

# Pupil Progression Plan

2017 – 2018

Vermilion Parish School District

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## **I. Placement of Students in Kindergarten and Grade 1**

### **Kindergarten**

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

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

- attended a full-day public or private Kindergarten for a full academic year; or
- passed an Academic Readiness Screening administered by the LEA at the time of enrollment for First Grade

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

### **Grade 1**

- Any child admitted to Kindergarten pursuant shall be eligible to enter First Grade upon successful completion of Kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter First Grade of any public school at the beginning of the public school session shall be six years on or before September 30<sup>th</sup> of the calendar year in which the school year begins.
- Any child transferring into the First Grade of a public school from another state and not meeting the requirements herein for Kindergarten attendance shall be required to pass an Academic Readiness Screening administered by the LEA prior to the time of enrollment for the First Grade.

**Please describe any additional placements considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.**

**The academic readiness screening instrument used for those students who are entering first grade will be the Vermilion Parish Kindergarten Portfolio which is the instrument used for the students being promoted from Kindergarten.**

## II. Placement of Transfer Students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in Grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the LEAP Placement Test.

### **Please describe any additional considerations or local policies related to placement of transfer students.**

- Approved schools within the state (public/nonpublic)  
Vermilion Parish will honor placement decisions and credits awarded by the former school. A properly certified record of a student's grade placement, achievement, and record of attendance is required of all students entering Vermilion Parish schools. A student transferring from a state-approved school will be placed in the same grade from which he is transferring. A student will be allowed Carnegie credit for work completed in the former school. When a student transfers, a properly certified transcript showing the student's record of attendance, immunization records, achievement, and the units of credit earned is required. **Students in Grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and not seeking state approval), any approved home study program,, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the LEAP placement test.**

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

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

Vermilion Parish will honor placement decisions and credits awarded by the former school. A properly certified record of a student's grade placement, achievement, and record of attendance is required of all students entering Vermilion Parish schools. A student transferring from a state-approved school will be placed in the same grade from which he is transferring. A student will be allowed Carnegie credit for work completed in the former school. When a student transfers, a properly certified transcript showing the student's record of

attendance, immunization records, achievement, and the units of credit earned is required. See above as applies to Grades 5 and 9.

○ Home Study and Unapproved schools (public/nonpublic)

Vermilion Parish will administer placement tests to elementary students for grade level placement and subject area proficiency tests to award high school Carnegie credit. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned. . **Students in Grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the LEAP placement test.**

NOTE: Refer to above for information as to placement for school year 2018-2019 if the student is entering Grade 5 through 9.

- Student entering 5<sup>th</sup> or 9<sup>th</sup> grade  
Vermilion Parish offers state testing to students during the spring administration.
- Names of the entrance tests used to determine grade placement  
Students in Grades 5 and 9 shall be required to pass the English Language Arts and Mathematics portions of the LEAP placement test.  
The procedure used for determining Carnegie credit for high school students  
These students will take subject area proficiency tests to determine if Carnegie credits can be given. Students may also be administered the EdGenuity cumulative exam for one-half credit or one credit. Students who fail the exam may complete the EdGenuity online course for credit for any subject offered.

### **III. Promotion for Students in Kindergarten and Grades 1 – 7**

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

**Please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1 – 7.**

Students with disabilities must be provided with accommodations as noted in the student's IEP in the classroom and during testing. The accommodations must be provided for students with disabilities participating in LEAP.

Students eligible for services under Section 504 of the Rehabilitation Act of 1973 must be provided with accommodations as noted on their individual accommodation plan (IAP) in the classroom and during testing. The accommodations must be provided for Section 504 students participating in LEAP.

#### Kindergarten:

- a. Students must attain all of the following criteria for promotion to Grade 1:
  - i. Must score a 3 or 4 in the Third Marking/Grading Period Report Card in 7 of the 9 Reading Standards.
  - ii. Must score a 3 or 4 in the Third Marking/Grading Period Report Card in 5 of the 6 Writing and Language Standards.
  - iii. Must score a 3 or 4 in the Third Marking/Grading Period Report Card in 10 of the 12 Math Standards.
- b. The Vermilion Parish Kindergarten Portfolio is the assessment instrument utilized to assess the proficiency of the Kindergarten student. A score of 3 or 4 is considered proficient for promotion. Please refer to "a" above.
- c. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.

#### First Grade:

- a. Students will receive a percentage grade and a letter grade in the subject of Reading, Mathematics, Language and Spelling for each of the four marking/grading periods. For the third and fourth nine-week marking/grading periods, the Reading grade shall be weighted Comprehension 60% and Skills/Standards 40%. For the third and fourth nine-week marking/grading periods, the Language grade shall be weighted Writing 50% and Grammar 50%.
- b. In subject areas where the percentage grade and the letter grade of A, B, C, D, or F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.  
NOTE: Students will not receive instruction in Social Living in the First Nine-Week Marking/Grading Period; therefore, a notation/grade of "E" for Exempt will be placed in the First Nine-Week Marking/Grading Period Report Card in Social Living.

NOTE: Students will receive instruction in Social Living in the Second, Third and Fourth Nine-Week Marking/Grading Periods and will receive a grade of S, N, or U in Social Living in the Second, Third and Fourth Nine-Week Marking/Grading Periods only.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.

- c. Students must achieve an average percentage grade of 66.5% (D) in reading for the year and an average percentage grade of 66.5% (D) in Mathematics or language for the year.
- d. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- e. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four marking/grading periods and for the final grade.
- f. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- g. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- h. Students who fail Mathematics for two consecutive years in grades 1-3 will be retained.
- i. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

### **Second Grade:**

- a. Students will receive a percentage grade and a letter grade in the subjects of Reading, Mathematics, and Language. The Reading grade shall be weighted Comprehension 60% and Skills/Standards 40%. The Language grade shall be weighted Spelling 30%, Writing 50%, and Grammar 20%.
- b. In subject areas where the percentage grade and the letter grade of A, B, C, D, or F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.  
NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.
- c. Students must achieve an average percentage grade of 66.5% (D) in reading for the year and an average percentage grade of 66.5% (D) in Mathematics or language for the year.
- d. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- e. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four marking/grading periods and for the final grade.
- f. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.

- g. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- h. Students who fail Mathematics for two consecutive years in grades 1-3 will be retained.
- i. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

### **Third Grade:**

- a. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, and Social Living. The English Language Arts grade shall be weighted in Reading 60%, Writing 20%, Language 10%, and Spelling 10% in the determination of the nine-week percentage grade. The English Language Arts block course will reflect 2 credits in determining the Grade Point Average or GPA since the course time is a two-hour block.

NOTE: For the English Language Arts block, a minimum of 16 grades per grading period is required and shall reflect the weighting.

- b. In subject areas where the percentage grade and the letter grade of A, B, C, D or F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.

- c. Students must achieve an average percentage grade of 66.5% (D) in English Language Arts for the year **and** an average percentage grade of 66.5% (D) for the year in at least one of the two remaining major subject areas: Mathematics and social living.
- d. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than ½ (one-half) is always considered a whole.
- e. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four making/grading periods and for the final grade.
- f. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than ½ (one-half) is always considered a whole.
- g. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- h. Students who fail Mathematics for two consecutive years in grades 1-3 will be retained.
- i. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

### **Fourth Grade:**

- a. All placement and promotion requirements for 4<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in Bulletin 1566.
  - At the conclusion of the 2017-2018 school year, placement decisions for fourth grade students shall be made according to the local Pupil Progression Plan, which outlines



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).

- b. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science, and Social Studies. The English Language Arts grade shall be weighted in Reading 65%, Writing 25%, and Language 10%, in the determination of the nine-week percentage grade. The English Language Arts block course will reflect 2 credits in determining the Grade Point Average or GPA since the course time is a two-hour block.

NOTE: For the English Language Arts block, a minimum of 12 grades per grading period is required and shall reflect the weighting.

- c. In subject areas where the percentage grade and the letter grade of A, B, C, D, and F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.

- d. For the 2017-2018 school year, a Grade 4 student must meet all of the following criteria for promotion to Grade 5:
  - i. Must achieve an average percentage grade of 66.5% (D) or higher in English Language Arts for the year.
  - ii. Must achieve an average percentage grade of 66.5% (D) or higher in Mathematics for the year.
  - iii. Must achieve an average percentage grade of 66.5% (D) or higher for the year in at least one of the two remaining major subject areas: science and social studies.
- e. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- f. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four marking/grading periods and for the final grade.
- g. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- h. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- i. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

#### **Fifth Grade:**

- a. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science, and Social Studies. The English Language Arts grade shall be weighted in Reading 60% and Writing 40% in the determination of the nine-week percentage grade.

NOTE: For the English Language Arts and Mathematics block, a minimum of 10 grades per subject per grading period is required and shall reflect the weighting.

- b. In subject areas where the percentage grade and the letter grade of A, B, C, D, or F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.

- c. Students must achieve an average percentage grade of 66.5% (D) for the year in at least three of the four major subject areas: English Language Arts, Mathematics, Science, and Social Studies.
- d. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- e. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four making/grading periods and for the final grade.
- f. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- g. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- h. Any student who does not meet the program criteria is referred to SBLC for promotion/retention decisions.

### **Sixth Grade:**

- a. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science, and Social Studies. The English Language Arts grade shall be weighted in Reading 60% and Writing 40% in the determination of the nine-week percentage grade.
- b. In subject areas where the percentage grade and the letter grade of A, B, C, D, or F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.

- c. Students must achieve an average percentage grade of 66.5% (D) for the year in at least three of the four major subject areas: English Language Arts, Mathematics, Science, and Social Studies.
- d. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- e. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four marking/grading periods and for the final grade.

- f. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- g. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education or through the district credit recovery summer program. The principal must approve of the student's registration for removal of deficiencies.
- h. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- i. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

### **Seventh Grade:**

- a. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science, and Social Studies. The English Language Arts grade shall be weighted in Reading 60% and Writing 40% in the determination of the nine-week percentage grade.
- b. Students must achieve an average percentage grade of 66.5% (D) for the year in at least five subjects in a six period day.
- c. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- d. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- e. The average of the two nine-week grades (percentage grades) shall be used in determining a student's final grade for a course that is for  $\frac{1}{2}$  (one-half) credit. To receive a grade of "D" for the course/semester, the average of the two grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- f. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education or through the district credit recovery summer program. The principal must approve of the student's registration for removal of deficiencies.
- g. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- h. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

### **Eighth Grade:**

- a. All placement and promotion requirements for 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined Bulletin 1566.

- The LEA shall follow the guidelines set forth in §703.A 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 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent (Bulletin 1566 §503).
  - Bulletin 1566 Chapter 7. Promotion and Support Policy §703.A
 

**Eighth grade students shall score at least at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject in order to be promoted to the Ninth Grade.** Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the Transitional Ninth Grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in Ninth Grade or Transitional Ninth Grade. Such placement shall occur no later than October 1 of each school year.
- b. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science and Social Studies. The English Language Arts grade shall be weighted in Reading 60% and Writing 40% in the determination of the nine-week percentage grade.
- c. Students must achieve an average percentage grade of 66.5% (D) for the year in at least five subjects in a six period day. Students meeting academic criteria and meeting the criteria of Bulletin 1566 Chapter 7. Promotion and Support Policy §703.A (“Basic/Approaching Basic” Promotion Standard) will be promoted to ninth grade based on LEAP 2025 results. Students meeting academic criteria but who do not meet the criteria of Bulletin 1566 Chapter 7. Promotion and Support Policy §703.A (“Basic/Approaching Basic” Promotion Standard) will be placed on a high school campus in Transitional Ninth Grade based on the LEAP 2025 results.
  - Promotion to Grade Nine
    - An eighth grade student who has met the academic criteria for promotion and has scored at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics) will be promoted to ninth grade.
  - Placement in Transitional Ninth Grade (T9)
    - An eighth grade student who has met the academic criteria for promotion but did not score at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics) will be placed on a high school campus in Transitional Ninth Grade (T9).
 

Note: Students placed in Transitional Ninth Grade shall complete the summer remediation program offered by the LEA. After one full year in transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

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

- d. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- e. The average of the two nine-week grades (percentage grades) shall be used in determining a student's final grade for a course that is for  $\frac{1}{2}$  (one-half) credit. To receive a grade of "D" for the course/semester, the average of the two grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- f. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education or through the district credit recovery summer program. The principal must approve of the student's registration for removal of deficiencies.
- g. Students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- h. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

#### IV. Promotion of Students in Grade 4

##### Promotion and Support Standard for Grades 3-7

- Beginning with the end of the 2017-2018 school year and at the end of each school year thereafter, each local education agency shall identify, based on a preponderance of evidence of student learning, **third and fourth grade** students who scored below the “Basic” achievement in at least two core academic subjects, including English Language Arts, Mathematics, Science, and Social Studies, that would enable them to successfully transition to the next grade level. Fourth Grade students who have not met such an acceptable level of performance may be retained or promoted, but in either case, shall be provided with an **Individual Academic Improvement Plan that adheres to the following requirements:**
  - The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an **Individual Academic Improvement Plan** designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
  - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
  - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
  - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
  - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
  - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of Third and Fourth Grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
  - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this Pupil Progression Plan.
  - The individual Academic Improvement Plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially lead to the development of the student’s Individual Academic Improvement Plan.

**Please describe any local policies or additional considerations used to determine promotion of students at the end of the Fourth Grade.**

**At the conclusion of the 2017-2018 school year, due to a delay in test scores resulting from the Spring 2018 administration of LEAP 20125 assessments, students must meet the promotion/grading requirements of Fourth Grade to be promoted to Grade 5. Students in fourth grade that scored below Basic in at least two of the four core academic areas on the Spring 2018 LEAP 2015 assessments (tentatively results will be received in early July or earlier) will be provided with an Individual Academic Improvement Plan which meets all the requirements of the Individual Academic Improvement Plan as stated in Bulletin 1566 §701 and listed above in this section.**

**At the beginning of the 2018-2019 school year, a school-level committee will meet with parent(s) to create an Individual Academic Improvement Plan for each student that scored below Basic on two or more core academic areas on the Spring 2018 LEAP 2025 assessments. Continued “on grade level” support with targeted remediation in identified week areas will continue throughout the 2018-2019 school year.**

**Fourth Grade:**

- e. All placement and promotion requirements for 4<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in Bulletin 1566.
  - At the conclusion of the 2017-2018 school year, placement decisions for fourth grade students shall be made according to the local Pupil Progression Plan, which outlines 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).
- f. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science, and Social Studies. The English Language Arts grade shall be weighted in Reading 65%, Writing 25%, and Language 10%, in the determination of the nine-week percentage grade. The English Language Arts block course will reflect 2 credits in determining the Grade Point Average or GPA since the course time is a two-hour block.

NOTE: For the English Language Arts block, a minimum of 12 grades per grading period is required and shall reflect the weighting.
- g. In subject areas where the percentage grade and the letter grade of A, B, C, D, and F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.
- h. For the 2017-2018 school year, a Grade 4 student must meet all of the following criteria for promotion to Grade 5:
  - i. Must achieve an average percentage grade of 66.5% (D) or higher in English Language Arts for the year.
  - ii. Must achieve an average percentage grade of 66.5% (D) or higher in Mathematics for the year.

- iii. Must achieve an average percentage grade of 66.5% (D) or higher for the year in at least one of the two remaining major subject areas: science and social studies.
- j. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. To receive a grade of "D" for the nine-week marking/grading period, the percentage grade must be at least 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- k. The numerical grade or percentage grade and the letter grade will be printed on the report card for each of the four marking/grading periods and for the final grade.
- l. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of "D" for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- m. Students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- n. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.



## V. Promotion and Support of Students in Grade 8 and High School Considerations

### A. Promotion of Students in Grade 8

#### Regular Grade 8 Promotion

Eighth Grade students shall score at least at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject in order to be promoted to the Ninth Grade. Students who do not meet the promotion standard after taking the Eighth Grade state assessments may be placed on a high school campus in the Transitional Ninth Grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in Ninth Grade or Transitional Ninth Grade. Such placement shall occur no later than October 1 of each school year.

#### Exceptions to Promotion and Support for Eighth Grade Students

- **Mastery/Advanced Waiver.** The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English Language Arts or Mathematics, if the student scores at the “Mastery or Advanced” level in the other, provided that
  1. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
  2. the student has participated in the spring administration of the LEAP and has been offered the summer remediation program provided by the LEA; and
  3. parental consent is granted.
- **U/B Waiver.** The LEA may waive the state policy for students scoring at the *Unsatisfactory* level in English language arts or mathematics, if the student scores at the *Basic* level in the other, provided that the following criteria are met:
  1. the student scored *approaching basic* or above on the science and social studies components of LEAP;
  2. the student had an overall 2.5 grade point average on a 4.0 scale;
  3. the student had a minimum 92 percent attendance during the school year;
  4. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
  5. the student has participated in the spring administrations of LEAP and has been offered the summer remediation program provided by the LEA); and
  6. parental consent is granted.
- **AB/AB Waiver.** An LEA, through its superintendent, may consider a waiver for a student who has scored at the Approaching Basic level on both the English language arts and mathematics components of LEAP. The LEA may grant the waiver in accordance with the local pupil progression plan provided the

1. student has been offered the LEAP summer remediation program provided by the LEA.
- **LEP Waiver.** Limited English Proficient (LEP) students shall participate in statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student.
- **Extenuating Circumstances Waiver.**
  1. An LEA, through its Superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing because of one or more of the following extenuating circumstances as verified through appropriate documentation:
    - a. a physical illness or injury that is acute or catastrophic in nature;
    - b. a chronic physical condition that is in an acute phase;
    - c. court-ordered custody issues.
  2. Documentation
    - a. Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
    - b. Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.
- **State-Granted Waiver**
  1. A local school superintendent, a parent or guardian, or the DOE may initiate a request for a state-granted waiver from the State Superintendent of Education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.
  2. The DOE will provide a report to BESE detailing state-granted waivers.
  3. Documentation
    - a. LEA Error—the LEA superintendent or parent must provide the State Superintendent of Education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.
    - b. Other Unique Situations—documentation must be provided to the State Superintendent of Education detailing the unique situation and justifying why a waiver should be granted.
  4. Testing/Promotion Decisions
    - a. The DOE will communicate to the LEAs the means for establishing promotional decisions for those students who have received a state-granted waiver.

### **Transitional Ninth Grade**

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any

waiver pursuant to §707 of the bulletin, after being offered summer remediation, may be placed on a high school campus in Transitional Ninth Grade.

- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether Eighth Grade students may be promoted to the Ninth Grade or placed on a high school campus in Transitional Ninth Grade. The percentage of an LEA's Eighth Graders placed in Transitional Ninth Grade is expected to remain stable over time. In the event that the percentage of an LEA's Eighth Graders in that LEA eligible for Transitional Ninth Grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the Transitional Ninth Grade or to retain a student in the Eighth Grade shall be made by the school in which the student is enrolled in the Eighth Grade, in consultation with the student's parents.
- The LEA shall admit Transitional Ninth Grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the Eighth Grade from another state or country and is transferring into the LEA, the LEA shall review the student's academic record to determine appropriate placement in Ninth Grade or Transitional Ninth Grade. Students placed in the Transitional Ninth Grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of Transitional Ninth Grade, students shall be included in the Ninth Grade graduation cohort for high school accountability purposes.
- Students enrolled in Transitional Ninth Grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

**Please describe any local policies or additional considerations used to determine promotion of students at the end of the Eighth Grade.**

**At the conclusion of the 2017-2018 school year, due to a delay in test scores resulting from the Spring 2018 LEAP 2025 assessments, an 8<sup>th</sup> grade student's grade promotion or placement for 2018-2019 school year in either Ninth Grade/Grade 9 or Transitional Ninth Grade/Grade T9 will be determined upon receiving the results of the LEAP 2025 assessments (tentatively results will be received in early July or earlier). Summer remediation will be provided for students that**

### **Promotion to Ninth Grade**

**Eighth grade students shall score at least at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics) in order to be promoted to the Ninth Grade. (Basic/Approaching Basic Promotion Standard)**

- **Eighth grade students must meet the academic promotion/grading requirements of eighth grade to be considered for promotion to ninth grade AND**
- **Eighth grade students shall score at least at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics) in order to be promoted to the Ninth Grade. (Basic/Approaching Basic Promotion Standard)**

### **Placement in Transitional Ninth Grade (Grade T9)**

**Eighth grade students who do not meet the Basic/Approaching Basic Promotion Standard, after taking the Spring 2018 LEAP 2025 assessments, may be placed on a high school campus in the Transitional Ninth Grade.**

- **Eighth grade students who met the academic promotion/grading requirements of eighth grade to be considered for promotion AND**
- **Eighth grade students who did not score at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics)/did not meet the Basic/Approaching Basic Promotion Standard will be placed on a high school campus in Transitional Ninth Grade (T9). Parental consent is required.**

### **Eighth Grade:**

- a. All placement and promotion requirements for 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined Bulletin 1566.
  - The LEA shall follow the guidelines set forth in §703.A 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 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent (Bulletin 1566 §503).
    - Bulletin 1566 Chapter 7. Promotion and Support Policy §703.A  
**Eighth grade students shall score at least at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject in order to be promoted to the Ninth Grade.** Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the Transitional Ninth Grade. **For any student who recently completed the eighth grade and is transferring into the**

**LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in Ninth Grade or Transitional Ninth Grade. Such placement shall occur no later than October 1 of each school year.**

- i. Students will receive a percentage grade and a letter grade in the subjects of English Language Arts, Mathematics, Science and Social Studies. The English Language Arts grade shall be weighted in Reading 60% and Writing 40% in the determination of the nine-week percentage grade.
- j. Students must achieve an average percentage grade of 66.5% (D) for the year in at least five subjects in a six period day. Students meeting academic criteria and meeting the criteria of Bulletin 1566 Chapter 7. Promotion and Support Policy §703.A (“Basic/Approaching Basic” Promotion Standard) will be promoted to ninth grade based on LEAP 2025 results. Students meeting academic criteria but who do not meet the criteria of Bulletin 1566 Chapter 7. Promotion and Support Policy §703.A (“Basic/Approaching Basic” Promotion Standard) will be placed on a high school campus in Transitional Ninth Grade based on the LEAP 2025 results.
  - Promotion to Grade Nine
    - An eighth grade student who has met the academic criteria for promotion and has scored at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics) will be promoted to ninth grade.
  - Placement in Transitional Ninth Grade (T9)
    - An eighth grade student who has met the academic criteria for promotion but did not score at the “Basic” achievement level in either English Language Arts or Mathematics and “Approaching Basic” in the other subject (English Language Arts or Mathematics) will be placed on a high school campus in Transitional Ninth Grade (T9).

Note: Students placed in Transitional Ninth Grade shall complete the summer remediation program offered by the LEA. After one full year in transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Note: Students enrolled in Transitional Ninth Grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan. Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year to determine effectiveness and any needed adjustments.
- k. The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. To receive a grade of “D” for the year/session, the average of the four grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.
- l. The average of the two nine-week grades (percentage grades) shall be used in determining a student's final grade for a course that is for  $\frac{1}{2}$  (one-half) credit. To receive a grade of “D” for the course/semester, the average of the two grades must be 66.5%. Any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole.

- m. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education or through the district credit recovery summer program. The principal must approve of the student's registration for removal of deficiencies.
- n. Students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. Students can be absent no more than 12 instructional days in a school year to be eligible for promotion.
- o. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

**NOTE: The Transitional Ninth Grade (Grade T9) student is a student who is unable to meet the standard of proficiency in Grade 8. Students placed in Grade T9 are more likely to graduate high school by providing the necessary academic supports in a high school setting. The student in Grade T9 is considered an eighth grader for accountability purposes. The student is being placed on the high school campus in Grade T9, but is not enrolled in Grade 9, nor is he/she enrolled in their first year of high school. At the end of the school year in Grade T9 (which is the student's first year on the high school campus), the student will be promoted to Grade 9 only, which will be the student's first year in high school. The Grade T9 student can enroll in high school-level classes, including career education courses, if it is deemed appropriate (i.e. the student is capable of successfully passing the course).**

► 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 English Language Arts and Mathematics content.

**Students placed/enrolled in**

**Transitional Ninth Grade shall complete the summer remediation program offered by the LEA. Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE.**

**All students who did not achieve a Basic/Approaching Basic or higher in both English Language Arts and Mathematics are required to complete the Summer Remediation Program and meet the attendance requirements of the Grade 8 Summer Remediation Program for placement in Transitional Ninth Grade (T9).**

**The Transitional Ninth Grade Student will be enrolled in both English I and Algebra I or Algebra I Part I which are both on-level English and Math courses. The student may earn high school Carnegie credit in both the English and Mathematics high school courses by fulfilling the requirements of the on-level courses. All T9 students will also be enrolled in Academic Support courses in English Language Arts and Mathematics.**

**Throughout the school year, while enrolled in the Academic Support course(s), the student will be provided intervention/remediation with content specific instruction on a daily basis to ensure student achievement in the deficit areas. Effective school year and summer school instruction will include setting rigorous goals, presenting specific content utilizing various strategies which address individual student needs, and**

monitoring and evaluating student progress toward achievement of grade-level standards/skills. The instruction/materials of the summer remediation program are designed to help the student to attain the 66.5% passing standard while focusing on targeted skills needed to access and practice on-level content in English Language Arts and Mathematics. Student progress will be determined through the use of a data portfolio which may include progress monitoring screeners, benchmark assessments, course grades, classroom assignments/assessments, and state assessments. The data portfolio must include documentation of remediation which provides evidence of instruction and student learning in the deficit areas for the specific purpose of getting the student to demonstrate attainment of the deficits in the eighth grade standards/skills.

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

A School Building Level Committee (SBLC) is established in each school. The SBLC team includes the student's parent/guardian, teachers, and administrator, and two other professional personnel knowledgeable about the student in the school setting. Members of the Pupil Appraisal Team will be included if necessary.

The SBLC discusses individual students experiencing academic, behavioral, social, or other academic difficulties. The members work cooperatively to plan, implement, and determine the intervention designed for individual students. The goal is to assist individual students in obtaining a successful education and in making promotion and retention decisions. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions. The SBLC will take into account the student's

- attendance requirements,
- chronological age,
- number of retentions, and
- physical, emotional and/or social characteristics.

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

A support team designated by the school principal will determine an appropriate counseling structure based upon individual student needs. This team may consist of the principal, assistant principal, counselor and teachers who work directly with the student or teachers who have been assigned as mentors for the transitional ninth grade student. Support team meetings will be held as necessary to review student academic progress and acclimation to the high school campus.

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

The support team or designated members of the support team will conduct interim progress checks based upon the individual needs of each student. The review may include any or all of the following types of data: course grades, common assessments, attendance records, discipline reports, teacher/mentor evaluations.

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

The student will be enrolled in *Journey to Careers*. This course will provide students with opportunities to develop an understanding of different career opportunities and to begin developing the behavioral skills necessary to attain and succeed in employment.

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

An Individualized Graduation Plan that will support the student in the 9<sup>th</sup> grade cohort based on his/her ongoing needs will be developed by members of the support team. Additionally, students will receive remediation in identified areas of need. The support team may recommend changes and/or additions to the remediation as needed. The progress to such specified academic supports shall be reviewed at least once throughout the school year to determine the effectiveness any needed adjustments.

**B. High School Promotion and Transition Considerations**

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

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

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

1. Complete the FAFSA; or
2. Complete the Louisiana TOPS form; or
3. Certify a waiver in writing to the LEA; or
4. Receive a waiver through the district hardship waiver process.

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

- The early graduation program may include Distance Education (§2326), Dual Enrollment (§2327), and Carnegie credit and Credit Flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.



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

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

**Ninth Through Twelfth Grades:**

- a. Classification for secondary students will be based on units earned and will be as follows:

4 units or less .....	Freshman
5 units but less than 11 .....	Sophomore
11 units but less than 17 .....	Junior
17 units or more or eligible for graduation .....	Senior

**Grade T9 students did not meet the promotion requirements for promotion to Grade 9 but were placed in Transitional Ninth Grade with parental consent.**

**In addition to completing the required minimum number of Carnegie units of credits presented by BESE, students must pass the required end-of-course tests or LEAP 2025 High School Assessments to receive a high school diploma.**

**NOTE: Beginning in the 2017-2018 school year, end of course tests will be referred to as LEAP 2025 High School Assessments.**

**b. Final Cumulative Exams**

A final cumulative (**entire year/entire course and/or one semester/one credit course**) exam is mandatory. A study guide for the final cumulative course exam shall be provided to students at least four weeks prior to the final cumulative course exam. The **final cumulative exam for an entire year/entire course** will be weighted 20% of the final grade for the entire year. **The final cumulative exam for a one semester/one credit course will be weighted 20% of either the Second Nine-Weeks or the Fourth Nine-Weeks grading period depending on the semester the student is enrolled in the course for credit.**

**NOTE: Students enrolled in a course for which there is an end of- course or LEAP 2025 High School Assessment test must take the LEAP 2025 High School Assessments. LEAP 2025 High School Assessments are administered in Algebra I, English I, English II, English III, Geometry, Biology and United States History for the 2017-2018 school year.**

**The LEAP 2025 High School Assessments will be the final cumulative (entire year/entire course) exam in the courses of Algebra I, English I, English II, English III, Geometry and Biology.**

**The LEAP 2025 High School Assessment in United States History will not be counted as the final cumulative (entire year/entire course) exam for the 2017-2018 school year. The final subject/course grade in United States History will**

**be only the average of the four nine-week grades (percentage grades) for the 2017-2018 school year.**

NOTE: For those courses which are one semester in length (i.e.: **Business Math, Financial Literacy, Business English** or **Technical Writing**) and in which the student may earn a full credit (1.0) in the course, the final exam will be 20% of either the Second Nine-Weeks or the Fourth Nine-Weeks grading period depending on the semester the student is enrolled in the course for credit.

**c. Determining the Second or Fourth Nine-Weeks Grade for One Semester/One Credit Courses:**

A category, for example EXAM, will be created in the grade book with a weight of 20%. This category will be used only for the assignment created for entering the **final** exam grade. Another category, for example MP Grade, will be created with a weight of 80% to be used for all other assignments/grades. Because the total of all weighting must be 100%, the total of all weight categories used in the Second Nine-Weeks marking period **or the Fourth Nine-Weeks marking period** must be 80% to accommodate the **final** exam weight at 20%.

**d. Determining the Final Grade for Entire Year Subject/Courses:**

The average of the four nine-weeks grades (percentage grades) and the Final Exam Grade shall be used in determining a student's final grade in a course. The Final Exam shall count for 20% of the student's Final Grade. The LEAP 2025 High School Assessment score is the Final Exam Grade for Algebra I, **English I**, English II, English III, Geometry and Biology.

**NOTE: The Final Subject/Course Grade in United States History will be determined by averaging only the four nine-weeks grades (percentage grades) for the 2017-2018 school year. See b. Exams above.**

A category titled Semester Exam 2 exists in the JPAMS GradeBook. The category will be used only for entering the Final Exam Grade.

$$(\text{Course Grade} \times 0.80) + (\text{Final Exam test score} \times .20) = \text{Final Grade}$$

**Grading Policy for the LEAP 2025 High School Assessments:** The EOC/Final Exam test score for Algebra I, English I, English II, English III, Geometry, and Biology shall count for 20% of the student's final grade.

The incorporation of the LEAP 2025 High School Assessment score as a percentage of the student's final grade will be as follows:

$$(\text{Course grade} \times 0.80) + (\text{LEAP 2025 High School Assessment score} \times .20) = \text{Final Grade}$$

**Act 833/LAA 2 Grading Policy for the LEAP 2025 High School**

**Assessment:** LEAP 2025 High School Assessment/Final Exam test score for Algebra I, English I, English II, English III, Geometry, and Biology shall count for 5 percent of the student's final grade.

The incorporation of the LEAP 2025 High School Assessment score as a percentage of the student's final grade will be as follows:

$$(\text{Course grade} \times 0.95) + (\text{LEAP 2025 High School Assessment score} \times 0.05) = \text{Final Grade}$$

NOTE: The student's IEP must indicate that the student is eligible for Act 833/LAA 2 before the student takes the first LEAP 2025 High School Assessment offered. The IEP cannot be changed after the LEAP 2025 High School Assessment is administered for the 5% of the grade to be in effect.

NOTE: LAA 2 students may use either the EOC test results or LAA 2 grade 10 and 11 test results to meet graduation requirements. This applies to incoming freshmen in the 2010-2011 and through 2013-2014. NOTE: For students with disabilities that entered high school during or prior to the 2013-2014 school year and have been classified LAA 2 prior to taking the first EOC test, the EOC test shall count for 5 percent of the students' final grade for the course.

- e. Both the numerical grade or percentage grade and the letter grade will be recorded on the report cards. Example: A-94; "A" being the letter grade and "94" being the numerical or percentage grade. In determining semester and session grades, an average of the percentage grades for each class will be used. Percentage grades will be used in determining cumulative grades for the year in grades 9-12.

Scores earned in a nine-week period must be recorded and averaged in that particular nine-week period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.

For a course that is one semester in length and in which a student is enrolled for ½ (one-half) credit or one full credit, the average of the two nine-week grades shall be used in determining the final grade. To receive a grade of "D" for the course/semester, the average of the two nine-week grades must be at least 66.5%. NOTE: See note under section *b. Exams* above.

Example:	1 <sup>st</sup> nine weeks	94%	A
	2 <sup>nd</sup> nine weeks	89%	B
	Total percentage	183/2 = 92% = B	
	Final Grade	92% = B	

The average of the four nine-weeks grades and the Final Exam Grade (percentage grades) shall be used in determining a student's final grade in a course.

Example:	1 <sup>st</sup> nine weeks	94%	A
	2 <sup>nd</sup> nine weeks	75%	C
	3 <sup>rd</sup> nine weeks	86%	B
	4 <sup>th</sup> nine weeks	80%	C
	Final Exam	80%	C
	Total percentage	$415/5 = 83\%$	= C
	Final Grade	83%	= C

$$(\text{Course grade} \times 0.80) + (\text{Final Exam test score} \times .20) = \text{Final Grade}$$

### 9 – 12 Uniform Grading Policy

1. 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.)
2. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

\*Please note – Dual enrollment courses follow the guidelines in grading and the number of grades as set by the post-secondary institution.

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

The following grading scale will be used for Honors, gifted, Dual Enrollment, Advanced Placement, and International Baccalaureate courses:

Grading Scale	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

\*Please note – Dual enrollment courses follow the guidelines in grading and the number of grades as set by the post-secondary institution.

### **Honors Courses Grades 9-12**

- **Entry Requirements**

Students are placed according to their instructional level.

- Student attained “A” or “B” in the previous English/language, Mathematics, science, or social studies course/subject
- Students scored (LEAP/GEE) Mastery or Advanced or (EOC) Good or Excellent.
- Principal may place any student in an honors class at his/her discretion.
- Honors Contract signed by parent/student is required. See Appendix.

- **Criteria for Continued Enrollment**

- Student attained “A”, “B”, or “C” in the previous honors course/subject.
- Students scored (LEAP/GEE) Mastery or Advanced or (EOC) Good or Excellent.
- Principal may place any student in an honors class at his/her discretion.
- Honors Contract signed by parent/student is required. See Appendix.

- **Instructional Level**

Honors classes are designed for students who have the potential to succeed in courses that demand time and concentrated study. Instruction of content is at a much faster pace and in more depth.

- Introduction of higher level topics requiring application is required.
- Class work assignments, homework assignments, and test construction shall be developed for high level application.
- Teachers must develop assignments and assessments in addition to assignments and assessments which students receive in the regular classes. Assignments and assessments must demonstrate depth and rigor.

- **Honors Course/Class Procedure**

- The teacher develops the course content and syllabus which must include **activities, assignments, and assessments** which demonstrate that higher order application is being met and that re-enforce and demand expectations from students at a much higher level and rigor than those expected from students in the regular class.
- Principal must approve of the course content/syllabus and must monitor, on a regular basis, the instruction and assessment to insure that the requirements and expectations of the honors class are being fulfilled.
- Principal must obtain approval from the Assistant Superintendent of Curriculum and Instruction by August 1<sup>st</sup> prior to each school year. The course content/syllabus may be requested at any time by the Assistant Superintendent of Curriculum and Instruction.
- For any course not in one of the four major content areas, the principal may request and obtain permission from the Assistant Superintendent of Curriculum and Instruction for designation as an Honors Course.

- Both the parent and student are required to sign the Honors Contract in the presence of the school administrator. See the Appendix for the Honors Contract.

**Grades 9-12**

**Grading and reporting - Grading and reporting – For the First, Second and Third Nine-Weeks marking period, a minimum of eight (8) grades will be recorded in the grade book. For the Fourth Nine-Weeks marking period, a minimum of five (5) grades will be recorded in the grade book.**

These **minimum** grades (**8 grades for the First, Second and Third Nine-Weeks marking period or 5 grades for the Fourth Nine-Weeks marking period**) must come from tests, labs, and/or projects.

NOTE: Grades/scores must be posted in the GradeBook within three (3) working days not to include major research papers/assignments or project/assignment.

Both the numerical grade or percentage grade and the letter grade will be recorded on the report cards. Example: A-94; “A” being the letter grade and “94” being the numerical or percentage grade. In determining semester and session grades, an average of the percentage grades for each class/subject will be used. Percentage grades will be used in determining cumulative grades for the year in grades 9-12.

NOTE: Dual enrollment courses follow the guidelines in grading and the number of grades as set by the post-secondary institution.

For a course that is one semester in length and in which a student is enrolled for ½ (one-half) credit or one full credit, the average of the two nine-week grades shall be used in determining the final grade. The average of the two nine-week grades must be at least 66.5% (D). NOTE: See note under section *b. Exams* above.

Example:	1 <sup>st</sup> nine weeks	94%	A
	2 <sup>nd</sup> nine weeks	89%	B
	Total percentage	$183/2 = 92\%$	= B
	Final Grade	92%	= B

The average of the four nine-week grades (percentage grades) and the Final Exam Grade shall be used in determining a student’s final grade in a subject/course. The average must be at least 66.5% (D).

Example:	1 <sup>st</sup> nine weeks	94%	A
	2 <sup>nd</sup> nine weeks	75%	C
	3 <sup>rd</sup> nine weeks	86%	B
	4 <sup>th</sup> nine weeks	80%	C
	Final Exam	80%	C
	Total percentage	$415/5 = 83\%$	= C
	Year/Session Final Grade	83%	= C

$$(\text{Course grade} \times 0.80) + (\text{LEAP 2025 High School Assessment score} \times .20) = \text{Final Grade}$$

The grading scale will be printed on the student report card. Scores earned in a nine-week grading period must be recorded and averaged in that particular nine-week grading period. The scores for any principal approved required summer reading will be recorded and averaged in the first nine-week grading period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.

**Progress reports** - Progress reports must be generated at the end of the fourth week of each of the nine-weeks grading periods and must be distributed to the parent/guardian by the third day of the fifth week of each of the nine-week grading periods.

**Penalty for an assignment not submitted by due date** - For any assignment which is not turned in on the day that the assignment is due, a 10% maximum penalty per day may be imposed with a maximum of 5 days allowed to submit the late assignment. Any assignment not submitted within the 5 days will receive a grade of "0". Assignments include research papers, essays, presentations, projects, etc. but exclude homework. Extended time for submitting an assignment will be at the discretion of the principal in collaboration with the teacher and guidance counselor if an extenuating circumstance exists as determined by the principal.

**Semester grade** – For a course that is one semester in length and in which a student is enrolled for ½ (one-half) credit or one full credit, the average of the two nine-week grades shall be used in determining the final grade. To receive a grade of "D" for the course/semester, the average of the two nine-week grades must be at least 66.5%. NOTE: See note under section *b. Exams* above.

**Session grade** – The average of the four nine-week grades and the Final Exam grade (percentage grades) shall be used in determining a student's final grade in a course. Refer to Section V High School Graduation Requirements; response to *List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12* for an explanation of how to determine the final grade for students enrolled in Algebra I, English I, English II, English III, Geometry, Biology, and United States History.

**Incomplete grades** – If there is an incomplete grade on the report card, the final grade will not be averaged until the teacher changes the "I" to a numerical/percentage grade and a letter grade.

**Repeat credit** (EdGenuity online curriculum program) courses for grades 9-12 are offered for students who completed and failed the course during the school year.

**Repeat credit** is provided by repeating the course through face to face instruction by a certified teacher or a computer software program as approved on the district level (EdGenuity). The uniform grading system/ scale will govern the grade for the repeat credit course.

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

One-half unit of credit may be awarded for all unit courses. A student is allowed six (6) instructional days of absence (Non-Exempted Excused Absence(s), Unexcused Absence(s), and/or Suspension). For any student having more than six (6) instructional days of absences, the principal will determine whether ½ (one-half) unit of credit will be denied. The average of the two nine-week grades shall be used in determining the final grade.

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

NCCER Core Curriculum

Customer Service

Financial Literacy

Business Math

Business English

Technical Writing

**Minimum Course Requirements for High School Graduation (See Appendix B, Section III and Bulletin 741, Chapter 23 §2318 and §2319)**

**§2318. The TOPS University Diploma**

**A. Curriculum Requirements**

- a. For incoming freshmen in 2008-2009 through 2013-2014, the 24 units required for the college diploma shall include 16 required units and 8 elective units for the Louisiana Basic Core curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 curriculum; the elective units can be earned at technical colleges as provided in §2389. For incoming freshmen in 2010-2011 through 2013-2014, students completing the basic core curriculum must complete a career area of concentration or a Jump Start program to earn a high school diploma.
- b. For incoming freshmen in 2008-2009 through 2013-2014, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.

**B. Assessment Requirements**

1. For incoming freshmen prior to 2010-2011, students must pass the English Language Arts and Mathematics components of the GEE or LEAP Alternate Assessment, Level 2 (LAA 2) and either the science or social studies portions of GEE or LAA 2. For students with disabilities who have passed two of the three required components of the GEE or LAA 2 and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required GEE or LAA 2 component, that GEE or LAA 2 component may be waived by the State Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the GEE or LAA 2 component.



- a. Only students with disabilities eligible under IDEA who meet the LAA 2 participation criteria and entered high school during or prior to the 2013-2014 school year may take the LAA 2.
  - b. The English Language Arts and Mathematics components of GEE or LAA 2 shall first be administered to students in the tenth grade.
  - c. The science and social studies components of the GEE or LAA 2 shall first be administered to students in the eleventh grade.
2. For incoming freshmen in 2010-2011 and through 2016-2017, students must meet the assessment requirements below to earn a standard diploma.  
Note: Beginning in 2017-2018 school year, end of course tests will be referred to as LEAP 2015 High School Assessments.
- a. Students must score Level 2 (Fair/Approaching Basic) or above on three end of course tests in the following categories:
    - i. English II or English III;
    - ii. Algebra I or Geometry;
    - iii. Biology or American History
  - b. Students with disabilities identified under IDEA who meet the LAA 2 participation criteria and entered high school during or prior to the 2013-2014 school year may meet the assessment requirements by passing the English Language Arts areas and Mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
3. For incoming freshmen in 2017-2018 and beyond, students must meet the assessment requirements below to earn a standard diploma.  
Note: Beginning in 2017-2018 school year, end of course tests will be referred to as LEAP 2025 High School Assessments.
- a. Students must score Level 2 (Fair/Approaching Basic) or above on three end of course tests in the following categories:
    - i. English I or English II;
    - ii. Algebra I or Geometry; and
    - iii. Biology or American History
4. Students enrolled in a course for which there is an LEAP 2025 High School Assessment must take the LEAP 2025 High School Assessment.
- a. The LEAP 2015 High School Assessment score shall count a percentage of the student's final grade for the course.
  - b. The percentage shall be between 15 percent and 30 percent inclusive, and shall be determined by the LEA.
    - i. For students with disabilities identified under IDEA who meet the participation criteria found in Bulletin 1530, *Louisiana's IEP Handbook for Students with Exceptionalities*: §405.B and R.S. 17:183.2, the LEAP 2025 High School Assessment score shall count for 5 percent of the students' final grade for the course.  
NOTE: For students with disabilities that entered high school during or prior to the 2013-2014 school year and have been classified LAA 2 prior to taking the first EOC test, the EOC test shall count for 5 percent of the students' final grade for the course.

- c. For incoming freshmen in 2010-2011 through 2016-2017 the grades assigned for the LEAP 2025 High School Assessment achievement levels shall be as follows.

LEAP 2025 High School Assessment Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- d. For incoming freshmen in 2017-2018 and beyond, the grades assigned for the LEAP 2025 high school tests achievement levels shall be as follows:

LEAP 2025 Achievement Level	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	F

- e. The DOE will provide conversion charts for various grading scales used by LEAs.
5. Remediation and retake opportunities will be provided for students that do not pass the GEE or LEAP 2025 High School Assessments. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass. Refer to *Bulletin 1566—Guidelines for Pupil Progression* and the addendum to *Bulletin 1566—Regulations for the Implementation of Remediation Education Programs Related to the LEAP/CRT Program, Regular School Year*.
6. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.
- a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the *unsatisfactory* achievement level on either the English language arts and/or the Mathematics component(s) of the eighth grade LEAP provided the student:
- i. successfully completed specially designed elective(s) for LEAP remediation;
  - ii. scored at or above the *basic* achievement level on those component(s) of the 8<sup>th</sup> grade LEAP for which the student previously scored at the *unsatisfactory* achievement level.

7. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE, LAA 2, or the end-of-course tests.
  - a. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE/LAA 2 or the end-of-course tests.

### **§2319. The Career Diploma**

#### **A. Curriculum and Entrance Requirements**

1. The 23 units required for the career diploma shall include academic credits and a sequence of seven credits in career and technical education for incoming freshmen prior to 2014-2015 or participation in approved training programs that lead to an approved industry-based credential for incoming freshmen in 2014-2015 and beyond.
2. Students with exceptionalities assessed on the regular academic content standards who meet certain requirements may attain a career diploma by meeting the requirements of their IEP. See Bulletin 1530 – *Louisiana's IEP Handbook for Students with Exceptionalities*. Students with exceptionalities assessed on the alternate academic content standards may attain a career diploma by meeting the requirements in §2320 of this bulletin.

#### **B. Assessment Requirements**

1. For incoming freshmen prior to 2010-2011, students must pass the English language arts and Mathematics components of the GEE or LEAP Alternate Assessment, Level 2 (LAA 2) and either the science or social studies portions of GEE or LAA 2. For students with disabilities who have passed two of the three required components of the GEE or LAA 2 and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required GEE or LAA 2 component, that GEE or LAA 2 component may be waived by the state Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the GEE or LAA 2 component.
  - a. Only students with disabilities eligible under IDEA who meet the LAA 2 participation criteria and entered high school during or prior to the 2013-2014 school year may take the LAA 2.
  - b. The English language arts and Mathematics components of GEE or LAA 2 shall first be administered to students in the tenth grade.
  - c. The science and social studies components of the GEE or LAA 2 shall first be administered to students in the eleventh grade.
2. For incoming freshmen in 2010-2011 and through 2016-2017, students must meet the assessment requirements below to earn a standard diploma.

NOTE: Beginning in 2017-2018 school year, end of course tests will be referred to as LEAP 2025 High School Assessments.

  - a. Students must score Level 2 (Approaching Basic/Fair) or above on three LEAP 2025 High School Assessments in the following categories:
    - i. English II or English III;
    - ii. Algebra I or Geometry;
    - iii. Biology or American History.

- b. Students with disabilities identified under IDEA that entered high school during or prior to the 2013-2014 school year and meet the LAA 2 participation criteria may meet the 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.
3. For incoming freshmen in 2017-2018 and beyond, students must meet the assessment requirements below to earn a standard diploma.  
NOTE: Beginning in 2017-2018 school year, end of course tests will be referred to as LEAP 2025 High School Assessments
- a. Students must score Level 2 (Approaching Basic/Fair) or above on three LEAP 2025 High School Assessments in the following categories:
    - i. English I or English II;
    - ii. Algebra I or Geometry; and
    - iii. Biology or American History.
4. Students enrolled in a course for which there is LEAP 2025 High School Assessment must take the LEAP 2025 High School Assessment.
- a. The LEAP 2025 High School Assessment score shall count a percentage of the student's final grade for the course.
  - b. The percentage shall be between 15 percent and 30 percent inclusive, and shall be determined by the LEA.
    - i. For students with disabilities identified under IDEA who meet the participation criteria found in Bulletin 1530, *Louisiana's IEP Handbook for Students with Exceptionalities: §405.B* and R.S. 17:183.2 the LEAP 2025 High School Assessment score shall count for 5 percent of the students' final grade for the course.  
NOTE: For students with disabilities that entered high school during or prior to the 2013-2014 school year and have been classified LAA 2 prior to taking the first EOC test, the EOC test shall count for 5 percent of the students' final grade for the course.
  - c. For incoming freshmen in 2010-2011 through 2016-2017, the grades assigned for the LEAP 2025 High School Assessment achievement levels shall be as follows:

LEAP 2025 High School Assessment Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- d. For incoming freshmen in 2017-2018 and beyond, the grades assigned for the LEAP 2025 high school assessment achievement levels shall be as follows:

LEAP 2025 Achievement Level	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	F

- e. The DOE will provide conversion charts for various grading scales used by LEAs.
5. Remediation and retake opportunities will be provided for students who do not pass the GEE or LEAP 2025 High School Assessments. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE. Students shall be offered 30 hours of remediation each year in each LEAP 2025 High School Assessment they do not pass. Refer to *Bulletin 1566*, guidelines for pupil progression, and the addendum to *Bulletin 1566*, regulations for the implementation of remedial education programs related to the LEAP/CRT Program, regular school year.
6. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.
  - a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the *Unsatisfactory* achievement level on either the English language arts and/or the Mathematics component(s) of the eighth grade LEAP provided the student:
    - i. successfully completed specially designed elective(s) for LEAP remediation;
    - ii. scored at or above the *Basic* achievement level on those component(s) of the eighth grade LEAP for which the student previously scored at the *Unsatisfactory* achievement level.
7. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE or the end-of-course tests.
  - a. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE/LAA 2 or the end-of-course tests.

**§2320. Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1)**

**A. Introduction**

1. Students who meet the participation criteria for the LAA 1 test in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities* shall be eligible for a career diploma by satisfying the pathway requirements detailed in this Section.

2. This diploma pathway does not meet the federal definition of a standard high school diploma and students who receive the career diploma based on the pathway in this Section will remain eligible for special education and related services until the end of the school year in which they turn 22.
- B. Course Requirement
1. The 23 course credits required for this diploma pathway shall include core academic courses, elective courses, and workforce-readiness or career courses as follows:
    - a. English—4 courses;
    - b. mathematics—4 courses;
    - c. science—2 courses;
    - d. social studies—2 courses;
    - e. workforce-readiness and career—7-9 courses;
    - f. electives (may include health and physical education)—2-4 courses;
    - g. total—minimum of 23 courses.
  2. Enrollment in Carnegie credit bearing courses and applied courses shall count toward the course credit requirement. The student's educational placement shall be determined by the IEP team and meet the least restrictive environment regulations found in *Bulletin 1706—Regulations for Implementation of the Children with Exceptionalities Act*.
- C. Assessment Requirement
1. All students shall participate in the high school assessment sequence of the LAA 1.
  2. Students shall meet one of the two assessment requirements below in English language arts and mathematics to earn a career diploma:
    - a. students shall earn a score of exceeds standards or meets standards on the LAA 1; or
    - b. students shall demonstrate growth on the alternate standards through a portfolio of student achievement developed by the IEP team.
      - i. Portfolios shall include student data illustrating academic achievement and attainment of IEP goals throughout the student's high school experience.
      - ii. Portfolios shall be evaluated for completion by the district special education director or his designee.
      - iii. The end of the student's fourth year of high school is the earliest a portfolio may be evaluated to meet this requirement and must include data from all four years.
- D. Workforce-Readiness and Career Education Requirement
1. Career diploma workforce-readiness and career education programs for students assessed on the LAA 1 shall include:
    - a. a survey to determine the student's career interests;
    - b. hands-on workplace experiences that are, to the extent practicable, tied to the student's interests and based in the community; and
    - c. career-focused courses including, but not limited to, foundational workplace skills.

2. Students shall meet the following requirements:
    - a. a minimum of seven courses focused on workforce-readiness and career preparation;
    - b. a score, determined by the IEP team, on a workforce-readiness skills assessment; and
    - c. attainment of at least one workforce-related IEP goal.
- E. Transition Requirement
1. By the end of the eighth grade, the special education teacher serving on the student's IEP team shall develop, in consultation with a school counselor, an individual graduation plan for the student to be approved by IEP team prior to the student's start of ninth grade.
  2. The individual graduation plan shall include a post-secondary career goal, a course sequence and workplace experience plan tied to the post-secondary goal, and the courses to be taken in the first year of high school,
  3. The individual graduation plan shall be annually reviewed by the IEP team and any necessary adjustments shall be made.
  4. Prior to the student exiting the school system, the IEP team shall create a detailed transition plan that meets one of the following:
    - 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 or continuous educational support from the school district;
    - b. demonstrated 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; or
    - c. access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, R.S. 17:183.3, R.S. 17:274, R.S. 17:274.1, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:1483 (August 2015).

## **VI. Support for Students**

### **School Year Support**

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 shall outline the responsibilities of each party for students who have failed to achieve the standard by the end of fourth grade.
- The LEA shall design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which shall be documented in the Individual Academic Improvement Plan:
  - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation or has documented evidence derived from state summative assessments of improving the academic performance of students having Individual Academic Improvement Plans.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This shall not result in a student being removed from English Language Arts, Mathematics, Science, or Social Studies courses.
  - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year shall not account for more than 35 percent of total instructional minutes.

### **Summer Remediation**

- The LEA shall offer, at no cost, extended, on-grade level instruction through summer remediation to students who, based on a preponderance of evidence of student learning are considered to be academically struggling, did not take the spring LEAP tests, and who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.
- Students with disabilities attending summer remediation will receive special supports as needed.

### **Summer Remediation**

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE.

**Summer Remediation Programs.** Summer remediation programs shall meet all of the following requirements:

- Use curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).



- Teachers shall be rated “Effective Proficient” or “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Effective Proficient” or “Highly Effective” on the most recent evaluation.
- Remedial instruction, below grade-level instruction, **shall be limited** to only necessary and focused skills as identified from top-quality assessments and cannot account for more than **35** percent of the total summer remediation instructional time.

## **VII. Promotion and Placement of Certain Student Populations Students with Disabilities**

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

### **English Learners**

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in Grades K – 12 requires a parallel increase in expectations for English language acquisition.
  - Establish procedures to monitor former Limited English Proficient students for two years.
  - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

- English Language Learners (ELL)
  - Promotion/retention policies for English Language Learners (ELL) in a regular instructional program will be as follows:
  - ELL students shall be provided language services which address their need for becoming fluent and literate in English. They shall be provided instructional programs which foster their success in math, science, social studies, and language arts.
  - ELL students in grades K-12 should receive instructional modifications in the regular classroom (i.e. modified lesson plans). If students are not passing but are trying to participate to the best of their language abilities, a percentage grade and a letter grade of A, B, C, D will be issued.

- If the ELL secondary student is receiving instructional modifications in the regular classroom and is making no attempt at course work, an F should be issued.
- Secondary English Language Learners may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie Credits.
- No ELL student shall be retained solely because of Limited English Proficiency. Refer to Bulletin 1851. 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 LEP Waiver at the 4<sup>th</sup> grade level is ineligible for a LEP Waiver at the 8<sup>th</sup> grade level. (*Bulletin 1566 - High Stakes Testing Policy, Revised July 2015*)

NOTE: An ELL student is only eligible for the LEP Waiver during the student's "first window of opportunity", i.e. student takes the Grade 4 test and meets passing standard, therefore the student is not eligible for the LEP Waiver at the Grade 8 level because the student's "first window of opportunity" was in Grade 4.

- Students with Characteristics of Dyslexia
  - Identified students are served in a multi-sensory structured language program. Students receive instruction in the basal and/or the MSL program. If instruction is provided in the MSL program only, grades are derived from that program rather than the basal program.

## VIII. Alternative Education Placements

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

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

List the written policies for all alternatives to regular placements.

Requirements for taking the High School Equivalency Test (HiSET)

1. An individual who is not enrolled in K-12 schools and is 19 years of age or older is eligible to take the HiSET without enrolling in Adult Education or passing a qualifying test. Students 16, 17, and 18 years of age must enroll in Adult Education classes and qualify to sit for the HiSET.
2. To qualify for recommendation to take the HiSET, a student shall enroll in Adult Education classes and must achieve qualifying scores on the HiSET Official Practice Test in order to be eligible to register to take the HiSET.

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

The Vermilion Parish Alternative Program:

1. Virtual Alternative Program (VAP) for regular education grades 6-12.
2. Vermilion Elementary Alternative Program (VEAP) for grades K-5.
3. Vermilion High and Middle School Alternative Program (VHMAP) for grades 6-12.

### Virtual Alternative Program

VAP is a program for regular education students who have been expelled. The program is designed to continue the educational process in the general curriculum through the use of a computer based software.

### Vermilion Elementary Alternative Program (VEAP) and Vermilion High and Middle School Alternative Program (VHMAP)

The VEAP and VHMAP are full-day programs for at-risk students who were suspended or expelled/excluded, and are designed to continue the educational process in the general curriculum at an alternative school site. The Alternative Program provides an opportunity for an in-school education with the intent of re-introducing the students to their home school. The program will also provide social skills instruction, a behavior management plan, career information, and skills training for gainful employment. Instruction in problem solving and conflict resolution strategies designed to help students avoid future problems upon their return to the normal school setting. Instruction will be based on state standards, benchmarks, and GLEs. The IEP objectives will be implemented for any IDEA students. The grading and reporting procedures are consistent with parish policy.

The Supervisor of Child Welfare and Attendance will assign students to the program under consultation with the principal and parents of the student. Formal contracts with afore-mentioned will be enacted which will reflect the reason why students are assigned, the time require to remain in the Alternative Program, the exit requirements, and the manner in which the student is to conduct himself in order to exit the program.

In order to be considered for membership, a student must meet one of the following entrance criteria:

- Released from a correctional institution
- Released from a mental institution
- Suspended from a school two or more times. NOTE: Students who present a danger to themselves or others on the school campus will be sent immediately to the Alternative Program.
- Suspended from a school for 10 or more days
- In-school expelled or expelled from a school and re-entered under a contract

Exiting from the Alternative Program is contingent upon the successful completion of the required attendance and successful completion of the academic requirements.

Grades earned at the alternative site are reported to the home based school from the alternative program and are based on student work completed under the instructional direction of the Alternative Program teachers.

NOTE: Refer to VI in Appendix B for VEAP and VHMAP.

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

The Adult Education Program, a program overseen by the Louisiana Community and Technical Colleges System, affirms adults 19 years of age or older the opportunity to continue their education with the intent of earning the state high school equivalency diploma. Exceptions include court ordered placement for certain students who have attained the age of at least 16 years old.

Students who are 16, 17, or 18 years old and experiencing certain extenuating circumstances may be placed in an adult education program or a vocational-technical program with the approval of the Supervisor of Child Welfare and Attendance. Persons with disabilities who meet the other requirements will be allowed an equal opportunity to participate in the Adult Education Program.

► Describe the curriculum used to deliver coursework for alternate education programs. Refer to Appendix B – VI Alternative Program For VEAP And VHMAP

## IX. Due Process Related to Student Placement and Promotion

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

Due process as related to student placement may be initiated by an individual student, parent, and/or teacher. Due process policies apply to all regular and special education students. If an appeal concerning placement is made by a student, parent/guardian, and/or teacher, it shall follow the proper lines of authority as outlined in the established grievance procedures of Vermilion Parish.

- Regular education students

Due process involving placement in grades K-12 may be initiated by an individual student, parent/guardian, and/or teacher. If a question arises concerning a grade involved in placement, the first person to be contacted shall be the teacher. If an appeal is to be made by a student, parent/guardian, and/or teacher, it shall be made to the principal who, in turn, will involve the teacher(s), student, and parent/guard concerned. An appeal may be made to the principal who may convene a School Building Level Committee to review the placement. Upon the request of any of the concerned parties, the parish committee may be consulted. If one is still dissatisfied, an appeal is made to the superintendent of the school district. A further appeal may then be brought to the local school board.

- Students with disabilities

Placement responsibilities for LEA's are identified by Title 28 Part XLIII *Bulletin 1706 Regulations for Implementation of the Children with Exceptionalities Act Subpart I Students with Disabilities Chapter 5 Procedural Safeguards Subchapter A Due Process Procedures for Parents and Students* (December 2016). Children with exceptionalities maintain their due process rights throughout the placement process. These due process rights are outlined in the *Louisiana's Educational Rights of Children with Disabilities Special Education Processes + Procedural Safeguards Handbook* by the Louisiana Department of Education, Revised October 2016.

Note: The placement of students identified as exceptional and served in Special Education is reviewed annually as part of the IEP conference mandated in the regulations for Bulletin 1706.

- Section 504 students

Placement of 504 students is overseen by the policies and procedures identified in the Vermilion Parish SBLC Handbook, Revised 2012. Due process procedures are outlined in Part B.

**Please Note: A student, parent/guardian, teacher, and/or superintendent may request through the principal a review of the student's placement prior to the first day of school each year.**

**Policies on Due Process Revised May 2017**

**X. Additional LEA Policies Related to Student Placement and Promotion**

**Please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.**

**K – 8 Uniform Grading Policy**

1. 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.)
2. 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 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.

- **Kindergarten**

In grade K percentage grades and letter grades are not given. The instrument used is the Vermilion Parish Kindergarten Assessment and utilizes a rating/grading scale of 1, 2, 3, or 4 as indicated below.

The Vermilion Parish Kindergarten Assessment is used to indicate progress and achievement in relation to the overall learning expectations set out in the kindergarten program. The assessment focuses upon curriculum goals and informs parents of their child’s personal development and academic growth.

The following definitions are utilized to communicate student progress every twelve weeks:

- 1 = Does Not Yet Meet Standard – The student does not yet meet this grade level standard
- 2 = Beginning Towards Standard – The student demonstrates beginning knowledge of grade level concepts and skills given support and assistance.
- 3 = Progressing Towards Standard – The student demonstrates progress toward grade level concepts and skills.
- 4 = Meets Standard – The student demonstrates proficiency of grade level concepts and skills with accuracy, quality and independence.

*Note: A score of 3 or 4 is considered proficient for promotion or indicates the student has met the promotion criteria. A score of 1 or 2 indicates the student has not met the promotion criteria. Refer to III Promotion Requirements for Kindergarten.*

- **Elementary Grades 1-6**

In grades 1-6 in subject areas where a percentage grade and letter grade of A, B, C, D, or F are not given, an S (satisfactory 100-75), N (needs improvement 74-67), or U (unsatisfactory 66-0) will be given.

NOTE: A numeric grade/percentage grade must be entered in the GradeBook by Using Grade Type SNU Numeric in JCampus.

► List additional district information that pertains to grading

**Grades 1-5**

**Grading and reporting** - No less than eight (8) grades per marking period will be recorded in the teacher’s grade book.

NOTE: For the Grade 3 English Language Arts block, a minimum of 16 grades per grading period is required and shall reflect the weighting.

NOTE: For the Grade 4 English Language Arts block, a minimum of 12 grades per grading period is required and shall reflect the weighting.

NOTE: For the Grade 5 English Language Arts and Mathematics block, a minimum of 10 grades per subject per grading period is required and shall reflect the weighting.

Each graded assignment must have at least ten items. Raw scores shall be recorded in the teacher’s grade book to determine the nine-week percentage grade. For example if a 48 point test is administered to students and the student scores 35 on the test, the teacher shall record 35/48 in the grade book.

NOTE: Grades/scores must be posted in the GradeBook within three (3) working days not to include major research papers/assignments or project/assignment.

Both the numerical grade or percentage grade and the letter grade will be recorded on the report card. Example: A-94; “A” being the letter grade and “94” being the numerical or percentage grade. In determining the final grade for each subject course, an average of the percentage grades for each subject/course will be used. Percentage grades will be used in determining cumulative grades for the year in grades 1-5.

The average of the four nine-week grades (percentage grades) shall be used in determining a student’s final grade in a subject/course. The average of the four nine-week grades must be at least 66.5% (D).

Example:	1 <sup>st</sup> nine weeks	A	94
	2 <sup>nd</sup> nine weeks	C	75
	3 <sup>rd</sup> nine weeks	B	86
	4 <sup>th</sup> nine weeks	C	80
	Total percentage		$335/4 = 84\% = C$
	Final Grade		84% =C

**Progress reports** must be generated at the end of the fourth week of each of the nine-week grading periods and must be distributed to the parent/guardian by the third day of the fifth week of each of the nine-week grading periods.

The grading scale will be printed on the student report card. Scores earned in a nine-week grading period must be recorded and averaged in that particular nine-week grading period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.



## Grades 6-8

**Grading and reporting** - A minimum of eight (8) test grades per nine weeks will be recorded in grade books.

Each graded assignment must have at least ten items. The tests do not need to be one hundred (100) point tests. A test may be fifty, sixty points, etc. It is highly recommended that the relationship between the number of test items and the points assigned to each test item be congruent to the total value of the test. Raw scores shall be recorded in the teacher's grade book to determine the nine-week percentage grade. For example, if a 48 point test is administered and the student scores 35 on the test, the teacher shall enter in the electronic grade book a 48 as a total possible and 35 as the student's score.

NOTE: Grades/scores must be posted in the GradeBook within three (3) working days not to include major research papers/assignments or project/assignment.

Both the numerical grade or percentage grade and the letter grade will be recorded on the report cards. Example: A-94; "A" being the letter grade and the "94" being the numerical or percentage grade. In determining semester and session grades, an average of the percentage grades for each subject/course will be used. Percentage grades will be used in determining cumulative grades for the year in grades 6-8.

For a course in which a student is enrolled for ½ (one-half) credit, the average of the two nine-week grades shall be used in determining the final grade. The average of the two nine-week grades must be at least 66.5% (D).

Example:	1 <sup>st</sup> nine weeks	94%	A
	2 <sup>nd</sup> nine weeks	89%	B
	Total percentage		$183/2 = 92\% = B$
	Final Grade		92% = B

The average of the four nine-week grades (percentage grades) shall be used in determining a student's final grade in a subject/course. The average of the four nine-week grades must be at least 66.5% (D).

Example:	1 <sup>st</sup> nine weeks	94%	A
	2 <sup>nd</sup> nine weeks	75%	C
	3 <sup>rd</sup> nine weeks	86%	B
	4 <sup>th</sup> nine weeks	80%	C
	Total percentage		$335/4 = 84\% = C$
	Final Grade		84% = C

**Progress reports** must be generated at the end of the fourth week of each of the nine-week grading periods and must be distributed to the parent/guardian by the third day of the fifth week of each of the nine-week grading periods.

The grading scale will be printed on the student report card. Scores earned in a nine-week grading period must be recorded and averaged in that particular nine-week

grading period. The scores for any principal approved required summer reading will be recorded and averaged in the first nine weeks grading period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.

**Penalty for an assignment not submitted by due date** - For any assignment which is not turned in on the day that the assignment is due, a 10 % maximum penalty per day may be imposed with a maximum of 5 days allowed to submit the late assignment. Any assignment not submitted within the 5 days will receive a grade of “0”. Assignments include research papers, essays, presentations, projects, etc. but exclude homework.

Extended time for submitting an assignment will be at the discretion of the principal in collaboration with the teacher and guidance counselor if an extenuating circumstance exists as determined by the principal.

**Semester grade** – For a course in which a student is enrolled for ½ (one-half) credit, the average of the grades for the two nine-week grading periods shall be used in determining his final grade. To receive a grade of “D” for the semester, the average of the two grades must be 66.5 %. Any fraction equal to or more than ½ (one-half) is always considered a whole.

**Session grade** – The average of the four nine-week grades (percentage grades) shall be used in determining a student’s final grade in a course. To receive a grade of “D” for the session, the average of the four grades must be 66.5%.

**Incomplete Grades** – If there is an incomplete grade on the report card, the final grade will not be averaged until the teacher changes the “I” to a numerical/percentage grade and a letter grade.

**Repeat credit** (EdGenuity online curriculum program) courses for grades 6-8 are offered during the summer for students who completed and failed the course during the school year. The uniform grading system/scale will govern the grade for the credit recovery courses.

## **Appendix Documents Included**

## Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.
  - Students who fail to meet promotional criteria shall be retained except as modified by the SBLC.
  - Any student not meeting the necessary academic promotion criteria in Grades K-8 will be referred to SBLC review for promotion/retention decision.
  - A first-time 8<sup>th</sup> grade student shall not be promoted to Grade 9 until he or she has scored at or above the Basic level on either the English Language Arts or Mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination). For promotional purposes, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP only one time. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in the *Bulletin 1566*.

Note: For school year 2017 – 2018 adhere to criteria as stated in the Pupil Progression Plan.

- The SBLC determines whether it is appropriate to place a student in a higher grade, if the passing of LEAP is not required, based on:
  - A student may be retained for a maximum of one year in Grades K-3.
  - A student may be retained only once per grade in Grades 4-8.
- The student who has repeated the 8<sup>th</sup> grade due to not attaining the LEAP promotion criteria of Basic/Approaching Basic may be either: See Note
  - Retained again in the 8<sup>th</sup> grade if the student has not met the LEAP Summer Remediation Program participation, attendance, and retest requirements. See Note.
  - Promoted to the 9th grade, provided that the student:
    - has scored at the Approaching Basic/Approaching Basic level on both the English Language Arts and Mathematics component of LEAP and
    - met the LEAP summer remediation program attendance and retest requirements during the summer of the first year in grade 8 or meets the LEAP summer remediation program attendance and retest requirements during the summer of the retention year in grade 8 in the both English Language Arts and Math components of the Grade 8 LEAP test.
      - If the student did not meet all the LEAP Summer Remediation Program participation, attendance and retest criteria during the prior summer, then the student must attend the LEAP summer remediation program in the subject(s) that the student has scored Approaching Basic and did not attend the LEAP summer remediation program or did not meet the LEAP summer remediation program attendance requirements or did not participate in the retest at the conclusion of the LEAP summer remediation program.
      - Parental consent is required.

Note: For school year 2017-2018 adhere to criteria for promotion for Grade 9 and Grade T9. There will be no summer remediation in June 2018.

- Exceptional students participating in LEAP or iLEAP shall be placed in accordance with local, state, and federal regulations. Decisions regarding LEAP placement shall be made by the IEP committee and documented on the Individual Educational Program (IEP). Methods of instruction, time requirements, and instructional goals shall be reflected in the student's IEP. Exceptional students participating in LEAP or iLEAP will be required to meet state and/or parish standards for grade placement.

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

- English Language Learners (ELL)
  - Promotion/retention policies for English Language Learners (ELL) in a regular instructional program will be as follows:
    - ELL students shall be provided language services which address their need for becoming fluent and literate in English. They shall be provided instructional programs which foster their success in math, science, social studies, and language arts.
    - ELL students in grades K-12 should receive instructional modifications in the regular classroom (i.e. modified lesson plans). If students are not passing but are trying to participate to the best of their language abilities, a percentage grade and a letter grade of A, B, C, D will be issued.
    - If the ELL secondary student is receiving instructional modifications in the regular classroom and is making no attempt at course work, an F should be issued.
    - Secondary English Language Learners may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie Credits.
    - No ELL student shall be retained solely because of Limited English Proficiency. Refer to Bulletin 1851. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for a Grade 8 LEP student. (*Bulletin 1566*)
- Students with Characteristics of Dyslexia
  - Identified students are served in a multi-sensory structured language program. Students receive instruction in the basal and/or the MSL program. If instruction is provided in the MSL program only, grades are derived from that program rather than the basal program.

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

The Vermilion Parish School System will provide intervention/remediation services for students experiencing difficulty in reading in grades K-4 through one or more of the following:

- pull-out services with a research-based program,
- in-class intervention in a small group, and
- before/after school remediation.
- Students receiving any of the above services will be monitored every three weeks to ensure student progress. Program services may be modified based on student needs.

## Acceleration

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

The policy is that there is no acceleration of students from one grade to another in grades K-8. Students in grades 9-12 progress based on the number of Carnegie credit units earned.

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

Vermilion Parish will follow all policies and procedures established in Bulletin 741 pertaining to the acceleration of students in high school.

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

Vermilion Parish will follow all policies and procedures established in Bulletin 741 pertaining to the acceleration of students in high school.

► Describe any policies governing services for gifted students.

Enrichment does take place within a classroom or grade through activities and the Gifted Program for students identified according to the Pupil Appraisal Handbook.

Gifted students are served by attending a resource center, in a resource setting, or by enrolling in a Carnegie unit course. A resource center is an instructional setting located at one school that provides instructional services to the gifted (pupil/teacher ratio is established in Bulletin 1706 Revised February 2016 - Subpart 2).

In elementary and middle grades, the gifted student is served using a “pull-out” model. The student should be held accountable for all grade level assignments. However, the regular education teacher should consider reduced assignments for material presented while the student was attending the gifted program. A modified assignment which allows the student to demonstrate necessary concepts is appropriate. Cooperation and communication between the gifted and regular education teacher is imperative for the overall success of the student’s program.

A resource room is a type of alternative education placement for special education and related services designed or adapted as a location where Gifted/Talented students may receive all or a part of the special education required by the IEPs, and in which all of the following exist:

1. The pupil/teacher ratios established in Bulletin 1706, Subpart 2 are used.
2. Only Gifted/Talented students are enrolled.
3. Instruction is provided for not more than 12 students for any one hour of instructional time.
4. Special education is provided by a certified teacher.
5. Students receive special education and related services for at least 21 percent, but no more than 60 percent, of the school day outside the regular classroom.

Secondary students participate by scheduling the Carnegie unit course entitled “Enrichment Studies in Independent Research and Critical Thinking I-IV”. This course is offered in high schools based on student need. A student may schedule only one Carnegie unit per school year.

## **APPENDIX**

**Attendance Criteria**

**Make-Up Tests and Make-Up Assignment**

**Attendance Recovery Program**

**Sports-Related Concussion/TBI Return to Class Protocol**

**Vermilion Parish School System Honors Contract**

**Alternative Program 88**

**Minimum Course Requirements for High School Graduation**

**LA Basic Core Curriculum 2008-2009 through 2013-2014**

**LA Core 4 Curriculum 2008-2009 through 2013-2014**

**TOPS University Diploma 2014-2015 and beyond**

**High School Area of Concentration**

**Academic Endorsement**

**Career/Technical Endorsement**

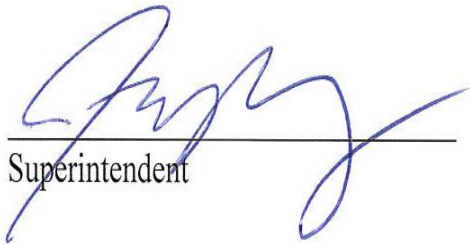
**Career Diploma (Prior to 2014-2015)**

**Career Diploma (2014-2015 and Beyond)**

**XI. LEA Assurances and Submission Information**

Assurance is hereby made to the Louisiana Department of Education that this Vermilion Parish School System 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by the local school board of governing authority: February 22, 2018



Superintendent



Board President

# APPENDIX



## **ATTENDANCE CRITERIA**

### **Elementary**

Elementary students shall be in attendance a minimum of 167 six hour days or 60,120 minutes a school year.

### **High School**

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.

- a. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
  - a. 10,020 minutes for a six-period schedule;
  - b. 8,589 minutes for a seven-period schedule; and
  - c. 7,515 minutes for an eight-period or 4x4 block schedule;
  - d. for other schedule configurations, students must attend a minimum of 7,515 minutes;
  - e. if instructional time for Carnegie credit has been waived, students still must meet the attendance requirement of 60,120 minutes per year.
- b. Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other policies must be met.

### **Notification of Third Unexcused Absence**

- i. Each LEA shall develop and implement a system whereby the principal of a school, or his designee, shall notify the parent or legal guardian in writing upon or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

### **Tardy**

1. Tardy shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

### **Extenuating Circumstances**

1. Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit:
  - a. extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state;
  - b. extended hospital stay in which a student is absent as verified by a physician or dentist;

- c. extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
- d. extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state;
- e. observance or special and recognized holidays of the student's own faith;
- f. visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
- g. absences verified and approved by the school principal or designee as stated below:
  1. prior school system-approved travel for education;
  2. death in the immediate family (not to exceed one week); or
  3. natural catastrophe and/or disaster.
2. For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the LEA.
3. Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete makeup work or pass the course.
4. Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

### **Types of Absences**

1. The days absent for elementary and secondary school students shall include non-exempted, excused; exempted, excused, unexcused absences and suspensions.
2. ***Non-exempted, excused absences*** are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
3. ***Exempted, Excused Absences*** – absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
4. ***Unexcused Absence*** – any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program. Students shall be given failing grades in those days missed and shall not be given an opportunity to make up work.
5. ***Suspension*** – a non-exempted absence in which a student is allowed to make up his own work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence is considered when determining whether or not a student may or may not be promoted, but is not considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

## **MAKE-UP TESTS AND MAKE-UP ASSIGNMENTS (EXCUSED ABSENCES AND SCHOOL SPONSORED ACTIVITIES)**

It is the student's responsibility to meet with the teacher, on the day that the student returns to school, to make arrangements for make-up work, assignments, and/or tests based on policy listed below.

Before a student reports to class following an absence, the student must report to the principal or his designee for an admit slip stating excused or unexcused. All excuses, either parent/guardian or physician, must be presented to the principal or his designee within three (3) days of the student's return to school for determination of excused or unexcused status. Excuses returned after three (3) days will not be accepted and will be considered unexcused. Specific reason(s) must be given in writing for the absence. After three (3) school days no exceptions will be made.

1. Misses day of test and/or day of assignment due

The student will take the test and/or turn in the assignment due on the day he returns. The grade will be officially recorded upon receipt of an excused absence within three (3) days of his return to school.

2. Misses more than one (1) day of school

The student will have a corresponding number of days to make-up tests/quizzes. Example: student is absent for two (2) days, student will have two (2) days to make-up test/quizzes from day he returns to school. Prior assignments are due the day the student returns to school. Prior assignments do not include test/quizzes. Grades will be officially recorded upon receipt of an excused absence within three (3) days of his return to school.

3. Extended time for make-up tests and/or assignments will be at the discretion of the principal in collaboration with the teacher and guidance counselor.

## **ATTENDANCE RECOVERY PROGRAM**

The Vermilion Parish School System provides that a school may initiate an attendance recovery program to give students a chance to recover absences.

Guidelines will include the following:

- Students will be allowed to make up a maximum of six (6) absences per semester.
- Students will be allowed to make up time during the semester.
- Students will be notified by letter and/or conference by the school administrator.
- Students will work on missed class assignment and/or use software programs during the Attendance Recovery Program.
- Elementary and middle school students will attend 3.5 hours to recover attendance credit for each day of absence.
- High school students will attend 30 minutes to recover attendance credit for each Carnegie unit period missed.
- No credit for make-up time will be given if the student arrives late or leaves early.
- No student will be permitted to use the attendance recovery program to make up days or classes in advance in order to recover future absences that have not occurred, whether planned or unplanned.

NOTE: Time required exceeds 51% per day for elementary and middle school students and exceeds 51% per Carnegie unit for high school students.

NOTE: Recovered absences will be documented. Once a student has completed the recovery attendance time, the administrator will not remove the U attendance code, but will place code 40 P (Attendance Makeup) in the DACD Section of Attendance.

Procedures will include the following:

Upon recommendation by the principal to sign up for the Attendance Recovery Program (if offered by the school), it becomes the responsibility of the student to sign that he/she will attend the provided sessions. Student may not attend if the student has not signed and followed the procedure(s) established by the school for the Attendance Recovery Program. Bus transportation will not be provided.

## **SPORTS-RELATED CONCUSSION/TBI RETURN-TO-CLASS PROTOCOL (02/2012)**

### **Objective:**

1. To provide the framework for school educators (school board, principals, teachers, guidance counselors, school nurse, school psychologists, etc.) and athletic trainers to use in regards to the health and academic needs of student-athletes presenting with sport-related concussions.
2. To assist with proper and current education information to the school educators named above.

### **Introduction:**

Management of sport-related concussions has been an area of growing concern for high school athletic programs. Recent research in this area has highlighted significant risks for student-athletes presenting with these traumatic brain injuries. Although sport-related concussions account for fewer than 10% of total injuries attended to by certified athletic trainers, coaches and school educators should expect rates between 5% and 10% among student-athletes participating in contact sports. Coaches whose teams have either no reported concussions or much lower concussion rates should be mindful that concussions may be escaping detection as a result of a lack of awareness of symptoms and risks or the tendency of many student-athletes to underreport these injuries.

Once thought to be a sole indicator of sport-related concussions was loss of consciousness. However, sport-related concussions do not usually involve a full loss of consciousness. Furthermore, a clear relationship between loss of consciousness and post-concussion symptom severity or duration does not seem to exist; athletes who have not lost consciousness but display amnesia for events just before or after the injury are slower to recover than those who lost consciousness but did not have amnesia.

In the days or weeks following a sport-related concussion, student-athletes typically present with some combination of physical, cognitive, sleep dysregulation, and emotional symptoms. Recent expert consensus is that an athlete diagnosed with a concussion should not be allowed to return to play on the day of injury. Premature return to contact sports after concussion may increase the risk that symptoms will be prolonged for days, weeks, or even months. In rare cases, return to play while the athlete is still symptomatic can result in catastrophic neurologic injury or death in student-athletes, a condition known as second-impact syndrome to which adolescent and high school aged athletes are most vulnerable. Concussion Solutions, LLC Sport Related Concussion Program Page 2 [www.concussion-solutions.com](http://www.concussion-solutions.com)

### **Concussion Education:**

1. Prior to the beginning of each school year, school personnel (e.g., school principals, guidance counselors, school nurses, teachers, social workers, and school psychologists) will receive education from Concussion Solutions on sport-related concussion and current state legislation.

### **Pre-season Baseline Testing:**

1. ImPACT Computer Based Neurocognitive Test: a. Student-athletes will be required to take an ImPACT baseline test on an annual basis

### **Time of Injury:**

1. Student-Athlete will be evaluated by a certified athletic trainer during practice/competition for possible concussion.
2. Refer to Concussion Solutions “Sport-Related Concussion/TBI Return-to-Play Protocol” for specific details

### **Post-Concussion Follow-Up:**

1. Refer to Concussion Solutions “Sport-Related Concussion/TBI Return-to-Play Protocol” for specific details

### **Academic Support During Recovery:**

While recovery is being tracked for athletic purposes, the student-athlete is faced with the challenge of maintaining pace in the classroom. Post-concussion symptoms often interfere with a student-athlete's ability to do academic work, participate in the classroom setting, and function interpersonally with peers and parents. Fatigue and sleep disruption may leave the student-athlete without the mental energy to participate in a full day of class work and evening studies. Cognitive deficits, which can exist even when student-athletes claim they are symptom free, may further undermine school participation.

The key issue is that the student-athlete will, in general, recover more quickly with rest, not only from physical exertion and athletic activity but also from the cognitive demands of academic work. For the student whose post-concussion symptoms last only a few days, this situation may not be much different than being out sick with a bad cold, the flu, or other short-term illness. When symptoms are more intense and persist for weeks, however, the student-athlete cannot so easily make up work by putting in extra time and effort after school or at home because such activity may exacerbate symptoms. The coordinated efforts of teachers, the guidance counselor, the school nurse, and sometimes other school personnel working in conjunction with the certified athletic trainer, student, parents, and the approved health care provider, may be needed to resolve the situation. The majority of student-athletes, other than those with the most extreme and long-lasting symptoms, are able to continue in their studies with some temporary accommodations. The goal is to support the recovering student-athlete in keeping up with academic demands in a way that does not overstress the cognitive functions and result in worsening symptoms. A careful balancing of rest with academic work and an individualized plan that prioritizes academic work and uses appropriate, temporary, evolving accommodations allows the student-athlete to progress as symptoms improve. The actual design and implementation of such a plan vary according to the student-athlete's symptoms and academic needs as well as the personnel within the school who can best assist the student-athlete.

### **Reasonable Accommodations for Student-Athletes in Recovery:**

1. Excused Absence from Classes • The student-athlete's need to rest must be balanced with the academic work to be done (Table 1). For the student with intense symptoms, a few days of complete rest may be needed immediately post-injury. Then partial attendance might involve priority attendance at core classes, missing early classes and arriving at school later in the morning for the student who is having sleep difficulty or morning symptoms, or leaving earlier in the afternoon for the student who becomes more symptomatic as the day goes on.
2. Rest Periods During the School Day • Many student-athletes are able to maximize class attendance if they can leave class when symptoms flare up in order to rest in the school nurse's office or other designated area. After half an hour or so of rest and possible use of over-the-counter pain medication, as directed by the physician, many students feel less symptomatic and are able to return to class.
3. Extension of Assignment Deadlines • Allowing extra time for the completion of homework assignments is an appropriate accommodation for student-athletes who are having difficulty with information processing and handling a full workload.
4. Postponement or Staggering of Test • Taking tests while still symptomatic usually places the recovering student-athlete at a distinct and unfair disadvantage. Furthermore, even if the student is able to achieve passing grades, the mental effort needed to prepare for tests may exacerbate his or her symptoms. Postponing testing until the student-athlete is more fully recovered is therefore ideal. Particular care is necessary to avoid having recovering students take high-stakes tests, such as midterm or final

examinations, high school Advanced Placement examinations, or SAT or ACT examinations. Some testing authorities allow students to disregard scores if they have not performed well, but other tests, such as the Advanced Placement examinations, cannot be retaken. During midterm or final examinations, when testing is clustered and more intensive, students may be able to pace themselves by scheduling no more than one examination per day or by allowing extra time between examinations. Student-athletes who are injured in the spring and have disabling symptoms at the time of yearly final examinations sometimes do better to wait until later in the summer to complete coursework and examinations

5. Excuse From Specific Tests and Assignments
  - For younger student-athletes, whose current coursework does not have direct ramifications for college entrance or credit determinations, the most appropriate step may be to excuse them altogether from specific tests and assignments while they are symptomatic and to base their grades on homework and test scores achieved up to the time of injury. This may relieve student-athletes of emotional pressure during and immediately after recovery and allow them to return to the regular flow of their academic lives as soon as they are able. When a student continues with the usual work while symptomatic, another option is to assign less weight to test scores and grades earned during that time, as these are often below the student's usual level of capability.
6. Extended Testing Time • Because diminished information-processing speed is one of the most common post concussive problems, extended time is frequently needed by student-athletes who are symptomatic but who feel well enough to attempt to continue with their scheduled examinations.
7. Accommodation for Oversensitivity to Light, Noise, or Both • Many student-athletes are unable to tolerate certain types or levels of light or noise while recovering. Fluorescent lighting can be particularly bothersome, as can high-stimulation environments, such as cafeterias and assembly halls. Turning down the lights in one area of a classroom or allowing the student to move away from the source of light or noise may help at times. Allowing the student to eat lunch away from the cafeteria or to skip an assembly should be considered. Permission to wear caps with visors or sunglasses in school can also be beneficial.
8. Excuse From Team Sport Practice and Gym Activities • Avoiding physical exertion is a priority in the early days of recovery, when that time is better spent resting or keeping up with class work. As recovery progresses, however, student-athletes often wish to continue attending practices to be supportive of their team, to stay “in the flow” of team activities and game planning, and to show coaches and fellow athletes that they remain committed to the team. Such attendance is not a problem as long as obtaining needed rest and addressing academic work remain the priorities. Certain student-athletes need to be encouraged to attend only some of the team's practice activities, skipping days or leaving early other days in order to complete homework or rest.
9. Avoidance of Other Physical Exertion • In addition to gym class, other activities that are part of the student-athlete's regular school day can sometimes lead to physical overexertion. Because many students today are accustomed to carrying very heavy loads, backpack weight should be monitored. In schools with more stairs, students should be advised to take elevators, if available, or to climb longer sets of stairs very slowly. Furthermore, those who play wind instruments may find that the demands of breath control provoke symptoms, necessitating a break from playing or at least reduced participation in band activity.

10. Use of a Reader for Assignments and Testing • Many recovering student-athletes find that their symptoms are exacerbated by the visual scanning activity and concentration demands of reading. Thus, a reader for regular assignments or tests (or both) may lessen those information-processing demands. Another option is to use books on tape or CD or to tape record examination questions for the student to listen to at his or her own pace. If such testing accommodations are being considered, however, it may still be preferable to postpone examinations altogether.
11. Use of a Note Taker or Scribe • Because many recovering students have difficulty listening and taking notes at the same time in class, a note taker can lessen attentional demands and allow the student to focus on the lecture content. Similarly, as a result of the visual and concentration demands of writing, some students may more easily dictate homework essays, papers, and test answers.
12. Use of a Smaller, Quieter Examination Room to Reduce Stimulation and Distraction • During the recovery period, many student-athletes exhibit some of the same characteristics seen in individuals with ADHD, including vulnerability to distraction by routine sights and sounds that occur in examination rooms for larger classes. The opportunity to temporarily join smaller groups of students who regularly receive such accommodations for attentional disabilities during examinations or who are permitted to take examinations alone may therefore be very helpful.
13. Preferential Classroom Seating to Lessen Distraction • Students with attentional deficits tend to focus better when they are seated in front of the classroom or away from doors and windows. In classes with assigned seating, the student-athlete may need to request a seat change. In other classes, the student-athlete should be encouraged to sit at the front of the room. Teachers should be prepared to facilitate such seating changes if a student seated in the back of the classroom seems to have trouble following discussions.
14. Temporary Assistance of a Tutor to Assist With Organizing and Prioritizing Homework Assignments • Student-athletes with concussion-related attentional deficits may have substantial problems organizing and planning their academic work. A brief daily meeting with the guidance counselor or an assigned tutor may help the student maintain academic priorities and keep track of scheduled assignments, quizzes, and tests. Furthermore, this assistance permits monitoring of the student's ability to maintain pace and allows for timely identification of the need for additional accommodations if the student cannot keep up with the assigned work. When more severe symptoms result in an extended absence from school, tutoring may be best started at home to assist the student-athlete in regaining some academic momentum before returning to the challenge and stimulation of the regular school environment.

### **Additional Considerations:**

Most sport-related concussions involve only a few days or weeks of symptoms followed by full recovery. There are, however, patients in whom symptoms are prolonged for weeks or months. Athletes with a history of concussion may be at higher risk for further concussions in sport and may have more prolonged symptoms with each subsequent injury.

In more severe cases, the student-athlete may have to drop classes or even an entire semester of studies if all attempts at accommodation fail and if disabling symptoms continue even with minimal academic effort. The computer based neuropsychological assessment typically used in sport concussion injuries involves a brief and focused battery of testing designed to screen for anticipated changes in cognitive efficiency. Sometimes student-athletes who have not had baseline testing seem to return to the point of being symptom free and to their prior level of



school functioning, but they do not achieve the levels of neurocognitive test performance expected for their age and sex. On occasion, this may point to the possibility of a preexisting, undiagnosed learning disability or attention deficit disorder. For these students, further testing by the school in the form of a core evaluation or a more in-depth neuropsychological assessment may be indicated to rule out these conditions.

Student-athletes with a history of multiple concussions may show lingering cognitive deficits on post-concussion testing and persisting performance deficits in their schoolwork that are consistent with long term cognitive disabilities. More comprehensive educational and neuropsychological evaluation may, therefore, be indicated if recovery has not occurred by approximately 3 months post-injury. Fortunately, such instances are uncommon, and the patient may still continue to slowly improve over time, but more comprehensive testing can be useful to better understand the student-athlete's full range of cognitive strengths and weaknesses. Such testing can then become the basis for more detailed academic planning and accommodations.

### **Consideration for Academic Accommodations with Regards to Student-Athlete with a Diagnosed Concussion**

#### **Concussion Solutions Model for Concussion Management in the Student-Athlete**

## VERMILION PARISH SCHOOL SYSTEM HONORS CONTRACT

School \_\_\_\_\_ Student Name \_\_\_\_\_

### HONORS CONTRACT

Dear student and parent,

You have been chosen to take honors \_\_\_\_\_ class during the \_\_\_\_\_ school year. Students were selected for honors classes based upon their prior year's standardized test scores and grades in the subject area and teacher recommendation.

The following information will help you to understand how an honors class will be different from a regular level class in the same subject.

- The curriculum for the honors class will include all of the Grade Level Expectations (GLEs)/CCSS Standards that are taught in the regular level class for that subject. However, there will be a more in-depth coverage of this material and other topics may also be included.
- The class work, tests, and projects will require a higher level of thinking than the regular level class.
- Vermilion Parish has adopted the state's 10 point grading scale for honors classes. This grading scale is 100-90=A, 89-80=B, 79-70=C, 69-60=D, and 59-0=F.
- If the subject includes an End of Course test (EOC), the student will take the EOC and it will count as 20% of the student's final grade in the course.

Please sign below to indicate you give your child permission to remain in the honors course indicated above for the entire school year.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **ALTERNATIVE PROGRAM FOR VEAP AND VHMAP**

### **A. General Description**

The Alternative Program for a suspended or an expelled/excluded student is designed to continue the educational process in the general curriculum at an alternative school site.

The goals for providing alternative approaches for suspended, expelled, and excluded students are as follows:

- To reduce the number of suspended, expelled, and excluded students
- To enroll the students at an alternative site
- To develop the academic and social skills for the students in order that they may re-enter the normal school setting
- To develop in the students the social and civic skills necessary to become responsible citizens of the community
- To protect the rights of all students so that learning can take place in a safe, disciplined school
- To provide general education services

The Vermilion Parish School System cooperates with the local law enforcement officers and the judicial system in coordinating efforts to make responsible citizens of suspended, expelled, and excluded students. The school system is responsible for the instruction of these students at the alternative site. The law enforcement officer is primarily responsible for discipline at the alternative site and for acting as a liaison between the parents and as a liaison between the student and the judicial system. The judicial system is responsible for the civic integrity of the student once he/she leaves the alternative site prematurely. In this manner, the three strongest advocates of order in society cooperate to redirect these students.

### **B. Program Description**

The Alternative Program is a full-day program for At-Risk students who are expelled or suspended from regular classes. The program establishes an alternative site for these students and requires that they complete classes at the site before they can return to their own schools.

They will obtain instruction in problem solving and conflict resolution strategies that will help them to avoid future problems when they return to the normal school setting.

- The Alternative Program provides an in-school education to elementary and high school students who have been suspended, expelled, or excluded with the intent of re-introducing the students to their home school.
- This program will provide an opportunity for the students to earn credits without being forced out-of-school due to suspensions or expulsions.
- In addition to academic skills, the program will also provide social skill instruction, a structured behavior management plan, career information, and training in skills to earn gainful employment upon graduation.
- The Supervisor of Child Welfare and Attendance will assign students to the program under consultation with the principal and parents of the student. Formal contracts with the afore-mentioned will be enacted which will reflect the reason why students are assigned, the time required to remain in the Alternative Program, the exit requirements, and the manner in which the student is to conduct himself in order to exit the program.

### **C. Eligibility Criteria**

In order to be considered for membership, a student must meet one of the following Criteria:

- Released from a correctional institution

- Released from a mental institution
- Suspended from a school two or more times. NOTE: Students who present a danger to themselves or others on the school campus will be sent immediately to the Alternative Program
- Suspended from a school for 10 or more days
- Expelled from a school
- In School Expulsion
- The Alternative Program Facilitator will maintain administrative control for the discretionary return of school's compliant students.
- Students enrolled in the Alternative Program will remain based at their home school, will be included in school accountability, and will be required to take all parts of the LEAP, iLEAP, and GEE/EOC tests or participate in alternate assessments.

#### D. Exit Criteria

Exiting from the Alternative Program is contingent upon the successful completion of the required attendance and successful completion of the academic requirements (100 percent of assignments given to students must be completed while in attendance).

#### E. Program Components

The lesson plans from individual schools sent to the Alternative Program will be consistent with Bulletin 741 and Bulletin 1706 guidelines. Certified teachers in the Alternative Program implement the lesson plans. The Alternative Program is an extension of the regular school curriculum, through direct and guided instruction, thus it is not a separate and independent curriculum from the Vermilion Parish School's regular/special education curricula and will be implemented in the following manner:

- Direct instruction in a one-on-one presentation
- Guided instruction in a small group situation
- Educational support supplied by special education staff; i.e. school psychologist, social worker, etc.
- Individual lesson plans and IEP's are implemented as written with supplemental assignments from the Alternative Staff to support the individual learner objectives
- Banks of computers equipped with appropriate software adjusted to LEAP and iLEAP content standards are to be used by the students when necessary
- The Alternative Program implements the lesson plans from an approved secondary school. When appropriate, the work produced by students to address Carnegie units is forwarded to the sending school for the awarding of Carnegie Units

The grading and reporting procedures of the Vermilion Parish School Board found in the Pupil Progression Plan are followed. The Alternative Program provides instruction consistent with school expectations by the sending teacher. Grades are reported from the sending school based on student work completed under the instructional direction of the Alternative Program teachers.

## MINIMUM COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

1. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana basic core curriculum, the minimum course requirements for graduation shall be the following.  
NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.
  - a. English – 4 units:
    - i. English I;
    - ii. English II;
    - iii. English III\*;
    - iv. English IV\* or Senior Applications in English.
  - b. Mathematics – 4 units:
    - i. all students must complete one of the following:
      - (a). Algebra I (1 unit); or
      - (b). Applied Algebra I (1 unit); or
      - (c). Algebra I – Pt. 1 and Algebra I – Pt. 2 (2 units).
    - ii. Geometry or Applied Geometry
    - iii. the remaining unit(s) shall come from the following:
      - (a). Algebra II;
      - (b). Financial Mathematics;
      - (c). Math Essentials;
      - (d). Advanced Math – Pre-Calculus;
      - (e). Advanced Math – Functions and Statistics;
      - (f). Pre-Calculus\*;
      - (g). Calculus\*;
      - (h). Probability and Statistics\*;
      - (i). Discrete Mathematics;
      - (j). AP Computer Science A; or
      - (k). a locally initiated elective approved by BESE as a math substitute.
  - c. Science – 3 units:
    - i. 1 unit of Biology\*;
    - ii. 1 unit from the following physical science cluster:
      - (a). Physical Science;
      - (b). Integrated Science;
      - (c). Chemistry I\*;
      - (d). Physics I\*;
      - (e). Physics of Technology I;
    - iii. 1 unit from the following courses:
      - (a). Aerospace Science;
      - (b). Biology II\*;
      - (c). Chemistry II\*;
      - (d). Earth Science;
      - (e). Environmental Science\*;
      - (f). Physics II\*;
      - (g). Physics of Technology II;
      - (h). Agriscience II;
      - (i). Anatomy and Physiology;
      - (j). ChemCom;
      - (k). an additional course from the physical science cluster; or
      - (l). a locally initiated elective approved by BESE as a science substitute;
  - iv. students may not take both Integrated Science and Physical Science;
  - v. Agriscience I is a prerequisite for Agriscience II and is an elective course.
- d. Social Studies – 3 units:
  - i. U.S. History\*;
  - ii. Civics\* (1 unit) or ½ unit of Civics\* and ½ unit of Free Enterprise;  
NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of civics with a section on free enterprise.
  - iii. 1 of the following:
    - (a). World History\*;
    - (b). World Geography\*;
    - (c). Western Civilization\*;
    - (d). AP European History.
- e. Health Education – ½ unit:
  - i. JROTC I and II may be used to meet the health education requirement. Refer to §2347.
- f. Physical Education – 1 ½ units:
  - i. shall be physical education I; and
  - ii. ½ unit from among the following:
    - (a). Physical Education II;
    - (b). Marching Band;
    - (c). extracurricular sports;
    - (d). cheerleading; or
    - (e). dance team;
  - iii. ROTC may be substituted;
  - iv. Adaptive Physical Education for eligible special education students may be substituted.
- g. Electives – 8 units:
  - i. shall include the minimum courses required to complete a career area of concentration for incoming freshmen 2010-2011 and beyond.
    - (a). The area of concentration shall include one unit of Education for Careers, Journey to Careers, or JAG.
- h. Total – 24 units. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana Core 4 curriculum, the minimum course requirements shall be the following.

2. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana Core 4 curriculum, the minimum course requirements shall be the following.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

- (a). English – 4 units:
- English I;
  - English II;
  - English III\*;
  - English IV\*.
- (b). Mathematics – 4 units:
- Algebra I, Applied Algebra I, or Algebra I – Pt. 2;
  - Geometry or Applied Geometry
  - Algebra II;
  - the remaining unit shall come from the following:
    - Financial Mathematics;
    - Math Essentials;
    - Advanced Math – Pre-Calculus;
    - Advanced Math – Functions and Statistics;
    - Pre-Calculus\*;
    - Calculus\*;
    - Probability and Statistics\*;
    - Discrete Mathematics;
    - AP Calculus BC;
    - AP Computer Science A; or
    - a locally initiated elective approved by BESE as a math substitute.
- c. Science – 4 units:
- 1 unit of Biology\*;
  - 1 unit of Chemistry\*;
  - 2 units from the following courses:
    - Physical Science;
    - Integrated Science;
    - Physics I\*;
    - Physics of Technology I;
    - Aerospace Science;
    - Biology II\*;
    - Chemistry II\*;
    - Earth Science;
    - Environmental Science;
    - Physics II\*;
    - Physics of Technology II;
    - Agriscience II;
    - Anatomy and Physiology;
    - AP Physics C: Electricity and Magnetism;
    - AP Physics C: Mechanics;
    - a locally initiated elective approved by BESE as a science substitute.
  - Students may not take both Integrated Science and Physical Science;

- v. Agriscience I is a prerequisite for Agriscience II and is an elective course.

- vi. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC course from among the primary courses in the student's area of concentration for the fourth required science unit:

- Nutrition and Foods and Advanced Nutrition and Foods;
  - Food Services II;
  - Allied Health Services II;
  - Dental Assistant II;
  - Emergency Medical Technician – Basic (EMT-B);
  - Health Science II;
  - Medical Assistant II;
  - Sports Medicine III;
  - Advanced Electricity/Electronics;
  - Process Technician II;
  - NCCR Electrical II;
  - Computer Service Technology II;
  - Horticulture II;
  - Networking Basics;
  - Routers and Routing Basics;
  - Switching Basics and Intermediate Routing;
  - WAN Technologies;
  - Animal Science;
  - Biotechnology in Agriscience;
  - Environmental Studies in Agriscience;
  - Equine Science;
  - Forestry;
  - Horticulture;
  - Small Animal Care/Management;
  - Veterinary Assistant;
  - Oracle Academy Course: DB Programming with PL/SQL;
  - NCCR Electrical II TE; and
  - NCCR Electricity in Agriscience.
- d. Social Studies – 4 units:
- Civics\* (1 unit) or ½ unit of Civics\* and ½ unit of Free Enterprise;  
NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.
  - U.S. History\*;
  - 1 unit from the following:
    - World History\*;
    - World Geography\*;
    - Western Civilization\*; or
    - AP European History;
  - 1 unit from the following:
    - World History\*;

- (b). World Geography\*;
  - (c). Western Civilization\*; or
  - (d). AP European History;
  - (e). Law Studies;
  - (f). Psychology\*;
  - (g). Sociology;
  - (h). Civics (second semester – ½ credit);
  - (i). African American Studies; or
  - (j). Economics;
  - (k). AP Economics: Micro;
  - (l). AP Government and Politics: Comparative;
  - (m). AP Government and Politics: US;
  - (n). AP Human Geography  
NOTE: Students may take two half credit courses for the fourth required social studies unit.
- v. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC course from among the primary courses in the student's area of concentration for the fourth required social studies unit:
- (a). Advanced Child Development;
  - (b). Early Childhood Education II;
  - (c). Family and Consumer Sciences II;
  - (d). ProStart II;
  - (e). T and I Cooperative Education (TICE);
  - (f). Cooperative Agriculture Education;
  - (g). Administrative Support Occupations;
  - (h). Business Communication;
  - (i). Cooperative Office Education;
  - (j). Entrepreneurship – Business;
  - (k). Lodging Management II;
  - (l). Advertising and Sales Promotion;
  - (m). Cooperative Marketing Education I;
  - (n). Entrepreneurship – Marketing;
  - (o). Marketing Management;
  - (p). Marketing Research;
  - (q). Principles of Marketing II;
  - (r). Retail Marketing;
  - (s). Tourism Marketing;
  - (t). CTE Internship;
  - (u). General Cooperative Education II;
  - (v). STAR II.
- e. Health Education – ½ unit
- i. JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.
- f. Physical Education – 1 ½ units:
- i. shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;
  - ii. a maximum of 4 units of Physical Education may be used toward graduation.  
NOTE: The substitution of JROTC is permissible.
- g. Foreign language – 2 units:
- i. shall be 2 units in the same foreign language or 2 speech courses.
- h. Arts – 1 unit:
- i. 1 unit Art (§2333), Dance (§2337), Media Arts (§2354), Music (§2355), Theatre Arts (§2369), or Fine Arts Survey, Photography I/II, or Digital Photography.  
NOTE: Students may satisfy this requirement by earning half credits in two different art courses.
  - ii. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC course from among the primary courses in the student's area of concentration for the fourth required applied art unit:
    - (a). clothing and textiles and advanced clothing and textiles;
    - (b). NCCR Carpentry II TE;
    - (c). NCCR Welding Technology II;
    - (d). Advanced Metal Technology;
    - (e). Advanced Technical Drafting;
    - (f). Architectural Drafting;
    - (g). NCCR Carpentry II – T and I;
    - (h). NCCR Welding Technology II – T and I;
    - (i). Cabinetmaking II;
    - (j). Commercial Art II;
    - (k). Cosmetology II;
    - (l). Culinary Occupations II;
    - (m). Custom Sewing II;
    - (n). Graphic Arts II;
    - (o). Photography II;
    - (p). Television Production II;
    - (q). Upholstery II;
    - (r). Welding II;
    - (s). NCCR Carpentry in Agriscience;
    - (t). NCCR Welding Technology Agriscience;
    - (u). Agriscience Construction Technology;
    - (v). Agriscience Power Equipment;
    - (w). Floristry;
    - (x). Landscape Design and Construction;
    - (y). Introduction to Business Computer Applications;
    - (z). Accounting II;
    - (aa). Business Computer Applications;
    - (bb). Computer Multimedia Presentations;
    - (cc). Desktop Publishing;

- (dd). Keyboarding Applications;
- (ee). Telecommunications;
- (ff). Web Design I or II;
- (gg). Word Processing; and
- (hh). Digital Media II.
- i. Electives – 3 units.
- j. Total – 24 units.



2. For incoming freshmen in 2014-2015 and beyond who are completing the TOPS university diploma, the minimum course requirements shall be the following:
  - a. English – 4 units:
    - i. English I;
    - ii. English II;
    - iii. One of the following:
      - (a). English III;
      - (b). AP English language arts and composition;
      - (c). IB literature;
      - (d). IB language and literature;
      - (e). IB literature and performance;
    - iv. one of the following:
      - (a). English IV
      - (b). AP English literature and composition;
      - (c). IB literature;
      - (d). IB language and literature;
      - (e). IB literature and performance;
  - b. Mathematics – 4 units:
    - i. Algebra I;
    - ii. Geometry;
    - iii. Algebra II;
    - NOTE: Integrated Mathematics I, II, and III may be substituted for the Algebra I, Geometry, and Algebra II sequence.
    - iv. one of the following:
      - (a). Algebra III;
      - (b). Advanced Math – Functions and Statistics;
      - (c). Advanced Math – Pre-Calculus;
      - (d). Pre-Calculus;
      - (e). IB Math Studies (math methods);
      - (f). Calculus;
      - (g). AP Calculus AB;
      - (h). IB Mathematics SL;
      - (i). AP Calculus BC;
      - (j). AP Statistics;
      - (k). IB Further Mathematics HL;
      - (l). IB Mathematics HL;
      - (m). Probability and Statistics; or
      - (n). AP Computer Science A;
  - c. Science – 4 units:
    - i. Biology I;
    - ii. Chemistry I;
    - iii. 2 units chosen from the following:
      - (a). Earth Science;
      - (b). Environmental Science;
      - (c). Physical Science;
      - (d). Agriscience II – the elective course Agriscience I is a pre-requisite;
      - (e). One of:
        - (i). Chemistry II;
        - (ii). AP Chemistry;
        - (iii). IB Chemistry I;
        - (iv). IB Chemistry II;
  - d. Social Studies – 4 units:
    - i. One unit chosen from:
      - (a). U.S. History;
      - (b). AP U.S. History;
      - (c). IB History of the Americas I;
    - ii. One unit chosen from:
      - (a). Civics with a section on Free Enterprise;
      - (b). Government; or
      - (c). AP U.S. Government and Politics: Comparative; or
      - (d). AP U.S. Government and Politics: United States;
    - iii. Two units chosen from:
      - (a). One of:
        - (i). European History; or
        - (ii). AP European History;
        - (iii). Western Civilization;
      - (b). One of:
        - (i). World Geography;
        - (ii). AP Human Geography; or
        - (iii). IB Geography;
      - (c). One of:
        - (i). World History;
        - (ii). AP World History; or
        - (iii). IB History of the Americas II;
      - (d). IB Economics;
      - (e). Economics;
      - (f). AP Macroeconomics;
      - (g). AP Microeconomics;
  - e. Foreign Language – two units:
    - i. Two units from the same language (§2345);
  - f. Art – One unit chosen from the following:
    - i. Art (§2333);
    - ii. Music (§2355);
    - iii. Dance (§2337);
    - iv. Theatre (§2369);
    - v. Speech III and IV – one unit combined;

- vi. Fine Arts Survey;
- vii. Drafting;
- viii. Media Arts (§2354);
- ix. Photography I/II;
- x. Digital Photography
- g. Physical Education – 1 ½ units. They shall include:
  - i. Physical Education I and II;
  - ii. Adapted Physical Education I and II for eligible special education students;
  - iii. JROTC I, II, III, or IV; or
  - iv. Physical Education I (1 unit) and ½ unit of Marching Band, Extracurricular Sports, Cheering, or Dance Team;
- h. Health Education – ½ unit;  
NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.
- i. Electives – 3 units;
- j. Total – 24 units.

4. High School Area of Concentration
- a. All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career focus.
    - i. Incoming freshmen prior to 2008-2009 can complete an academic area of concentration by completing the current course requirements for the Taylor Opportunity Program for Students (TOPS) Opportunity Award.
    - ii. Incoming freshmen in 2008-2009 through 2013-2014 can complete an academic area of concentration by completing the course requirements for the LA Core 4 curriculum.
    - iii. To complete a career area of concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the area of concentration and two related elective credits, including one computer/technology course. Areas of concentration are identified in the career options reporting system with each LEA designating the career and technical education areas of concentration offered in their school system each year. The following computer/technology courses can be used to meet this requirement.

Course	Credit
Computer/Technology Literacy	1
Computer Applications or Business Computer Applications	1
Computer Architecture	1
Computer Science I, II	1 each
Computer Systems and Networking I, II	1 each
Desktop Publishing	1
Digital Graphics and Animation	½
Multimedia Presentations	½ or 1
Web Mastering or Web Design	½
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	½
Introduction to Business Computer Applications	1
Technology Education Computer Applications	1
Advanced Technical Drafting	1
Computer Electronics I, II	1 each
Database Programming with PL/SQL	1
Java Programming	1
Database Design and Programming	½
Digital Media I, II	1 each

5. Academic Endorsement

a. Graduating seniors who entered the 9<sup>th</sup> grade prior to 2014-2015 and satisfy the following performance indicators shall be eligible for an academic endorsement to the college and career diploma.

i. Students graduating prior to 2011-2012 through 2016-2017 shall complete the following curriculum requirements or the TOPS core curriculum.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

(a). English – 4 units:

- (i). English I;
- (ii). English II;
- (iii). English III\*;
- (iv). English IV\*.

(b). Mathematics – 4 units:

- (i). Algebra I or Algebra I – Pt. 2;
- (ii). Geometry;
- (iii). Algebra II;
- (iv). The remaining unit shall come from the following:
  - [a]. Advanced Math – Pre-Calculus;
  - [b]. Advanced Math – Functions and Statistics;
  - [c]. Pre-Calculus\*;
  - [d]. Calculus\*;
  - [e]. Probability and Statistics\*;
  - [f]. Discrete Mathematics; or
  - [g]. AP Calculus BC.

(c). Science – 4 units:

- (i). Biology\*;
- (ii). Chemistry\*;
- (iii). 1 unit of advanced science from the following courses: Biology II\*, Chemistry II\*, Physics\*, or Physics II\*;
- (iv). 1 additional science course.

(d). Social Studies – 4 units:

- (i). Civics\* (1 unit) or ½ unit of Civics\* and ½ unit of Free Enterprise;  
NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.
- (ii). U.S. History\*;
- (iii). 1 unit from the following:
  - [a]. World History\*;

- [b]. World Geography\*;
- [c]. Western Civilization\*;
- [d]. AP European History;

(iv). 1 unit from the following:

- [a]. World History\*;
- [b]. World Geography\*;
- [c]. Western Civilization;
- [d]. AP European History;
- [e]. Law Studies;
- [f]. Psychology\*;
- [g]. Sociology;
- [h]. African American Studies;
- [i]. Economics;
- [j]. AP Economics: Micro;
- [k]. AP Government and Politics: Comparative;
- [l]. AP Government and Politics: US; or
- [m]. AP Human Geography.

(e). Health Education – ½ unit:

- (i). JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.

(f). Physical Education – 1 ½ units:

- (i). Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.

NOTE: The substitution of JROTC is permissible.

(g). Foreign Language – 2 units:

- (i). shall be 2 units in the same foreign language.

(h). Arts – 1 unit:

- (i). Shall be 1 unit from Art (§2333), Dance (§2337), Media Arts (§2354), Music (§2355), Theatre Arts (§2369), or Fine Arts Survey;

(i). Electives – 3 units.

ii. Assessment Performance Indicator

(a). Students graduating prior to 2013-2014 shall pass all four components of GEE with a score of *Basic* or above, or one of the following combinations of scores with the English language arts score at *Basic* or above:

- (i). one *Approaching Basic*, one *Mastery* or *Advanced, Basic* or above in the remaining two; or
- (ii). two *Approaching Basic*, two *Mastery* or above.

- (b). Students graduating in 2013-2104 through 2016-2017 shall achieve a score of *good* or *excellent* on each of the following EOC tests:
  - (i). English II and English III;
  - (ii). Algebra I and Geometry;
  - (iii). Biology and U.S. History.

NOTE: Transfer students need only meet this requirement for the EOC tests they are required to take according to the transfer rules found in §1829 of Bulletin 118.
- iii. Students shall complete one of the following requirements:
  - (a). senior project
  - (b). one Carnegie unit in an AP course and attempt the AP exam;
  - (c). one Carnegie unit in an IB course and attempt the IB exam; or
  - (d). three college hours of non-remedial credit in:
    - (i). Mathematics;
    - (ii). social studies;
    - (iii). science;
    - (iv). foreign language; or
    - (v). English language arts.
- iv. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award.
- v. Students shall achieve an ACT composite score of at least 23 or the SAT equivalent.

6. Career/Technical Endorsement

a. Students who entered the 9<sup>th</sup> grade prior to 2014-2015 and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the college and career diploma.

i. Students graduating prior to 2011-2012 shall meet the current course requirements for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2011-2012 through 2016-2017 shall meet the course requirements for the Louisiana Core 4 Curriculum.

ii. Students shall complete the career area of concentration.

iii. Assessment Performance Indicator

(a). Students graduating prior to 2009-2010 shall pass the English language arts, Mathematics, science, and social studies components of the GEE at the *Approaching Basic* level or above. Students graduating in 2009-2010 and beyond prior to 2013-2014 shall pass all four components of the GEE with a score of basic or above or one of the following combinations with the English language arts score at basic or above:

(i). one *Approaching Basic*, one *Mastery* or *Advanced*, and *Basic* or above in the remaining two;

(ii). two *Approaching Basic*, two *Mastery* or above.

(b). Students graduating in 2013-2014 through 2016-2017 shall achieve a score of *Good* or *Excellent* on each of the following EOC tests:

(i). English II and English III;

(ii). Algebra I and Geometry;

(iii). Biology and U.S. History.

NOTE: Transfer students need only meet the requirement for the EOC tests they are required to take according to the transfer rules found in §1829 of Bulletin 118.

iv. Students shall complete a minimum of 90 work hours of work-based learning experience related to the student's area of concentration or senior project related to student's area of concentration with 20 hours of related work-based learning and

mentoring and complete one of the following requirements:

(a). industry-based certification in student's area of concentration from the list of industry-based certifications approved by BESE; or

(b). three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours in student's area of concentration.

v. Students shall achieve a minimum GPA of 2.5.

vi. Students graduating prior to 2008-2009 shall achieve the current minimum ACT composite score (or SAT equivalent) for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2008-2009 and beyond shall achieve a minimum ACT composite score (or SAT equivalent) of 20 or the state ACT average (whichever is higher) or the silver level on the WorkKeys Assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33-2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011), LR 38:754, 761 (March 2012), LR 38:1001 (April 2012), LR 38:1584 (July 2012), LR 40:994 (May 2014), LR 40:1328 (July 2014), LR 40:1679 (September 2014), LR 40:2525 (December 2014), LR 41:915 (May 2015) LR 41:1482 (August 2015), LR 41:2126 (October 2015), LR 42:232 (February 2016) LR 42:1062 (July 2016).

7. Minimum Course Requirements for the Career Diploma
  - a. The minimum course requirements for a career diploma for incoming freshmen prior to 2014-2015 shall be the following:
    - i. English – 4 units:
      - (a). English I;
      - (b). English II;
      - (c). the remaining units shall come from the following:
        - (i). Technical Reading and Writing;
        - (ii). Business English;
        - (iii). Business Communications;
        - (iv). Using Research in Careers (½ credit);
        - (v). American Literature (½ credit);
        - (vi). Film in America (½ credit);
        - (vii). English III;
        - (viii). English IV;
        - (ix). Senior Applications in English; or
        - (x). a course developed by the LEA and approved by BESE.
    - ii. Mathematics – 4 units:
      - (a). Algebra I (1 unit), Applied Algebra I (1 unit), or Algebra I – Pt. 1 and Algebra I – Pt. 2 (2 units);
      - (b). The remaining units shall come from the following:
        - (i). Geometry or Applied Geometry;
        - (ii). Technical Math;
        - (iii). Medical Math;
        - (iv). Applications in Statistics and Probability;
        - (v). Financial Math;
        - (vi). Math Essentials;
        - (vii). Algebra II;
        - (viii). Advanced Math – Pre-Calculus;
        - (ix). Discrete Mathematics; or
        - (x). course(s) developed by the LEA and approved by BESE.
    - iii. Science – 3 units:
      - (a). 1 unit of Biology;
      - (b). 1 unit from the following physical science cluster:
        - (i). Physical Science;
        - (ii). Integrated Science;
        - (iii). Chemistry I;
        - (iv). ChemCom;
        - (v). Physics I;
        - (vi). Physics of Technology I;
      - (c). 1 unit from the following courses:
        - (i). Food Science;
        - (ii). Forensic Science;
        - (iii). Allied Health Science;
        - (iv). Basic Body Structure and Function;
        - (v). Basic Physics with Applications;
        - (vi). Aerospace Science;
        - (vii). Earth Science;
        - (viii). Agriscience II;
        - (ix). Physics of Technology II;
        - (x). Environmental Science;
        - (xi). Anatomy and Physiology;
        - (xii). Animal Science;
        - (xiii). Biotechnology in Agriculture;
        - (xiv). Environmental Studies in Agriculture;
        - (xv). Health Science II;
        - (xvi). EMT – Basic;
        - (xvii). an additional course from the physical science cluster; or
        - (xviii). course(s) developed by the LEA and approved by BESE;
    - iv. Social Studies – 3 units:
      - (a). U. S. History;
      - (b). Civics (1 unit) or ½ unit of Civics and ½ unit of Free Enterprise;  
NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.
      - (c). The remaining unit shall come from the following:
        - (i). Child Psychology and Parenthood Education;
        - (ii). Law Studies;
        - (iii). Psychology;
        - (iv). Sociology;
        - (v). World History;
        - (vi). World Geography;
        - (vii). Western Civilization;
        - (viii). Economics;
        - (ix). American Government;
        - (x). African American Studies; or
  - d. students may not take both Integrated Science and Physical Science;
  - e. Agriscience I is a prerequisite for Agriscience II and is an elective course.

- (xi). A course developed by the LEA and approved by BESE.
- v. Health Education – ½ unit:
  - (a). JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.
- vi. Physical Education – 1 ½ units:
  - (a). shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;
  - (b). a maximum of 4 units of Physical Education may be used toward graduation.  
NOTE: The substitution of JROTC is permissible.
- vii. Career and Technical Education – 7 credits:
  - (a). Education for Careers, Journey to Careers, or JAG;
  - (b). six credits required for a career area of concentration.
- viii. Total – 23 units. The minimum course requirements for a career diploma for incoming freshmen in 2014-2015 and beyond shall be the following:
  - c. English – 4 units:
    - (a) English I;
    - (b) English II;
    - (c) the remaining units shall come from the following:
      - (i). Technical Reading and Writing;
      - (ii). Business English;
      - (iii). English III;
      - (iv). English IV;
      - (v). any AP or IB English course; or
      - (vi). Comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE;
  - ii. Mathematics – 4 units:
    - (a) Algebra I, Applied Algebra I, or Algebra I – Pt. 2 (the elective course Algebra I – Pt. 1 is a pre-requisite);
    - (b) The remaining units shall come from the following:
      - (i). Geometry;
      - (ii). Financial Literacy (formerly Financial Math);
      - (iii). Math Essentials;
      - (iv). Algebra II;
- iii. Science – 2 units:
  - (a) 1 unit of Biology;
  - (b) 1 unit from the following:
    - (i). Chemistry I;
    - (ii). Physical Science;
    - (iii). Earth Science;
    - (iv). Agriscience II;  
NOTE: Agriscience I is a prerequisite for Agriscience II and is an elective course.
    - (v). Environmental Science;
    - (vi). any AP or IB science course;
- iv. Social Studies – 2 units:
  - (a) 1 of the following:
    - (i). U. S. History;
    - (ii). AP U. S. History;
    - (iii). IB History of the Americas I;
  - (b) 1 unit of Civics or:
    - (i). ½ unit of:
      - [a]. Government; or
      - [b]. AP U.S. Government and Politics: Comparative; or
      - [c]. AP U.S. Government and Politics: US;
    - (ii). ½ unit of:
      - [a]. Economics; or
      - [b]. AP Macroeconomics; or
      - [c]. AP Microeconomics;
  - (c) Health Education – ½ unit:
    - (i). JROTC I and II may be used to meet the Health Education requirement. Refer to §2347;
  - (d) Physical Education – 1 ½ units:
    - (i). shall be Physical Education I; and
    - (ii). ½ unit from among the following:
      - [a]. Physical Education II;
- (v). Advanced Math – Functions and Statistics;
- (vi). Advanced Math – Pre-Calculus;
- (vii). Algebra III;
- (viii). Pre-Calculus;
- (ix). Business Math;
- (x). Comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE;
- (xi). Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II and shall count as 3 math credits;



- [b]. Marching Band;
  - [c]. Extracurricular Sports;
  - [d]. Cheering; or
  - [e]. Dance Team;
  - (iii). ROTC may be substituted;
  - (iv). Adaptive PE for eligible special education students may be substituted;
  - (e) at least 9 credits in Jump Start course sequence, workplace experiences and credentials;
  - (f) Total – 23 units.
- b. To complete a career area of concentration for the career diploma, students shall meet the minimum requirements for graduation including four elective primary credits in the career major and two related elective credits, including one computer/technology course. Areas of concentration are identified in the career options reporting system with each LEA designating the career and technical education areas of concentration offered in their school system each year. The following computer/technology application courses can be used to meet this requirement.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:183.2; R.S. 17:183.3; R.S. 17:274; R.S. 17:274.1; R.S. 17:395.

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Course	Credit
Computer/Technology Literacy	1
Computer Applications or Business Computer Applications	1
Computer Architecture	1
Computer Science I, II	1 each
Computer Systems and Networking I, II	1 each
Desktop Publishing	1
Digital Graphics and Animation	½
Multimedia Presentations	½ or 1
Web Mastering or Web Design	½
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	½
Introduction to Business Computer Applications	1
Technology Education Computer Applications	1
Advanced Technical Drafting	1
Computer Electronics I, II	1 each
Database Programming with PL/SQL	1
Java Programming	1
Database Design and Programming	½
Digital Media I, II	1 each

- c. Courses developed by the LEAs and submitted to BESE for approval as substitutes for core course requirements must meet state content standards for the subject area a the ninth grade level or higher.