs of those students who experience failure in the learning to read process due to language processing problems.
      3) The Wilson Reading System program directly teaches the structure of words in the English language so those students master the phonological coding system for reading and spelling. The material is presented in a systematic, sequential and cumulative manner. The teaching techniques utilize visual-auditory-kinesthetic-tactile (multi-sensory) methods.
   d) Students identified with characteristics of dyslexia will be provided instruction in the MSL (Multi-Sensory Structured Language) Program.
      1) 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.
      2) The student's Accommodation Plan shall indicate how this is to be implemented.

3) These students shall receive instruction in both the English Language Arts classroom and MSL Program.

6. Grading and Retention
   a) If a student is in a MSL program, as required by Bulletin 1903, grades should be derived from that program.
   b) No student identified as having characteristics of dyslexia shall be retained based solely on the lack of reading or spelling skills.

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

VII. Acceleration

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

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 student data to develop an acceleration plan for the student if warranted.

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.

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

The 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 recommendation to all parties. All documentation shall remain in the student's permanent record.

► Describe any applicable policies and procedures for grade "skipping."

If vertical acceleration is recommended, 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.

► Describe any 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 B-Regulations for Gifted/Talented Students Louisiana Department of Education; August 1, 2000

§1101. Free Appropriate Public Education

a. 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

a. 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.

► List any Carnegie credit courses that will be offered on an "accelerated" schedule.

Language Arts	Math	Science	Social Studies	Elective	AP	ACT
English I	Algebra I	Biology	Civics	French I	Environmental Science	Reading I
English II	Geometry	Chemistry	Economics	Spanish I	Psychology	Reading II
English III	Algebra II	Environmental Science	World History	Spanish II		Writing I
English IV	Financial Math	Physical Science	US History	Psychology		English I
Introduction to Communication and Speech	Math Essentials	Physics	Free Enterprise	Sociology		English II
IDEA Writing-Instruction to Develop Expository and Applied Writing	Pre-Calculus		World Geography	Intro to Art		Science
Senior Applications	Advanced Math		American History	Health		Math I, II, and III
			Civics Government and Economics	Computer Applications Office 2007		ACT Virtual Tutor Courses
			Survey of World History	Intro to BCA BCA		
			Survey of US History	Career Planning and Development		
				Career Explorations		
				Journey to Careers		

A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years. (Bulletin 741 §2317)

   a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

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

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

   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.

VIII. Remediation

A. Legal Authorization

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

B. Purpose

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

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
   a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.

D. School Year Intervention/Remediation Program

►EOC Remediation

- Describe the EOC remediation provided for students. Include the following:
- Program Description

GEE and LAA2 no longer exist. The following description is for EOC Remediation.

1. At least 80% of the eligible students will participate in EOC remediation.
2. Of those students who participate in the English Language Arts component of EOC remediation, 50% will achieve the passing standard for graduation.
3. Of those students who participate in the Math component of EOC remediation, 50% will achieve the passing standard for graduation.
4. Of those students who participate in the Science component of EOC remediation, 50% will achieve the passing standard for graduation.
5. Of those students who participate in the Social Studies component of EOC remediation, 50% will achieve the passing standard for graduation.

- Student selection criteria

  All students who score needs improvement on any section of the EOC are eligible for EOC remediation.

- Pupil/Teacher ratio

  The pupil/teacher ratio is 15:1.

- Instructional time

  In the fall, 20 hours of remediation are offered in each of the four subject areas. In the spring, 20 hours of remediation are offered in each of the four subject areas. In the summer, 30 hours of remediation are offered in each of the four subject areas.

- Selection criteria for teachers and/or paraprofessionals

  Teachers must be certified and highly qualified and highly qualified paraprofessionals work under the direct supervision of certified, highly qualified teachers.

- Materials and methodology to be used

  Direct instruction is used with the EOC assessment guides, EOC released test items, EOC Coach, EOC Buckle Down, and teacher made materials. Computer-Based (Edgenuity) assisted instruction is also used.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply

  After School Program - Fall and Spring Remediation Tutoring, Summer Program - Remediation Tutoring.

- Documentation of students' and parents' refusal to accept remediation

  The district provides every parent with an EOC remediation information packet that includes a compact that parents have to sign indicating whether or not their child will attend remediation programs.

- Plan for coordination of state, federal, and local funds for remediation

  EOC remediation is funded by a 21st Century Community Learning Center Grant, IDEA, and the district general fund.

- Evaluation plan for documenting evidence of achievement/growth of students

  Students' EOC scores are compared to the previous test scores to determine student achievement and to evaluate the effectiveness of the program.

IX. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and

other needs which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

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

Alternatives within Regular Placement - P.A.S.S. Program

1. Positive Action School Site (P.A.S.S.) is a program for any student suspended or expelled in Lafourche Parish Public Schools pursuant to the provisions of R.S. 17:416.
    a) The program establishes alternative sites for these students and requires that they complete classes at the sites or through distance learning before they can return to their own schools.
    b) Students will receive instruction in problem solving and conflict resolution that will help them avoid future problems and return to the normal school setting.
    c) The P.A.S.S. Program may offer an extended day program in June and provides remediation, and repeat credit.
2. P.A.S.S represents a cooperative endeavor among agencies in Lafourche Parish (Lafourche Parish School District, Sheriff's Office, Thibodaux Police Department, and District Attorney's Office) and the Louisiana State Department of Education.
3. The school system is responsible for the instruction at these alternative sites.
4. The sheriff's department and the Thibodaux Police Department are primarily responsible for discipline, for acting as a liaison between the parent(s) and the sites, and as a liaison between the student and the judicial system.
5. The judicial system is responsible for the civic integrity of the student should he leave the alternative sites prematurely.
6. The P.A.S.S. program will directly impact 15,000 students in twenty-eight schools in Lafourche Parish, while protecting the rights of all students to learn in safe, discipline schools.
7. Program Goals
    a) Reduce the number of days students are suspended and the number of students expelled;
    b) Develop the academic and social skills of these students to reenter the normal school setting;
    c) Develop social skills and civic skills necessary for the students to become responsible citizens; and
    d) Provide all educational services to students excluded from schools.
8. Staffing - Each P.A.S.S. site will provide, at a minimum:
    a) one teacher
    b) a special education instructor

c) a Para-professional

d) a school resource officer (SRO)

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

Positive Action School Site (P.A.S.S.) is a program for any student suspended or expelled in Lafourche Parish Public Schools pursuant to the provisions of R.S. 17:416.

1. The program establishes alternative sites for these students and requires that they complete classes at the sites or through distance learning before they can return to their own schools.
2. Students will receive instruction in problem solving and conflict resolution that will help them avoid future problems and return to the normal school setting.
3. The P.A.S.S. Program may offer an extended day program in June and provides remediation and repeat credit.

The Lafourche Parish School system offers a computer-assisted program for expelled/excluded students in the southern part of the parish. Students will receive instruction via computers at the site as well as at the home.

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

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

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

►Describe the curriculum used to deliver coursework for alternate education programs.

Alternate education curriculum implemented- (Grades K-5): Core Curriculum Assignments and/or Acellus (Grades 6-12) Edgenuity, Acellus, and/or Core Curriculum Assignments

X. Other Policies and Procedures

A. Policies on Due Process

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

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

- 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.

- Students with disabilities

  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 (IDEA) Part B, LEA Application.

- Section 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).

SECTION III

LOCAL POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).

APPENDIX A

This section should include the following:

Definition of Terms

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

State Terms

1. **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.
2. **Alternate Assessment** -The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. **Alternative to Regular Placement** – Placement of students in programs not required to address the State Content Standards.
4. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas.
5. **Dyslexia** – Dyslexia shall be defined as a language processing disorder, which may be manifested by difficulty processing expressive or receptive oral or written language despite adequate intelligence, educational exposure, and culture opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling. (Dyslexia definition as defined by R. S. [17:7(11)]).
6. **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).
7. **Louisiana Education Assessment Program (LEAP)** - The states testing program.
8. **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines.
9. **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).
10. **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.

11. **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).
12. **Remediation** - See Remedial Educational Programs.
13. **Retention** - Non-promotion of a pupil from a lower to a higher grade.
14. **State Grade Level Standards** - Specific levels of attainment of skills and objectives as established in the mandated state curriculum guides.

- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

Local Terms

1. **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.
2. **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.
3. **Advanced Placement** – placement of a student in specific advance courses.
4. **Central Lafourche Area** - The geographic area roughly encompassing the towns of Raceland, Lockport, Mathews, Gheens, and Bayou Blue, and their environs.
5. **Concentrated Program** - A curricular program in any specific discipline, which exceeds the minimum hours of instructional time.
6. **Committee of Knowledgeable Persons** - See School Building Level Committee.
7. **Criterion Reference Test (CRT)** - A test designed to measure a particular domain and specific objectives within that domain.
8. **Due Process** - A course of legal proceedings carried out regularly and in accordance with established rules and principles.
9. **ELL** - English Language Learner.
10. **End of Course Remediation –** remediation for student(s) not meeting criteria in courses tested with end of course exams.
11. **End of Year State Assessment –** assessments selected by the State Department of Education for administration at the end of the school year.
12. **ESL** - English as a Second Language.
13. **FAPE** - Free and Appropriate Public Education.

14. **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.
15. **Hearing Officer** - A school official designated by the superintendent to review the placement of a student.
16. **IEP** - Individual Educational Program.
17. **Initial Screening** - The first assessment of a student to determine if exceptionality exists.
18. **ITP** - Individual Transitional Program.
19. **Kinesthetic Skills** - Those skills concerning loco-motor manipulations.
20. **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.
21. **LEP** - Limited English Proficiency.
22. **Madeline Hunter Criteria for Excellence Method** -Those five criteria which determine teaching skills are as follows: a) teaching to an objective;
    b) teaching to the correct level of difficulty;
    c) monitoring and adjusting teaching;
    d) use of principles of learning: motivation, rate and degree of learning, retention, and transfer; and
    e) evaluation of the knowledge acquired.
23. **MFP** - Minimum Foundation Program.
24. **Mastery** - A pre-determined criteria indicating successful performance on a specific objective.
25. **Multi-disciplinary Evaluation** - A diagnostic evaluation of the student's degree of learning in various subject matter areas.
26. **North Lafourche Area** - The geographic area roughly encompassing the city of Thibodaux, Ward 6, St. Charles, and their environs.
27. **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.
28. **Pre-Advanced Placement -** placement of a student in specific advance courses.
29. **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.
30. **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.

31. **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:
    a) the child's teacher, and principal, or appropriate administrator;
    b) two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
        1. reading specialist;
        2. guidance counselor;
        3. language/speech therapist;
        4. curriculum specialist in language arts;
        5. master degreed teachers in reading, language arts, special education, elementary education;
        6. school psychologist;
        7. assessment teacher;
        8. occupational therapist;
        9. Any other additional members including the parent or guardian and student, and pupil appraisal team members when necessary.
32. **Socio-Economic Status (SES)** - Factors affecting the social and economic status of an individual or group of individuals.
33. **South Lafourche Area** - The geographic area roughly encompassing the towns of Larose, Cut Off, Galliano, Golden Meadow, and their environs.
34. **State Approved School** - A school which meets the standards set by the State Board of Elementary and Secondary Education (BESE).
35. **Systematics** - The science of classification characterized by the use of method or orderly planning.
36. **Tracking System** - A method of monitoring a student's degree of progress through a portion of the curriculum.
37. **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

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

B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. 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/Pre-AP 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.

1. Subjects for which the letter grades S, N, or U are assigned shall not be considered for promotion.
2. 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)
3. In the first grade only, reading shall receive a grade of S, N or U for the first nine weeks.
4. Specific comments on reading progress must be made by the teacher on the report card.
5. 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, Pre-Advanced Placement, International Baccalaureate or any other type of course for which special grading policies exist.

Grading scales and policies for Pre-Advanced Placement, 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 Regular/Pre-AP Courses	
Grade	Percentage
A	100 – 93
B	92 – 85
C	84 - 75
D	74 - 67
F	66 - 0

Grading scale for AP courses will follow a 10 point grading scale.

Grading Scale for AP 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

a. 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.

b. There are four marking periods for Grades K – 12. Each is approximately 44 days in length.

c. Subjects for which the letter grades S, N, or U are assigned shall not be considered for promotion.

d. All district assessments will be graded according to the Grading Scale for Regular Courses as outlined above (7-point scale).

Grading Policies

a. Major subjects shall be assigned the letter grades A, B, C, D, or F.

b. 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)

c. In the first grade only, reading 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.

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

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

f. 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.

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

h. Beginning with the 2014 Freshmen Class, Advanced Placement and Dual Enrollment classes which are part of the TOPS Core Curriculum will be calculated on the five point – (5.00) scale.

   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

a. 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.

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	2

13/6 = 2.167 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	3

15/6 = 2.500 B - Marking Period Grade

b. 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

c. 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 reading, 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

d. 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)

1) Individual Marking Periods

At least six independent grades (including, but not limited to, 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, etc. excluding daily participation and/or conduct) in each subject during each marking period shall account for 100% of the grade for that period.

- Spelling shall be a minor subject with grade designations of A, B, C, D, or F. It will be averaged at half the value of other subjects for determining grade point averages.

2) 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 reading, add the last three marking periods' quality point values and divide by three to get the quality point average.

Middle Schools (Grades 6-8)

1) Individual Marking Periods

At least six 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.

2) Final Grade

a) 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. The resulting quality point average is converted to its letter symbol and posted as the final grade.

b) The final grade for Carnegie Credit courses without an End of Course Examination 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. The resulting quality point average is converted to its letter symbol and posted as the final grade.

c) The final grade for Carnegie Credit courses with an End of Course Examination shall be computed by taking the quality point values of the letter grades for the five marking periods and the EOC test grade, adding them, and dividing by five to get the quality point average. The resulting quality point average for is converted to its letter symbol and posted as the final grade.

d) Any student with a score of Excellent or Good on an End of Course Examination 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)

1. Individual Marking Periods

At least six 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.

2. Quarterly Averages

    a) Quarterly 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 quarterly average. This average is used only for honor roll purposes; it is not used in determining the final grade.

3. Final Grade

    a) 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.

    b) 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.

    c) For one unit courses without End of Course 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.

    d) For one unit courses with End of Course Tests, the quality point values of the four marking periods and the EOC 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.

    e) Any student with a score of Excellent or Good on an End of Course Examination 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.

4. Repeat Credit Grading

    a) Students enrolled in Repeat Credit courses will adhere to the same grading scale as those enrolled in regular courses.

    b) The Repeat Credit course shall have at least six independent assessments of student performance.

5. Distance Learning Grading

    a) Students enrolled in Distance Learning courses will adhere to the same grading scale as those enrolled in regular courses.

    b) 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.

6. Test Grade Recovery Program
   a) Schools that choose to offer test grade recovery shall refer to district guidelines.

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

1. Students enrolled in a course for which there is an EOC test must take the EOC test.

   a) The EOC test score shall count as a percentage of the student's final grade for the course.

   b) The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.

      i. For students with disabilities identified under IDEA who meet the LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students' final grade for the course.

   c) The grades assigned for the EOC test achievement levels shall be as follows.

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

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

► Describe the LEA's grading policy for students taking courses with EOC tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the EOC test will count.

The Lafourche Parish School system has adopted 20% as the weight for the EOC test. Effective Fall 2010, students enrolled in courses with EOC tests will receive grades for four marking periods as previously established in the Pupil Progression Plan. The EOC will count as a fifth grade and the quality points of all marking periods and the EOC 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 State Assessment/EOC Remediation
After-School and/or Summer School Program

DATE: _____

SCHOOL: _____

PARENT/GUARDIAN REFUSAL

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

to participate in the State Assessment/EOC Remediation and/or Summer School Program 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 no assistance will be provided and that he/she will be expected to participate in the mainstream curriculum on grade level.

_____
Signature of Parent

APPENDIX E

Eligibility Criteria or a Certificate of Achievement*

***LAA 1**

Eligible students are those

- Who meet the definition of disabled under the criteria in the Pupil Appraisal Handbook,
- Who are functioning three (3) standard deviations below the mean in cognitive and/or adaptive behavior
- Who requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills,
- Who are enrolled in grades 3-11
- Who meet the *LEAP Alternate Assessment Level 1 (LAA 1) Participation Criteria Form, revised December, 2008.*

Eligible students must meet the following Eligibility Criteria to be awarded a Certificate of Achievement:

1. The student has participated in general district and statewide assessments.
2. The student has completed at least 12 years of school and/or has reached the age of 22 (not to include students younger than 16).
3. The student has met attendance requirements according to Bulletin 741.
4. Transition planning has been completed and documented.
5. A body of evidence exists to document that the student and access to and progressed the general curriculum and the Louisiana Extended Standards.

*NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22. Refer to the LEAP Alternate Assessment Level 1 (LAA 1) Participation Criteria Form; pages 1-2, revised December, 2008

APPENDIX F

JUMP START TOPS TECH (Career Diploma)
COURSE REQUIREMENTS

For students entering 9th Grade in 2014-2015 and beyond

ENGLISH = 4 Units	
1 unit	English I
1 unit	English II
2 units from the following:	English III, English IV, AP® or IB® English courses, Business English, Technical Writing, 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	
1 unit	Algebra I, Algebra I Part one and Algebra I Part two, or an applied or hybrid Algebra course
3 units from the following:	Geometry, Math essentials, Financial Literacy (formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math - Functions and statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or comparable Louisiana technical College courses offered by Jump start regional teams as approved by the state Board of elementary and secondary education
Substitutions	Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II for three mathematics credits
SCIENCE = 2 Units	
1 unit	Biology I
1 unit from the following:	Chemistry I, Earth science, Environmental science, Physical science, Agriscience I and Agriscience II (one unit combined), or AP® or IB® science courses
SOCIAL STUDIES = 2 Units	
1 unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP® U.S. Government and Politics: united states
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 unit from the following:	Physical Education I
½ unit from the following:	Physical Education II, Marching Band, extracurricular sports, Cheering, or dance teams
½ unit from the following:	Health Education (JROTC I and II may be used to meet the Health ED requirement)
Jump Start = 9 Units	
9 units from the following:	Jump start course sequences, workplace experiences, and credentials as approved in regional Jump start proposals.
TOTAL = 23 Units	

APPENDIX G

TOPS UNIVERSITY DIPLOMA REQUIREMENTS

For students entering 9th Grade in 2014-2015 and beyond

ENGLISH = 4 Units	
1 unit	English I
1 unit	English II
1 unit from the following:	English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
1 unit from the following:	English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
MATH = 4 Units	
1 unit	Algebra I
1 unit	Geometry
1 unit	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:	Algebra III; Advanced Math - Functions and statistics, Advanced Math - Pre-Calculus, Pre-Calculus, IB® Math studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and statistics, AP® statistics, IB® Mathematics sL, or IB® Mathematics HL, AP® Computer science A
SCIENCE = 4 Units	
1 unit	Biology I
1 unit	Chemistry I
2 units from the following:	earth science; environmental science; AP® environmental science or IB® environmental systems; Physical science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; Physics I, or IB® Physics I; one of AP® Physics C: electricity and Magnetism, AP® Physics C: Mechanics, or IB® Physics II AP® Physics I, AP® Physics II; one of Biology II, AP® Biology, IB® Biology I, or IB® Biology II
SOCIAL STUDIES = 4 Units	
1 unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 unit from the following:	Government, AP® U Government and Politics: Comparative, AP® U.S. Government and Politics: united states, or Civics
2 units from the following:	One of Western Civilization, European History, or AP® European History; one of World Geography, AP® Human Geography, or IB® Geography; World History or AP® World History; IB® History of the Americas II; Government, economics; AP® Macroeconomics; AP® Microeconomics; or IB® economics
FOREIGN LANGUAGE = 2 Units	
Foreign Language, both units in the same language, which may include the following:	American sign Language I, II, III, IV; B® Language ab initio: Arabic, IB® Language B: Arabic; AP® French Language and Culture, IB® Language ab initio: French, IB® Language B: French, French III, French IV; AP® German Language and Culture, IB® Language ab initio: German, IB® Language B: German, German III, German IV; AP® Latin, IB® Classical Language, Latin III, Latin IV; AP® Spanish Language and Culture, IB® Language ab initio: Spanish, IB® Language B: Spanish, Spanish III, Spanish IV; AP® Chinese Language and Culture, IB® Language ab initio: Chinese, or IB® Language B: Chinese, Chinese III, Chinese IV; AP® Italian Language and Culture, IB® Language ab initio: Italian, IB® Language B: Italian, Italian III, Italian IV; AP® Japanese Language and Culture, IB® Language an initio: Japanese, IB® Language B: Japanese, Japanese III, Japanese IV
ART = 1 Unit	
1 unit from the following:	Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), dance courses (Bulletin 741 §2337), theatre courses (Bulletin 741 §2369), speech III and IV (one unit combined), Fine Arts survey, drafting
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 unit from the following:	Physical education I
½ unit from the following:	Physical education II, Marching Band, extracurricular sports, Cheering, or dance teams
½ unit from the following:	Health education (JROTC I and II may be used to meet the Health ED requirement)
ELECTIVES = 3 Units	electives
Total Units = 24	

APPENDIX H

ENROLLED

Regular Session, 2014

ACT No. 833

HOUSE BILL NO. 1015

BY REPRESENTATIVE SCHRODER AND SENATOR CLAITOR AND REPRESENTATIVES ABRAMSON, ADAMS, ANDERS, ARMES, ARNOLD, BADON, BARRAS, BARROW, BERTHELOT, BILLIOT, STUART BISHOP, BROADWATER, BROWN, BURFORD, HENRY BURNS, TIM BURNS, BURRELL, CARMODY, CARTER, CHAMPAGNE, CONNICK, COX, CROMER, DIXON, DOVE, EDWARDS, FOIL, FRANKLIN, GUILLORY, HARRIS, HARRISON, HAVARD, HAZEL, HENRY, HENSGENS, HILL, HODGES, HOFFMANN, HOLLIS, HONORE, HOWARD, HUNTER, IVEY, KATRINA JACKSON, JAMES, JEFFERSON, JOHNSON, KLECKLEY, LAMBERT, TERRY LANDRY, LEBAS, LOPINTO, LORUSSO, MACK, MILLER, MONTOUCET, MORENO, JAY MORRIS, JIM MORRIS, NORTON, ORTEGO, PEARSON, PIERRE, POPE, PRICE, PUGH, PYLANT, REYNOLDS, RICHARD, SCHEXNAYDER, SIMON, SMITH, ST. GERMAIN, TALBOT, THIBAUT, THIERRY, THOMPSON, WHITNEY, PATRICK WILLIAMS, WILLMOTT, AND WOODRUFF AND SENATORS APPEL, BROOME, BUFFINGTON, CORTEZ, CROWE, DONAHUE, ERDEY, GUILLORY, LAFLEUR, LONG, MURRAY, NEVERS, RISER, GARY SMITH, TARVER, THOMPSON, WALSWORTH, WARD, AND WHITE

AN ACT

To amend and reenact R.S. 17:24.4(H), 183.2(B)(1) and (C), 183.3(D)(1) and 2925(A), to enact R.S. 17:183.3(E) and (F), and to repeal R.S. 17:183.2(B)(2), relative to students with exceptionalities; to provide for a student's Individualized Education Program team to determine promotion to the next grade under certain circumstances as it relates to the student's achievement level on required state assessments; to provide for certain actions to be taken by the Individualized Education Program team under certain circumstances; to provide for participation by a student's Individualized Education Program team relative to requirements for Individual Graduation Plans and graduation; to provide relative to criteria for pursuing a career major curriculum; to provide for the issuance of a high school diploma; to provide for rules of the State Board of Elementary and Secondary Education; to require the state Department of Education to track the performance of students with exceptionalities and to develop and implement a monitoring and corrective action system for school systems with high rates of students with exceptionalities performing below expected levels; and to provide for related matters.

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Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:24.4(H), 183.2(B)(1) and (C), 183.3(D)(1) and 2925(A) are hereby amended and reenacted and R.S. 17:183.3(E) and (F) are hereby enacted to read as follows:

§24.4. Louisiana Competency-Based Education Program; statewide standards for required subjects; Louisiana Educational Assessment Program; parish or city school board comprehensive pupil progression plans; waivers

* * *

H.(1) The State Board of Elementary and Secondary Education ~~may~~ shall establish by rule adopted in accordance with the Administrative Procedure Act a procedure whereby ~~the state superintendent of education may grant a waiver allowing~~ a student's Individualized Education Program team shall determine promotion to the next grade level for any student with an exceptionality, as defined in R.S. 17:1942(B), except a student identified as gifted and talented and who has no other exceptionality, who fails to meet the required achievement level necessary for promotion to the next grade on a test administered to students pursuant to this Section or policies adopted by the state board ~~upon the request of the local superintendent of the school system in which the student is enrolled in school,~~ provided that the student meets certain criteria established by the ~~board~~ Individualized Education Program team relative to ~~attendance, grades, and conduct.~~ performance on the student's Individualized Education Program goals and objectives. If an Individualized Education Program team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, the team shall:

(a) Identify rigorous educational goals for the student.

(b) Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies.

(c) Include an intensive instructional program.

(d) Provide innovative methods to promote the student's advancement including flexible scheduling, alternate learning environments, online instruction,

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and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

(e) Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

(2)(a) An alternative pathway to promotion determination by a student's Individualized Education Program team shall apply only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the state and local requirements for promotion or has not otherwise met state-established benchmarks on the required state assessments.

(b) The state Department of Education, to the extent possible, shall track the performance of students with exceptionalities across school systems and, in collaboration with the Special Education Advisory Panel, establish indicators to identify school systems with disproportionately high rates of students with exceptionalities performing below expected levels and declines in performance across subgroups of students with exceptionalities. The department, to the extent possible, shall develop and implement a monitoring and corrective action system to address school systems identified as having high rates of students with exceptionalities performing below expected levels.

* * *

§183.2. Career option description

* * *

B.(1)(a) If the student, for any two of the three most recent school years, or for a student in high school, the two most recent administrations of any state-established assessments required for graduation, has not otherwise met state-established benchmarks on required state assessments, the student's Individualized Education Program team shall have the option of determining an alternative pathway to graduation for the student.

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(b) If an Individualized Education Program team determines that state-established benchmarks on the required state assessments are no longer a condition for promotion or graduation for a student, the team shall:

(i) Within thirty days of the student entering the course or grade level, establish minimum performance requirements in the student's Individualized Education Plan relevant to promotion or graduation requirements, including but not limited to end-of-course assessments, and shall be incorporated for awarding course credits. The state board shall make available a list of multiple appropriate assessments and guidance for use in establishing minimum score requirements on the assessments that an Individualized Education Program team may, but shall not be required to, use for this purpose. The Individualized Education Program team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student's needs that result from the student's disability and that will enable the student to be involved in and make progress in the general education curriculum, and to meet other educational needs of the student that result from the student's disability, including the student's postsecondary goals related to training, education, employment, and, where appropriate, independent living skills.

(ii) Provide the student and his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options.

(c) Students with exceptionalities shall be afforded the same opportunities to pursue a high school diploma and to exit with all course credits, honors, and financial awards as other students. A student with an exceptionality is not guaranteed a diploma and shall meet either the standard requirements or those established by his Individualized Education Program team to be awarded a diploma as provided in R.S. 17:183.3(E).

C. Throughout high school, each student shall pursue the rigorous curriculum required for his chosen major by his school as approved by the State Board of Elementary and Secondary Education or, for a student with an

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exceptionality as defined in R.S. 17:1942(B), except a student identified as gifted or talented and who has no other exceptionality, who meets the eligibility criteria as provided in Subparagraph (B)(1)(a) of this Section, as determined by the student's Individualized Education Program team, if applicable.

* * *

§183.3. Career major; description; curriculum and graduation requirements

* * *

B.

* * *

D.~~(1)~~ A student who seeks to pursue a career major curriculum ~~must~~ shall meet one of the following conditions:

~~(a)~~(1) The student has fulfilled all of the requirements established by the State Board of Elementary and Secondary Education and the city, parish, or other local public school board where the student is enrolled or the Individualized Education Program team, if applicable, for promotion to the ninth grade.

* * *

E.(1) A student with an exceptionality, as defined in R.S. 17:1942(B), except a gifted or talented student, who meets the eligibility criteria as provided in R.S. 17:183.2(B)(1)(a) and who successfully completes the requirements of his Individualized Education Program, including performance on any assessment required for graduation determined appropriate by his Individualized Education Program team, shall be issued a high school diploma. The student's Individualized Education Program team shall determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation.

(2) If a student's Individualized Education Program team determines that the student is not required to meet state or local performance standards on any assessment for purposes of graduation, the student shall be required to successfully complete Individualized Education Program goals and requirements and shall meet

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at least one of the following conditions, consistent with the Individualized Education Program:

(a) Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and continuous educational support from the school district.

(b) Demonstrate mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district.

(c) Access to services that are not within the legal responsibility of public education or employment or education options for which the student has been prepared by the academic program.

(3) A diploma issued to a student with an exceptionality based on achieving his Individualized Education Program goals and objectives shall count equally and be assigned the same number of points in the school performance score calculation for high schools as are assigned for a diploma issued to any other student.

F. High school promotion determinations for a student with an exceptionality as defined in R.S. 17:1942(B), except a student identified as gifted or talented and who has no other exceptionality, who meets the eligibility criteria as provided in R.S. 17:183.2(B)(1)(a) shall be made by the student's Individualized Education Program team.

* * *

§2925. Individual graduation plans

A.(1) ~~In accordance with the provisions of R.S. 17:183.2, by~~ By the end of the eighth grade, every student, with the assistance of his parent or other legal ~~guardian~~ custodian and school ~~guidance personnel,~~ counselor, and for a student with an exceptionality as defined in R.S. 17:1942(B), except a student identified as gifted or talented and who has no other exceptionality, the student's Individualized Education Program team, if applicable, shall begin to develop an ~~individual graduation plan to~~ Individual Graduation Plan to guide the next academic year's

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course work and to assist ~~them~~ the student in exploring educational and career possibilities and in making appropriate secondary and postsecondary decisions as part of an overall ~~career~~ postsecondary plan. ~~The plan shall be based on the student's talents and interests and shall consider high school graduation requirements relevant to the student's chosen major and postsecondary entrance requirements.~~

(2) By the end of the eighth grade, each student's Individual Graduation Plan, or the student's Individualized Education Plan, if applicable, shall list the required core courses to be taken through the tenth grade and shall identify the courses to be taken in the first year of high school. Students who fail to meet the standard for promotion to the ninth grade, pursuant to policies adopted by the State Board of Elementary and Secondary Education, shall have any necessary remedial courses included in their Individual Graduation Plan. The plan shall be reviewed annually and updated as necessary to identify the courses to be taken each year until all required core courses are completed.

(3) By the end of the tenth grade, each student's Individual Graduation Plan, based on the student's academic record, talents and interests, shall outline high school graduation requirements relevant to the student's chosen postsecondary goals. Each student, with the assistance of his parent or other legal ~~guardian~~ custodian and school ~~guidance personnel,~~ counselor shall ~~be allowed to~~ choose the high school curriculum framework and related graduation requirements that best ~~meets~~ meet his postsecondary goals. Each student's ~~individual graduation plan~~ Individual Graduation Plan, or the student's Individualized Education Plan, if applicable, shall include the recommended sequence of courses for successful completion of ~~his chosen major~~ a standard diploma ~~that aligns with postsecondary education, training, and the workforce~~ and shall be reviewed annually and updated or revised as needed.

~~(3)~~(4) The Individual Graduation Plan ~~individual graduation plans~~ shall be sufficiently flexible to allow ~~students~~ the student to change ~~their~~ his program of study, yet be sufficiently structured to ensure that ~~a~~ the student will meet the high school graduation requirements for his chosen major, or the requirements of the

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student's Individualized Education Plan, if applicable, and be qualified for admission to a postsecondary education institution or to enter the workforce.

~~(1)~~(5) Each student's ~~individual graduation plan~~ Individual Graduation Plan shall be signed by the student, ~~and~~ his parent or other legal ~~guardian.~~ custodian, and the school counselor.

* * *

Section 2. R.S. 17:183.2(B)(2) is hereby repealed in its entirety.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

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