

# Young Audiences Charter Association

## Pupil Progression Plan

Young Audiences Charter Association has reviewed and supports implementing the Orleans Parish School Board's Pupil Progression Plan as outlined in the document titled **036\_Pupil-Progression-Plan\_2016-2017** (and attached) at the potential Young Audiences Charter in Orleans Parish.

- 1) **OPSB Pupil Progression Plan (036\_Pupil-Progression-Plan\_2016-2017)**

**ORLEANS PARISH PUBLIC SCHOOL**

**PUPIL PROGRESSION PLAN**

**FOR**

**2016-2017**

# ORLEANS PARISH SCHOOL BOARD



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Dr. Henderson Lewis, Jr.  
Superintendent

# INTRODUCTION

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

	PAGE
SECTION I – FORMAL SUBMISSION STATEMENT.....	1
INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN	
• a formal submission statement	
• a local contact information page	
• a listing of the committee of educators appointed by the superintendent	
• a listing of the parents appointed by the school board	
• documentation of input into the PPP by educators/parents, and	
• copies of the public notice of the PPP prior to approval of PPP (dates and location)	
SECTION II – STATE AND DISTRICT POLICIES.....	5
I. Placement .....	5
II. Attendance Policy.....	13
III. Uniform Grading Policy .....	14
IV. Promotion K-8 .....	14
V. High School Graduation Requirements .....	29
VI. Retention Policy .....	41
VII. Acceleration .....	43
VIII. Remediation .....	45
IX. Alternative Schools/Programs/Settings .....	53
X. Other Policies and Procedures.....	54
SECTION III – LOCAL POLICIES .....	56
APPENDIX A – DEFINITION OF TERMS .....	59
A. State	
B. Local	

# Pupil Progression Plan

For

Orleans Parish School System

For

2016-2017

Submitted to Louisiana Department of Education

October 28, 2016

(Date Submitted)

# TABLE OF CONTENTS

## Section I – Formal Submission Statement

I. Formal Submission.....	1
II. LEA Contact Information .....	2

## Section II – State and District Policies .....5

<b>I. Placement</b> .....	5
A. Kindergarten and First Grade Entrance and Screening Requirements.....	5
B. Transfer Students.....	7
C. Limited English Proficient (LEP) Students .....	10
D. Review of Placement .....	11
<b>II. Attendance Policy</b> .....	13
<b>III. Uniform Grading Scale</b> .....	14
<b>IV. Promotion K-8</b> .....	14
A. Requirements of the Louisiana Educational Assessment Program .....	14
B. High Stakes Testing Policy.....	17
C. Elementary Program of Studies Requirements.....	19
<b>V. High School Graduation Requirements</b> .....	29
A. Carnegie Credit Time Requirements .....	29
B. High School Graduation Requirements .....	39
<b>VI. Retention Policy</b> .....	41
<b>VII. Acceleration</b> .....	43
A. Early Graduation .....	45
<b>VIII. Remediation</b> .....	45
A. Legal Authorization .....	45
B. Purpose.....	46
C. State Mandatory Requirements.....	46
D. School Year Intervention/Remediation Program .....	47
<b>IX. Alternative Schools/Programs/Settings</b> .....	53
A. Definition .....	53
<b>X. Other Policies and Procedures</b> .....	54
A. Policies on Due Process.....	54

## Section III – Local Policies .....56

## **Appendices**

- A. Definition of Terms
- B. Exceptional Children's Services Exit Options Forms
- C. Student Study Educational Plan
- D. Student Assistance Team Documentation of Promotion/Retention
- E. Exceptional Children's Services Request for SBLC/SATeam Consideration
- F. Orleans Parish School Board Early Release Form
- G. Orleans Parish School Board Conditional Examination Request
- H. High Stakes Override Parent Consent Form
- I. Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related To a High Stakes Testing Appeal
- J. LEAP-Non Public/Home Schooling Students Spring Testing Registration Form
- K. LEAP-Non Public/Home Schooling Students Summer Testing Registration Form
- L. High Stakes Testing Policy
- M. Orleans Parish School Board Official Grade Change Form
- N. Waiver of Elementary-Level Foreign Language Mandate
- O. Bilingual/ESL Education Programs
- P. Louisiana Student Residency Questionnaire Referral Form
- Q. Orleans Parish School Board Early Release Form Title X, Part C. McKinney-Vento Confidential Referral Form
- R. High Stakes Testing Waiver for LEP Students
- S. LEP Accommodations Checklist
- T. Graduation and Scholarship Information Class of 2016 And 2017
- U. Graduation Requirements Class Of 2018 And Beyond

# Section I

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## SECTION I

### FORMAL SUBMISSION STATEMENT

**Include the following information in this section:**

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


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


### Formal Submission Statement


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

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

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Bridget Harris

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E-mail Address bridget\_brown@opsb.us

If Applicable:

LEA Contact Person (Secondary) Nicolette London

Telephone Number (504) 359-8166

E-mail Address nicolette\_london@opsb.us

Bridget Harris  
(Primary Signature)

10/18/2016  
(Date)

## APPOINTED ADVISORY COMMITTEE

<b>Name</b>	<b>Stakeholder Type</b>	<b>School</b>
Gail Audrict	Administrator	Central Office
Shelia Banks	Administrator	Central Office
Bob Berk	Administrator	Cypress Academy
Bridget Brown	Administrator	Central Office
Cathy Toni Chase	Administrator	Central Office
Bridgette Frick	Administrator	Eleanor Mc Main Secondary
Joseph Gilyot	Administrator	Warren Easton High
Meg Griffon	Administrator	Central Office
Kendra Henry	Administrator	Lusher Charter School
Thomas Lambert	Administrator	Central Office
Nichelle Logan	Administrator	Benjamin Franklin Elementary
Charlotte Matthew	Administrator	Benjamin Franklin Elementary
Ronda Moore	Administrator	Lusher Charter School
Latasha Skidmore	Administrator	Eleanor Mc Main Secondary
Charlotte Steber	Administrator	Central Office
Joyce Brown	Educator	Benjamin Franklin Elementary
Toni Tanner Castillo	Educator	Benjamin Franklin Elementary
Linda Clogher	Educator	Lusher Charter School
Gwendolyn Dupree	Educator	Mary Bethune Elementary
Brenda Hewlett	Educator	Eleanor Mc Main Secondary
Jeannine LaFonta	Educator	Edward Hynes Elementary
Judy Lee	Educator	Edna Karr High
Dwyn Turner	Educator	McDonogh 35 High
Winston Turner	Educator	Eleanor Mc Main Secondary
Nicole Bazanac	Parent	Edward Hynes Elementary
Jean Fischer	Parent	Edward Hynes Elementary
Rameisha Johnson	Parent	Mahalia Jackson Elementary
Antoinette Lewis	Parent	McDonogh 35 High
Debra Lowe	Parent	Eleanor Mc Main Secondary

## **PROGRESSION PLAN PUBLIC NOTICE**

The amended 2016 – 2017 Pupil Progression Plan was reviewed and revised by a committee of educators and parents from the Orleans Parish School Board Network and Charter Schools. A draft copy of the plan will be available for community review from October 11 – 18, 2016, at the following locations:

- Parental Involvement Office at each OPSB Network and Charter School
- New Orleans Public Library Branches
  - Broadmoor
  - Algiers Regional
  - East New Orleans Regional
  - Gentilly
  - Lakeview
  - St. Charles Avenue

To ensure opportunity for broad-based input, Community Comment Forms will be available at each location.

# **Section II**

**State  
&  
District Policies**

## SECTION II

### STATE AND DISTRICT POLICIES

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

#### I. Placement

##### A. Kindergarten and First Grade Entrance and Screening Requirements

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

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

##### First Grade Entrance and Screening Requirements

1. No Attendance/Partial Attendance in Kindergarten  
Students entering first grade without attending a full day public or private kindergarten for a full academic year shall be assessed using DIBELS NEXT or other appropriate assessment measures. The screening instrument results shall be used to plan instructional programs for each student.

A student must attain the lowest “D” percentage - or better on the screening instrument. If the criteria indicate that he/she is not prepared for the first grade curriculum, he/she will be referred to the SAT for final placement.

2. Full Year of Kindergarten  
If the student has attended a public or private kindergarten for a full year with a minimum of 167 days of attendance or the equivalent:

The student shall meet multiple criteria that indicate readiness for first grade that includes the lowest “D” percentage attainment on kindergarten benchmarks, End

of Year Kindergarten Assessments, and demonstrate readiness for first grade reading as indicated on a standardized measure such as Developing Skills Checklist (DSC), DIBELS NEXT, Gates-MacGinitie, SESAT, Fountas and Pinnell report card/progress, etc. Promotion will not rest solely on successful attainment of any one indicator, but will include all criteria.

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

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

Orleans Parish School Board does not currently have a policy for early entrance into kindergarten for gifted students.

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

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

Students attempting to enroll in first grade from out of state not meeting the kindergarten attendance requirement shall be assessed using the same procedures outlined for in-state students who did not meet the kindergarten attendance requirement

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall

be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement. (Bulletin 741 §325 C.)

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

Students entering kindergarten will be administered the Developing Skills Checklist (DSC) as the readiness screening instrument. The DCS provides scores for Math, Language and Pre-reading. The data from this assessment is used to plan instructional programs for each student.

## **B. Transfer Students**

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - b. For students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
  - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
  - c. For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).
    - Describe the placement policies for transfer students entering transitional 9<sup>th</sup> grade.



Students transferring from a Louisiana public school who have been assigned to the transitional 9<sup>th</sup> grade and have successfully completed 8<sup>th</sup> grade core courses will be enrolled and scheduled accordingly. Out-of-State students will be enrolled based upon grade placement of the out-of-state sending school. Louisiana residents transferring from a non-public school or home study program will be eligible for placement in transitional 9<sup>th</sup> grade provided they have:

- participated in the Spring Louisiana Education Assessment Program (LEAP) through OPSB;
- not met the passing criteria on the 8<sup>th</sup> grade LEAP assessment;
- passed the core subject areas in 8<sup>th</sup> grade; and
- been assigned to an OPSB school for enrollment in the fall.

Charter Schools: Charter Elementary/Middle Schools that have incorporated achievement of a certain academic record as part of its admission requirements may continue to utilize such admission requirements.

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

All new registrants to an OPSB school are required to present to the principal of the school:

- a copy of their official birth records;
  - a transcript, but a report card may be used until the parent(s), within a reasonable time, can acquire and give the school an official transcript. After tentative placement and all means are exhausted to obtain a school transcript, which is still not available, the principal assigns permanent placement based on pupil progress in the tentative grade placement and/or through a developmentally appropriate examination process;
  - the immunization records as required to comply with state law and the regulations of the city of New Orleans Health Department;
  - a completed Home Language Survey form which is available at the school; and
  - a copy of LEAP scores for entry to grades 5, T9 and 9.
- Approved schools within the state (public/nonpublic)  
A **pupil transferring** to an OPSB school from another “approved” school (designated by the State educational agency) within the state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student.
  - Approved out-of-state schools (public/nonpublic)  
A **pupil transferring** to an OPSB school from an “approved” school (designated by the State educational agency) out-of-state will be allowed credit

for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student.

- Home Study and Unapproved schools (public/nonpublic)  
A pupil transferring to an OPSB school from an “approved” home study program (designated by the State educational agency) within or out of state will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student.

If the student transfers from an unapproved home- study program or an unapproved school (public/nonpublic) within or out-of-state, the student shall be required by the principal of the receiving school to undergo an examination on all or any part of the work completed in the former school and should be placed in a grade based upon the results of the examination.

- Student entering 5<sup>th</sup> or 9<sup>th</sup> grade  
For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, grade placement will be based on the promotional determination indicated on the report card or transcript provided by the sending school.
- Names of the entrance tests used to determine grade placement  
When grade placement must be determined, the enrolling student will be assessed at the school level utilizing the end-of-the-year comprehensive exam for the grade level prior to the anticipated enrollment grade.
- The procedure used for determining Carnegie credit for high school students  
At the secondary level when a transferring pupil seeks Carnegie unit credit, the student must take an examination (the final examination given at the school of entry) covering the work for the whole year (two semesters) in each course for which Carnegie units of credit is requested. The tests are scheduled and administered by the school within six (6) to eight (8) weeks after the student registers with the school.

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

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

## C. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

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

Students, who enter the Orleans Parish School Board for the first time, shall complete the Home Language Survey that identifies language minority pupils. Responses on the survey are used as a tool to identify students in need of screening. The completed survey will be retained in the student's cumulative folder and recorded in the LEA's student information system. (Reference Bulletin 1851).

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

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

Pupils who have been identified as Language Minority according to the Home Language Survey must be referred to a qualified staff member for assessment using an appropriate screener to determine English Language Proficiency.

The oral, writing, and reading portions the Language Assessment Scale (LAS) will be used to collect data needed to determine the level of English language proficiency for placement by developmental level.

Tests are administered by a certified ELL teacher or trained designee.

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

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

English language proficiency assessment results directly influence instructional placement. However, LEP students must be placed in an age-appropriate grade consistent with the district's policy for regular grade/general education placement. If there is a discrepancy between the chronological age and the grade placement of the pupil based on records and/or screening, the pupil shall be placed in the grade level of his age-mates.

If a parent does not refuse services (via written notification) the limited English proficient student is placed in a comprehensive educational program that is designed and proven to provide instruction that leads to English language proficiency and academic achievement. Depending on the student's English proficiency level, the English and content area programs may be concurrent or sequential but are not designed to segregate the LEP student beyond the extent necessary to achieve the goals of the district. Using integrated language and content instruction allows LEP students to continue their academic development while acquiring English proficiency. When designing an individual plan of instruction for LEP students, teachers should use the English Language Learners' Accommodation Checklist to ensure equitable access to the curriculum (Appendix U).

Schools provide services to LEP students through alternative language program instruction via highly qualified certified ESL teachers. The program provides intensive instruction in English through a variety of accepted educational models designed for second language acquisition such as:

- Total Physical Response (TPR)
- Sheltered English Instruction
- Content-Based English As a Second Language
- English As A Second Language
- Newcomer Program
- Cognitive Academic Language Learning Approach (CALLA)
- Rosetta Stone

d. Establish procedures to monitor former Limited English Proficient students for two years.

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

LEP students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate in the district's general education plan. Former transitioned LEP students will be monitored by a certified ESL teacher, regular classroom teacher, school counselor/and or social worker. Their findings will be reported each grading period to ensure that these students are successful in the district's overall educational program. Students who demonstrate the ability to meaningfully participate in the district's educational program do so with the general student population. Students not able to participate meaningfully in the district's educational program are assessed to determine the reason for participation deficiencies (i.e., previous English Language Learner (ELL) status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate services based on the results of the assessment(s). Examples of measures that the district may use to evaluate the success of the LEP student's ability to meaningfully participate in the general program are:

- Standardized tests including NRT and CRT
- Teacher observation measures and checklists
- Portfolios
- Grade point averages/report card grades
- Promotion/retention rate
- Quarterly exams
- Inclusion of LEP student in gifted and talented programs
- IEPs
- Parent feedback

Parents of transitioned LEP students who will need to be reclassified as limited English proficient and placed in a specialized language program will be notified of the reclassification and continued need for services in a language they can understand and informed of the type of additional language, academic, or tutorial services offered to the student.

A student meets the criteria for exiting LEP status as follows:

- For grades K-2: 1) Two years at composite level 5 on the English Language Development Assessment (ELDA); or in the same year 2) at composite level 5 on ELDA and at grade- level/benchmark/low-risk on a standardized reading assessment such as DRA or DIBELS.
- For grades 3-8: 1) At composite level 5 on the English Language Development Assessment (ELDA); or, in the same year 2) at composite level 4 on ELDA; and proficient on the English language arts portion of the Louisiana Education Assessment Program.
- For grades 9-12: 1) At composite level 5 on the English Language Development Assessment (ELDA); or 2) at composite level 4 on ELDA; and proficient on the English language arts portion of the Louisiana Education Assessment Program or End-of Course assessment in the most recent academic year.

When a LEP student scores full English proficiency on the English Language Development Assessment (ELDA) in all domains, the district is no longer required to provide a specialized language program(s) or services. The students will retain LEP coding status in the Student Information System (SIS) until the criteria established in BESE Bulletin 111, Chapter 40 has been met.

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

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit

denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

#### **D. Review of Placement**

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

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

#### **Review Process**

Students, parents, guardians, teachers, principals or the district superintendent may initiate a review of student placement. The current school principal/assistant principal should be notified in writing when a placement review is necessary or desired.

The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the school building level committee/SATeam. Team/parent conferences should be held in order to develop effective intervention strategies for a student. Student interventions will be evaluated monthly for effectiveness and adjusted as needed.

These strategies and adjustments will be documented in writing to the parent and appropriate teachers and included in the student's cumulative record.

The review process will be monitored by district administrators in accordance with BESE and OPSB policy. Student cumulative folders will be examined for appropriate documentation. Students receiving intervention will be studied for the effectiveness of the intervention implementation.

Student records are protected by the "Pupil Records and Privacy Rights of Parents and Pupils", OPSB Policies-Regulations-By-Laws 5125.1R.

## **II. Attendance Policy**

- A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.-(Bulletin 741, §1103.G)

### III. Uniform Grading Policy

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

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

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

The grading scale used in OPSB's LEA for advanced course work, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors does not vary from the grading scale listed above. Course types indicated may utilize a different grading weight.

### IV. Promotion K – 8

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

#### A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used



to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)

4. At the conclusion of the 2016-2017 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the High Stakes Testing Policy. (Bulletin 1566 §701)
6. Beginning in spring 2015 and in accordance with procedures set forth by the LDE, IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other. (Bulletin 1530 §403)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level. (Bulletin 1566 §707 E)



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

► Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

Non-proficient students are required to attend summer remediation (50 hours per subject with at least 90% attendance) and must have passed the coursework for all core subjects with at least the lowest "D" percentage based on the state's grading scale in order to be classified as a 9<sup>th</sup> grader.

In determining T9 placements course grades, attendance, and performance results on classroom assessments aligned to state standards will be considered, The SBLC/SATeam, and the principal or designee will make the final decision, based on recommendation of the SBLC/SATeam in accordance with applicable state policy and law.

**Lake Forest Only:** Charter will not participate in transitional grade levels.

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

Transition 9th grade students are required to attend summer remediation in order to be promoted to T9. The regular school year program will include mentoring and selected courses based on a school's 9<sup>th</sup> grade course offerings. Students will also receive appropriate remediation during the school year in the areas which they were non proficient.

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

The School Building Level Committee/Student Assistance Team SBLC/ (SATeam) shall review any cases of pupils to be retained and/or of pupils who are experiencing academic problems in grades K – 8 by the end of the second quarter. The SBLC will develop a specific, written Student Study Educational Plan (a template is included as Appendix C) defining an educational program will be developed for the pupil. This plan shall be different from the pupil's current educational program. Developmentally appropriate activities shall be included that are age, individually, and culturally appropriate. The Student Study Educational Plan shall be placed in the pupil's cumulative folder and a copy given to the pupil's parent(s). Retention shall not be used as the primary intervention prior to a special education referral. Below grade level performance in reading, language arts, or mathematics does not automatically qualify a pupil for evaluation to determine special education eligibility. Prior to referrals, teachers and administrators shall accumulate documentation of all efforts to provide

appropriate and multi-sensory classroom and school site alternatives/modifications/accommodations to meet the individual pupil's needs.

The principal and/or the SBLC/SATeam cannot make decisions about grade placement at the 4<sup>th</sup> and 8<sup>th</sup> grade, if LEAP is the determinant. When the SBLC/SATeam may determine promotion or retention, both appendices D and E must be completed and filed in the student's cumulative folder.

### **SBLC/SATeam Review and Proposed Retention: Grades K – 8**

The following persons serve on the SATeam:

- Principal or Designee
- Support and Appraisal Representative
- School Social Worker
- Parent (Every attempt should be made to invite and include the parent to attend)
- School Nurse
- Parent Liaison
- Counselor
- Classroom Teacher
- Other Personnel as needed

The SBLC/SATeam/504 Committee shall consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973. The team must consist of at least three people.

NOTE: The principal or designee and the counselor must be two of the three person team needed to sign the 300 R Form (Appendix E) which renders the SBLC/SATeam decision.

Per Act 833 of the 2014 Legislative Session, a student's Individualized Education Program team shall determine promotion to the next grade level for any student with an exceptionality, as defined in R.S. 17:1942(B), except a student identified as gifted and talented and who has no other exceptionality, who fails to meet the required achievement level necessary for promotion to the next grade on a test administered to students pursuant to this Section or policies adopted by the state board provided that the student meets certain criteria established by the Individualized Education Program team, relative to performance on the student's Individualized Education Program goals and objectives. If an Individualized Education Program team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion they must establish rigorous goals and an alternate pathway in accordance with LDE policies.

### **B. High Stakes Testing Policy**

1. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to

local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA criteria that determine if a student is retained in 4<sup>th</sup> grade more than once as a result of failure to meet requirements of local progression plans. In accordance with OPSB Policy, a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. After a student has been retained one time in the fourth grade, the decision to promote or retain will be decided by the SBLC/SATeam. Both appendices D and E must be completed and filed in the student's cumulative folder.

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

In accordance with OPSB Policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4<sup>th</sup> and 8<sup>th</sup> graders shall be retained the initial time in grade 4 or 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5. Documentation of the assignment shall be derived from the SBLC/SATeam. Both appendices D and E must be completed and filed in the student's cumulative folder. If a student is promoted with deficiencies the student's RTI plan shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the plan with needed interventions (Reference Appendix O).

2. At the conclusion of the 2016-2017 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

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

Transitional 9<sup>th</sup> Grade students are supported through:

- Support Team (e.g., counselor, social worker, outside resources like Upward

- Bound, mentor, etc. as appropriate by school site)
- Intervention and remediation (e.g. RTI, credit recovery, 21<sup>st</sup> Century)
- Progress and Attendance Monitoring
- Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.
  - Progress monitoring weekly or biweekly
  - Small group sessions
  - Data used: progress monitoring form, goal setting form, Diagnostic and Benchmark testing (e.g. Performance Series, STAR, Achieve 3000, MAP)
- What Career Readiness Course Opportunities will be provided to the students? Schools utilize guidance from LaDOE Jump Start Initiative including career readiness coursework, opportunities for Industry Based Certifications, etc.
- How will an appropriate T9 curriculum be identified and implemented?
  - Supplemental core coursework (e.g. double blocking Math and English courses)
  - Career Technical Coursework
  - Data to support identification of curriculum: ACT Testing Series, Diagnostic and Benchmark testing (e.g. Performance Series, STAR, Achieve 3000, MAP)

### C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
  2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
  3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
  4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)
- List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing the state mandated assessments, list any additional requirements.

## **Kindergarten**

The Louisiana State Department of Education content standards and the local standards-based curriculum shall serve as the foundation for pupil expectations for kindergarten. The student shall meet multiple criteria that indicate readiness for first grade that include attainment of kindergarten benchmarks, End of Year Kindergarten Assessments, and readiness for first grade reading as indicated on a standardized measure such as DIBELS, Gates-MacGinitie, ITBS, Fountas and Pinnell. etc. Promotion will not rest solely on successful attainment of any one indicator but will include all criteria.

If the criteria indicate that he/she is not prepared for the first grade curriculum, he/she will be referred to the SAT for a final placement decision.

## **Grades 1 and 2**

The following criteria will be used to determine promotion for first and second grade students:

- Students must meet course-average requirements.
- Students must meet end of the year readiness requirements as indicated on a standardized measure such as DIBELS, Gates-MacGinitie, ITBS, SESAT, Fountas and Pinnell etc.

**Procedures:** The school must follow these procedures to determine whether students in grades 1 & 2 will be promoted at the end of the school year.

- Students who fail to meet course-average requirements will be retained.
- Students who fail to attain or demonstrate achievement as indicated on a standardized measure after instituting the processes of RTI but have met course-average requirements will be retained.
- The decision to retain a student remains with the school leader.

## **Audubon Charter School Only:**

Grades 1, 2 & 3 are non-graded. In the French and the Montessori schools, students grades K through 3rd are assessed following the French National Curriculum standards and the Montessori standards. Standards are detailed per subject and aligned throughout the different cycles in both schools. Student performance indicators show different levels of mastery for each standard:

- Introductory level
- Practice level
- Mastery level

Teachers record the level of student performance for each standard on quarterly report cards.

### Lusher Charter Only:

The pupil shall attain at least a 2.0 overall academic average and a 2.0 average in reading and in math for promotion.

Lusher Charter School does not accept summer school credit for failed core academic subjects.

### Lake Forest Charter School Only:

- Pupils scoring a 1.0 – 1.49 average in reading and/or mathematics must participate in summer intervention as dictated by the SATeam. The SATeam will review achievement and determine whether the student will be promoted.
- The pupil shall attain at least a lowest “D” percentage in **each** of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics** based on the required grade level benchmarks.
- Quarterly exams will count as one-fourth of the quarterly grade.

### Grades 3, 4, 5 & 6

The pupil shall attain at least the lowest “D” percentage in **each** of the promotional subjects of **Reading, English/language arts** (oral and written communication, handwriting, and spelling), **mathematics, science and social studies** based on the required grade level benchmarks. Students who fail one of the core academic subjects may attend an approved summer program (for the failed course) authorized by the principal or designee, at the expense of the parent. Upon completion of the summer school course, an assessment may be administered by the school to determine proficiency and final determination for promotion is made by the SBLC/SA Team for students who have met the High Stakes Testing requirements.

All 3<sup>rd</sup> and 4<sup>th</sup> grade students who score below Basic on the LEAP assessments in English/language arts, and/or mathematics or have met the criteria as outlined in, Section VIII, the remediation section of this document will be required to participate in a mandatory school remediation program.

### Lusher Charter School Only Grades 3-5:

- The pupil in grade 3-5 must attain a proficient score in reading and math on state assessment.
- The pupil in grades 3-5 must be on grade level in reading by the end of year reading assessment.
- The pupil shall attain at least a 2.0 overall academic average and a 2.0 average in reading and in math.

### Hynes Charter School Only:

- Students that fail to meet promotion criteria in grades K-8 will repeat the grade.

### Lake Forest Charter School Only Grades 3 – 6

- All students in grades 3 - 6 must meet the state requirements for proficiency on the ELA and/or math portions of the state mandated assessment.
- Students that do not meet this requirement must participate in a summer intervention which will be designated by the SATeam. After the intervention, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted.
- Students who fail to meet course-average requirements will be retained.
- The pupil will also attend a minimum of 167 days of school** or its equivalent in minutes.
- For grade 4, promotion is also dependent on the state requirements for proficiency on the ELA and/or math portions of the state mandated assessments.
- Quarterly exams will count for one-fourth of the quarterly grade.

### Grades 6, 7 & 8 (Middle Grades)

The pupil shall attain at least the lowest “D” percentage in **each** of the promotional subjects of -, **English/language arts** (oral and written communication, handwriting, and spelling), **mathematics**, **science** and **social studies** based on the required grade level benchmarks (In grades 7 and 8, reading shall be integrated within the English language arts (ELA) block). Students who fail one of the core academic subjects may attend an approved summer program (for the failed course) authorized by the principal or designee, at the expense of the parent. **Upon completion of the summer school course, an assessment may be administered by the school to determine proficiency and final determination for promotion is made by the SBLC/SATeam for students who have met the High Stakes Testing requirements.** The student must score at least the lowest “D” percentage on the summer school course to be promoted. The cost of the summer program will be at the expense of the parent. All 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students who score below proficient on state assessments will be offered remediation in English language arts and/or mathematics. A student who receives a grade of D or F in English/language arts, reading, and/or mathematics or high school Carnegie Unit Credit Course at the end of a marking period, or has met the criteria as outlined in, Section IV, the remediation plan of this document will be offered the opportunity to participate in a school remediation program. The school year remediation plan shall be conducted through the three tiered processes of the RTI guidelines.



#### **Hynes Charter School Only:**

The school has the discretion to administer a proficiency test and/or accept Summer School credit from an approved school site only for the 7<sup>th</sup> and 8<sup>th</sup> grade. Sixth grade **Exceptional Children's Services' Course of Study** students will not be eligible to receive summer school credit.

#### **Lake Forest Charter School Only:**

- Quarterly exams will count as one-fourth of the quarterly grade.
- For grade 8, promotion is also dependent on the pupil meeting state requirements for proficiency on the ELA and/or math portions of the state mandated assessment.
- Sixth grade students are not be eligible to receive summer credit.

#### **Audubon Charter School Only:**

The school has the discretion to accept summer school credit from an approved site for 7<sup>th</sup> and 8<sup>th</sup> grade students. Students will not be allowed to attend summer school for French Language. Students are allowed to attend summer school for one promotional subject area. If a student fails, more than one promotional subject, he/she will repeat the grade. It is at the discretion of the school's administration to have the student who attends summer school take a proficiency exam. The school will not accept credit from an online summer school program.

**Note:** Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated below:

- Grade placement for foreign students, homeless students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.
- In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SBLC/SATeam, in collaboration with the IEP Team (with guidance from Exceptional Children's Services), will make the necessary adjustments on the IEP and in the Power School database for special education students. (This applies to students receiving Exceptional Children's Services only).
- Students entering the district from an unapproved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

NOTE: These exceptions do not supersede the LEAP High Stakes Testing Policy, Revised September 2010 as mandated by BESE.



### ***Exceptional Children's Services' Course of Study***

<i>Grades 1 – 3</i>	<i>Grades 4 – 6</i>	<i>Grades 7 &amp; 8</i>
<i>Language Arts</i>	<i>Language Arts</i>	<i>Language Arts</i>
<i>Mathematics</i>	<i>Mathematics</i>	<i>Mathematics</i>
<i>Science</i>	<i>Science</i>	<i>Science</i>
<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>
<i>Health &amp; P.E. and/or APE,</i>	<i>Health &amp; P.E. and/ or APE,</i>	<i>Elective</i>
<i>Music, Arts &amp; Crafts</i>	<i>Music, Arts &amp; Crafts</i>	<i>Heath &amp; P.E. and/or APE</i>

### **Promotion for Pupils Participating in Regular LEAP: K – 8**

- Promotion for pupils with disabilities enrolled in grades K through 2 shall be the same as for general education pupils in accordance with this local pupil progression plan.
- Promotion for pupils with disabilities enrolled in grades 3, 5, 6, and 7 who are participating in the Louisiana Educational Assessment Program (LEAP) testing shall be the same as for general education pupils.
- Promotion for pupils with disabilities enrolled in grades 4 and 8 who are participating in LEAP testing shall be in accordance with the adopted policies of the BESE.

### **Promotion for Pupils Participating in LEAP Alternate Assessment Level 1: K-8**

Pupils with significant cognitive impairments, whose IEPs indicate they will not participate in the regular testing program, must participate in LEAP Alternative Assessment Level 1 (LAA 1) beginning with the 2000-2001 school year.

Participation in LAA 1 is an IEP team decision using the LEAP Alternate Assessment Level 1 (LAA 1) Participation Criteria.

LEAP Alternate Assessment Level 1 (LAA 1) pupils will be promoted from one level to the next level if they meet the following criteria:

- Pupil has met the District's attendance requirements according to Bulletin 741.
- Pupil has achieved at least 70% of the current IEP goals.
- Transition planning, if noted on the IEP, has been addressed by the pupil and documented by the teacher.
- Pupil has participated in LEAP Alternate Assessment Level 1 (LAA 1) (beginning with the 2000-2001 school year.)

Pupils participating in LEAP Alternate Assessment Level 1 will receive a Certificate of Achievement when they exit the school system if all criteria for a Certificate of Achievement are met.

### **Promotional Subjects/Evaluation Of Performance K – 8**

Evaluation of performance in each subject area includes the pupil's daily classroom performance, homework, teacher observation, checklists,

inventories, portfolios, students' self-assessments, rubrics and authentic assessments. All assessments will reflect the content standards, benchmarks, and grade level expectations for the grade.

Quarterly grades will be based upon school guidelines for specific requirements for kindergarten, first and second, and third through eighth grades.

### **Grade Calculation Rubric**

Quarterly Exam No less than 20% and no more than 25% All other assessments No less than 75% and no more than 80%

### **Audubon Montessori- School Only:**

#### ***4<sup>th</sup> and 5<sup>th</sup> – 8<sup>th</sup>***

<i>Homework</i>	<i>20%</i>
<i>Participation</i>	<i>20%</i>
<i>Formative</i>	<i>30%</i>
<i>Summative</i>	<i>30%</i>

#### ***French (4<sup>th</sup> -8<sup>th</sup>) & Montessori (6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>)***

<i>Homework</i>	<i>15%</i>
<i>Participation</i>	<i>5%</i>
<i>Formative</i>	<i>30%</i>
<i>Summative</i>	<i>30%</i>
<i>Quarterly</i>	<i>20%</i>

### **Franklin Elementary -School – Reading Only:**

#### ***Roots Levels 1 – 3***

<i>Read n Respond -</i>	<i>15%</i>
<i>Partner Reading/Shared</i>	<i>15%</i>
<i>Stories/Participation</i>	
<i>Oral Reading/Fluency</i>	<i>20%</i>
<i>Fast Track Phonics Assessment</i>	<i>30%</i>
<i>Writing</i>	<i>20%</i>

#### ***Roots Level 4***

<i>Read and Response</i>	<i>10%</i>
<i>Shared Story/Participation</i>	<i>15%</i>
<i>Fluency (Fluency Flyer/WCPM)</i>	<i>15%</i>
<i>Fast Track Phonics Assessment</i>	<i>15%</i>
<i>Story Tests</i>	<i>30%</i>
<i>Writing</i>	<i>10%</i>

#### ***Wings Levels 2– 6***

<i>Read n Respond</i>	<i>10%</i>
<i>Fluency (WCPM)</i>	<i>15%</i>
<i>Writing</i>	<i>20%</i>
<i>Story Tests</i>	<i>30%</i>
<i>Word Power Test</i>	<i>25%</i>

### **Lake Forest Charter School Only:**

<i>Homework/Classwork/Participation</i>	<i>25%</i>
<i>Exams/Projects/Quizzes</i>	<i>50%</i>
<i>Quarterly Exam</i>	<i>25%</i>

### **Hynes Charter -School – Reading Only:**

<b>Roots Levels 1 – 3</b>		<b>Roots Level 4</b>	
Participation	5%	Read and Response/Homework	10%
Read and Respond/Homework	10%	Words Out Loud	35%
Words Out Loud	35%	Fluency	15%
Fluency	15%	Story Test	35%
Phonics Assessments	35%	Participation	5%
<b>Wings Levels</b>		<b>Reading Edge</b>	
Read and Respond/ Homework	20%	Classwork/Participation	20%
Fluency	20%	Read and Respond/Homework	20%
Tests	60%	Vocabulary/Comprehension Tests	60%

### **Progress Reports – Grades K – 8**

All students must receive quarterly progress report forms. Progress reports must be issued halfway through each marking period (i.e. mid quarter). A Student Study Educational Plan (Appendix C) must be completed by the teacher of record submitted to the SATeam and signed by the parent for any student in danger of failing after second quarter report cards.

**Examinations:** Examinations are required during each quarter/marketing period in grades 1-8. Examinations will contain questions based upon the subject matter taught during the particular quarter/marketing period and address required course skills as listed in state content standards, local standards-based curriculum, and GLEs.

### **Quarterly Assessment/Test: Grades 1 – 8**

In grades 1-8, appropriate quarterly assessments/tests are required in promotional subjects. In the middle grades, when applicable, quarterly assessments are required in physical education and electives-. Students take quarterly tests on grade level.

**Lake Forest Charter School:** Quarterly exams are not required for P.E. and/or electives.

### **Special Education: Report Cards/Grading Procedures:**

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. \* Grades must reflect the functioning level at which the grades were given. Attendance will follow state policy.

Attendance for returning Orleans Parish School (OPS) students will be recorded the first day of the school year. A student who was enrolled in an OPS site last year and does not attend school until after Labor Day will be marked absent each day prior to the first day the student attends.

In schools with 7 or 8 periods using an A/B or modified A/B schedule, the block period in an A/B or modified A/B is counted as two days. A one day absence in this block shall be recorded as two days.

### **Types of Absences**

**Excused** – Extended personal physical or emotional illness in which a student is absent for three or more consecutive school days as verified by a physician or nurse practitioner licensed in the state; extended hospital or recuperation from an accident stay in which a student is absent for three or more consecutive school days as verified by a physician, dentist or nurse practitioner licensed in the state; extended contagious disease within a family in which a student is absent for three or more consecutive school days as verified by a physician or dentist licensed in the state; or observance of special and recognized holidays of the student's own faith; 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 (shall not exceed five school days per school year); absences of two or fewer consecutive school days incurred due to person illness or serious illness in the family.

**Unexcused Absence**—any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions, including but not limited to, out of school suspensions and absences due to any job unless it is part of an approved instructional program.

**Suspensions 10 Days or Less** - Students who are removed from the classroom for disruptive, dangerous, or unruly behavior or who are suspended for ten days or less may be assigned school work missed and may receive either full or partial credit for such work if it is completed satisfactorily and timely as determined by the principal or designee, upon the recommendation of the student's teacher.

**Suspensions More than 10 Days/Expulsions** - A student, who is suspended for more than ten days or is expelled and receives educational services in an alternative school site, shall be assigned school work by a certified teacher and shall receive credit for school work if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was suspended or expelled. Students with disabilities may not be out of school for more than a total of ten school days per school year as a result of disciplinary actions. Students with disabilities are subject to the same rules as other students, but with limitations. After the removal of a student with a disability for more than ten (10) school days (consecutive or cumulative) for any reason, the school MUST continue to provide the student with a Free Appropriate Public Education (FAPE) and adhere to all IDEA Special Education discipline regulations.

**In-School Suspension** - Students that are recommended for in-school suspension shall avoid interruption to the instructional program and accrual of absences. Thus, students who are reprimanded through an assignment of the in-school suspension shall continue to receive assignments.

The district's student information system, Power School, shall be the official vehicle for maintaining attendance. Reporting attendance to the Louisiana Department of Education shall be conducted by acquiring the teacher of record's signature on the Power School

Attendance Audit Report accompanied by the student's registration form.

Following a student's third unexcused absence or unexcused occurrence of being tardy, it shall be the responsibility of the teacher of record in grades K-3 or the homeroom teacher in grades 4-8 to contact the parent/guardian with written notification identifying the student's attendance status. Additionally, this notification shall request the presence of the parent/guardian at a conference to discuss the attendance matter. During the conference the parent/guardian shall sign a receipt of the notification and attendance at the conference. The purpose of the conference is for the parent to respond to inquiry regarding nature of the absence and/or occurrences of tardiness and to remind parents of the state's attendance policy. The signature sheet of notification and attendance at the conference shall accompany information acquired during the conversation with the parent and both are to be documented and maintained within the student's cumulative folder. After the fifth absence, the matter will be referred to the school social worker or principal's designee by the homeroom teacher, who shall proceed with consequences as defined by ACT No. 745 of the Louisiana Legislature. The school nurse will follow up on medical reasons cited for absences. Upon returning to school following an absence, the student must be accompanied by written explanation for the absence from the parent/guardian or doctor. Students with an excused absence are entitled to make up work within two weeks of their return to school.

### **Expulsion - Students Exonerated & Returning from Expulsion**

At the point of recommendation for expulsion, work will be provided on a weekly basis, as planned for in the due process hearing. A plan for completion, pick up and return of work will be developed with the student and the parent at the due process hearing. Documentation of plan, assignments, and completed work must be maintained at the school site. If the student is exonerated from all charges processed by the hearing office, the students may be allowed to make up any existing work within two weeks of the return. The home school provides the make- up work. The absences shall be considered excused.

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

In 1984, the Louisiana Board of Elementary and Secondary Education mandated that Foreign Language be taught to academically able students in grades four through eight. Guidelines for implementation of this mandate are included in Bulletin 741, which stipulates that a foreign language be taught for a minimum of 30 minutes daily throughout the entire school year in grades 4 – 6 and in grades 7- 8 that foreign language is scheduled for 150 minutes per week throughout the entire school year. Foreign languages may be offered in grades K - 6 as part of the language arts or the Cultural Arts for 30 minutes per day.

### **FOREIGN LANGUAGE MODEL**

Immersion program models have been initiated in elementary grades at Audubon Charter

School Charter, and Hynes Elementary Charter School. In others, from grades 4-6, an articulated continuous program of language skills acquisition and/or maintenance provides daily instruction for one-half hour during the language arts block. Where foreign language is offered, it is offered for 150 minutes per week at grades 7 & 8 and 250 minutes per week at the high schools.

## **OBJECTIVES**

- To improve the self-concept of children by giving them the opportunity to study a subject with which they might not otherwise identify.
- To enable children to understand and speak a second language within an appropriate cultural context, and to later read and write it.
- To expand the English verbal capabilities of children through mastery of word attack skills, auditory discrimination skills, memorization skills, and oral proficiency in a second language.
- To broaden the cultural horizons of children by making them aware of different cultures, customs, languages and the world at large.
- To stimulate interest among children in the study of languages other than their own and the humanities.

Explain the local definition of the term “grade level” or “on grade level.”

OPSB defines “on grade level” as the performance of a student at the accurate age-appropriate achievement level.

## **V. High School Graduation Requirements**

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

1. Students may earn Carnegie credit as middle school and high school students in two ways:
  - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
  - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
  - a. the name of the examination used to measure proficiency, if nationally recognized, or
  - b. a copy of the examination used to measure proficiency, if locally developed or not

- nationally recognized and the score required to demonstrate proficiency; or
    - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
  - 4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
    - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
  - 5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
  - 6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
  - 7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
    - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

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

### **Unit Credit**

In grades 9 – 12, pupils earn Carnegie units (upon successful completion of the course) at the rate of unit credit assigned or approved by the Louisiana State Department of Education. To be eligible to earn the unit of credit, the pupil must meet the minimum satisfactory performance level and 7 or 8 period schedule schools shall follow the prescribed requirements of the Louisiana State Department of Education in Bulletin 741.

The composite marking period grade for a pupil in grades 9 –12 is determined by the following method:

All work other than the marking period examination counts for no more than 80% of the total grade.

Marking period examinations will count for no less than 20% and no more than 25% of the total grade. Mandated EOC exams will be 15% of the final course grade.

### **Repeat of Unit Credit**

A pupil who has completed a course (1 unit or ½ unit) which earns Carnegie unit credit and who is not satisfied with the grade may elect to repeat the course. A course may be repeated one time. The pupil, in writing, with the parent or guardian's signature, shall request the principal's permission to repeat the course. The principal or designee must give prior approval for any type of online course.

This request becomes part of the cumulative folder. Credit must be completed before the senior year. The school shall:



- review the class loads to see if there is space during the school year; or
- refer the pupil to summer school with a summer school authorization form for repeat work; or
- place the student in a distance learning course, dependent on availability and individual student needs

Once the course is completed for the second time, a conference will be held with the pupil, parent or guardian, and the counselor.

A written statement will be prepared and become part of the cumulative folder. This statement will:

- indicate both grades;
- indicate that the higher of the two grades will remain on the cumulative record sheet;
- indicate that the lower grade will be deleted; and
- contain the signatures of the parent or guardian, pupil, and counselor.

### **Prerequisites**

Placement in academic courses and electives is contingent upon pupil attainment of prerequisite standards related to performance in skill areas.

### **Sequence of Course**

Required courses, except for computer courses, and many of the elective courses are to be taken in a sequence prescribed by the counselor.

If a student fails to earn Carnegie credit for a course within a sequence, English and/or Math, the failed content should be scheduled before the next course in the sequence. The only time two courses within the same sequence are scheduled during the same semester is if it is necessary to schedule a senior. Two new courses within the same sequence are not to be scheduled within the same semester; only a repeating course and a new course of the same sequence may be scheduled during the same semester. Qualified students who meet rigorous academic standards may be scheduled for two courses in a sequence.

### **Special Support**

The counselors will encourage pupils entering the ninth grade who need reinforcement to select coursework to strengthen and reinforce their preparation for English I and for Algebra I.

### **Special Education Pupils:**

When the final grades are computed, any special education pupil who has not completed the course requirements will receive a progress grade (in lieu of a final grade) but no unit of credit for the course. The regular or the special education teacher will submit the progress grade to the school-based scheduling coordinator indicating the name, ID number, progress grade, and the specific course to be continued for each pupil who has not completed all course requirements.



A statement will be printed on their report cards indicating that the grade reported is a progress grade only.

Pupils will reenroll in the course during the following summer or fall session and continue until the course requirements have been successfully completed.

### **LEP Pupils:**

When assigning grades for content courses to LEP pupils, teachers should weigh end-of-semester or end-of-year evaluations more heavily than those at the beginning. Content courses should be sheltered (i.e., simplified by language proficiency level and/or concreteness provided by graphic materials and/or appropriate instructional accommodations). Evaluation of a pupil's progress shall be made in terms of successful mastery of the skills outlined in the English Language Development Standards and Benchmarks for English proficient pupils (K-12) that are aligned to the State's English Language Arts Standards and linked to the state's mathematics, science and social studies standards and the Louisiana Comprehensive Curriculum/GLEs. The district has designed an ELL Accommodations Checklist to be used by ESL and regular classroom teachers impacted by English Language Learners to assist in developing an individualized instructional plan to increase language proficiency and academic achievement.

These materials should be used in the design of instruction and assessment.

### **Evaluation of Foreign Transcripts**

The school principal, or a qualified counselor should evaluate international pupil transcripts, and the pupil should be placed in the appropriate grade level based upon credits earned. For example, a pupil who is fifteen years of age or older is placed in the 9<sup>th</sup> grade or 10<sup>th</sup> grade, depending on the credits earned. If a pupil has a graduation diploma from his/her country, this pupil should be placed in the 12<sup>th</sup> grade (senior) and should address additional requirements for a Louisiana high school diploma (i.e., American history, English I-IV, civics, and free enterprise). LEP pupils will receive instruction in ESL as a part of the language arts time block. \*Appropriate English- as- a- Second Language (ESL) instructional materials and "sheltered- English" materials in other academic areas will be used to correlate with content standards. Only non- and limited - English proficient pupils are permitted to enroll in ESL courses.

### **Accommodations for LEP Exceptional Pupils**

Parents are entitled to notice prior to evaluation or to any planned change in placement or decision not to change placement. In addition, actual "consent" must be received from a parent before a pre-placement evaluation or initial placement can occur. By the express terms of the Act and Regulations, each of these activities must be altered to meet the needs of parents who are not fluent in English. (i.e., interpreters, official forms in language of parents whenever possible).

Notice of any planned evaluation or change of placement (or decision not to change

placement) must “fully inform the parents or guardian in the native language of the parent or guardian, unless it clearly is not feasible to do so, of all procedures available pursuant to this section.” Further, before “consent” to a pre-placement evaluation or initial special education placement can be given, “the parents (must be) fully informed of all information relevant to the activity for which consent is sought in his or her native language.”

The “Individuals with Disabilities Education Act” requires that a school District “take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.”

The State must establish procedures to ensure that testing and evaluation materials and procedures will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures will be provided and administered in the native language or mode of communication of the child, unless it clearly is not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for a child.

The regulations make clear that this obligation to provide and administer evaluation materials and procedures in the native language of the child is an obligation of both “State and local educational agencies.”

Out-of-State and International Students, who produce a report card from the previous state or country promoting them to grade 9, will be accepted into the district as ninth graders.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement. In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SBLC/SATeam, in collaboration with the IEP Team (with guidance from Exceptional Children’s Services), will make the necessary adjustments on the IEP and in the PowerSchool database for special education students.
- (This applies to students receiving Exceptional Children’s Services only).
- Students entering the district from an unapproved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.
- Students participating in accelerated learning programs such as ASAP, Connections, Louisiana Seat Time Waiver

## **Promotion/Placement Criteria for Grades 9 – 12**

### **Use of Multiple Criteria for Promotion in Grades 9 – 12**

Promotion from one grade to the next is based upon the multiple criteria listed below.

1. Performance in Required Courses of Study

2. Attendance for a minimum of 83.5 days or 30,060 minutes per semester in grades 9 – 12

No LEP pupil shall fail coursework solely on lack of English proficiency or the inability to read, write, and speak English with native-like fluency.

### **Placement Procedures**

Placement and progress of students regarding instruction are the responsibility of the teacher, school site administrators, and counseling staff directly involved with the students. The final decision regarding placement is determined by the principal. Promotion and retention guidelines at the high school level are as follows:

- a) High school students' progress toward graduation is based on the number of Carnegie units received. Courses are scheduled based on the state graduation requirements as outlined by BESE.
- b) Upon entrance into 9<sup>th</sup> grade for the first time, students are assigned a graduation year and become part of the Graduation Cohort of that year. Students are expected to graduate within four years. Regardless, graduation requirements that are in effect at the time of entrance apply for the student's entire high school years.
- c) If a student is promoted to grade 9 with a score of unsatisfactory in ELA or math of the grade 8 LEAP test, the student must be scheduled into a remedial course in the subject where the unsatisfactory score resides. In the event a school is on a block schedule that affords the student an opportunity to earn Carnegie Credit within a semester, the student taking the remedial course shall complete the course by the end of the semester; however, the student must continue remediation within an intervention plan until a passing score in the subject where the unsatisfactory score resides is acquired.

A student will remain a freshman until they have earned enough Carnegie units to become a sophomore. Note: The courses required in the progression beyond the units the student has earned will determine course assignments for subsequent years, regardless of grade placement.

- d) To meet the state requirements for graduation at any Orleans Parish School, a student will be classified at the beginning of the school year for the entire year as follows:

<b>Seven Period Day</b>		
<u>Classification</u>	<u>Grade Level</u>	<u>Earned Carnegie Units</u>
Freshman	9	0 – 5.5
Sophomore	10	6 – 10.5
Junior	11	11 – 16.5
Senior	12	17 and above

NOTE: Interpreting the scale, the pupil must complete 6 units to become classified as a tenth grader; 11 units to become an eleventh grader; and 17 units to become a twelfth grader.

Student completing the course of studies which yields the minimum number of Carnegie unit accrual will have earned the standard Louisiana State Diploma.

### **Eight Period Day or 4 x 4 Block Schedule**

<u>Classification</u>	<u>Grade Level</u>	<u>Earned Carnegie Units</u>
Freshman	9	0 – 6.5
Sophomore	10	7 – 12.5
Junior	11	13 – 18.5
Senior	12	19 and above

NOTE: Interpreting the scale, the pupil must complete 7 units to become classified as a tenth grader; 13 units to become an eleventh grader; and 19 units to become a twelfth grader.

Student completing the course of studies which yields the minimum number of Carnegie unit accrual will have earned the standard Louisiana State Diploma.

### **Grade Placement 9 – 12**

Special Circumstances: The McKinney-Vento Act requires all school districts, ensured by the LEA's homeless liaison and in conjunction with school personnel and other agencies, to identify students in homeless situations.

Students in homeless situation have the right to:

- go to school, no matter where they live or how long they have lived there;
- get help enrolling and succeeding in school from the school district's liaison for the Education of Homeless Children and Youth;
- stay in the school they went to before becoming homeless or whatever school they were enrolled in last (called "school of origin"), even if they move out of the district, if that is feasible. Students can stay in their school of origin the entire time they are homeless. Students can also finish the school year in their school if they find permanent housing during the year; and
- get transportation to their school of origin, provided or arranged by the school district, or a joint effort among school districts.

Orleans Parish Schools shall provide the Louisiana Statewide Student Survey Residency Questionnaire Form, appendix R, to all students upon enrollment. Questionnaires that may indicate homelessness shall be sent to the Homeless Liaison for final determination of homeless status and if the status is affirmed, the Homeless Liaison shall begin the processes of provision of referrals and other assistance. In the instance when a student may be identified as an unaccompanied youth, the Louisiana Statewide Student Survey Residency Questionnaire Form will be provided surveying peers, involving the school site social worker, and outreach will be provided to areas where students who are out of

school might congregate.

**Discrepancy between Chronological Age and Grade Placement for students who are classified as Homeless and/or Limited English Proficient (LEP)**

If there is a discrepancy between chronological age and the grade placement of pupils based on records and/or screening, the pupil shall be placed in the grade level of his age-mates: i.e., a pupil who is seven years of age should be placed in the second grade. The pupil shall be referred to the SBLC/SATeam to develop an education plan.

**Progress Reports – Grades 9 – 12**

Report cards shall be issued four times a year, at the end of each quarter. Progress reports must be issued halfway through each marking period. (i.e. mid-semester – 9 week marking period). Additionally, a progress report must be issued 4½ weeks before and after the mid-semester report. A notice of failures (See example of Student Study Educational Plan Appendix C) must be completed by the teacher of record submitted to the SA Team and signed by the parent for any student in danger of failing by the end of the mid-semester progress.

**Lusher Charter School Only:** All students must receive quarterly progress reports. Progress reports must be issued halfway through each marking period (i.e., mid quarter).

**Special Education**

All special education pupils must have access to the general education curriculum. IEP goals and objectives must indicate access to the general education curriculum standards/benchmarks.

Note: Students participating in LEAP Alternate Assessment Level 1 (LAA 1) will address extended standards.

Every effort must be made to accommodate special education pupils in general education settings. Special Education pupils may be pulled out of general education settings and provided instruction in special education settings only when the goals/objectives and services outlined on the IEP cannot be implemented in general education settings.

Various methods and teaching strategies will be utilized in meeting educational needs of special education pupils. The methods used will depend on the learning styles of the pupils. Pupils may be enrolled in a general course with a general or special education teacher but may take longer than a school session to complete requirements of study and earn a Carnegie unit credit.

The pupil-teacher ratio and instructional time requirements shall be in accordance with the standards established in BESE Bulletin 741, revised and Part B of Bulletin 1706, Regulations for Implementation of Act 754 of the 1977 Legislature and as revised by BESE December, 2013.

**Orleans Parish School Board Exceptional Children's Services Course of Study for Special Education Students Senior High – Grades 9 – 12 - LAA 1 Career Diploma**

Student assessed on the LAA 1 will be required to complete at least 23 course credits in

either applied courses or Carnegie credit courses:

- 12 core subject course credits •4 courses in ELA
- 4 courses in Math
- 2 courses in Social Studies
- 2 courses in Science
- 2-4 elective credits •At least 2 of these credits must be earned in electives
- 7-9 career credits •At least 7 credits must be earned in workforce-readiness or career courses

Students will be required to participate in the LAA 1 assessment and must meet the requirements for this component in both ELA and math in one of two ways:

1. Students may achieve “Exceeds Standards” or “Meets Standards” on the LAA 1 assessment
2. Students unable to achieve the standard of proficiency on the LAA 1 may meet this component through a portfolio of student achievement in that subject evaluated by the special education director or his/her designee •Portfolio must include student data demonstrating growth on the extended standards during high school and attainment of IEP goals

The portfolio must contain evidence of student learning in all core subject areas over at least four years of high school academics

For special education pupils who are experiencing significant difficulties, the IEP committee should be convened to re-examine the appropriateness of that pupil's present educational program, including strategies, supports, and accommodations. Pupils in special education may take longer than four (4) years to earn the Carnegie units required for graduation. It is the school system's responsibility to extend offerings through 21 years of age for special education pupils with disabilities. Additionally, exceptional pupils will be awarded a Certificate of Achievement upon completion of the required fundamental courses of instruction and upon attainment of the required number of units of electives.

Exceptional pupils will be awarded general high school diplomas upon completion of the required courses of instruction and upon attainment of needed Carnegie units of credit and performance on the LEAP graduation test, GEE, EOC and/or LAA 2.

Meeting both course and Carnegie unit requirements may involve an extended time allotment for completion.

**Graduate Exit Exam (GEE) or LAA 2 Waiver for Students with Disabilities** A waiver request shall be submitted by the LEA to the Louisiana Department of Education on behalf of a student who has:

- tested each opportunity offered as a re-testers and continues to be

- unsuccessful in passing one of the required portions of GEE or LAA 2
- met all graduation requirements
- documented evidence of participation in remediation
- documentation of the disabilities' impact on the student's ability to pass the assessment.

The parents of these exceptional pupils must be informed that pupils may take a longer period of time to earn the Carnegie units needed to graduate from high school.

### **Special Education Pupils Earning Carnegie Units**

Special education pupils shall be afforded the following options to earn Carnegie units:

- Pupils may be enrolled in a regular education course with a regular education teacher. They must meet the same course requirements as regular education pupils. Special modifications/accommodations with regard to time, methods of instruction, and materials, if needed, will be implemented.
- Modifications/accommodations may include, but are not limited to, Braille or large print type materials, in-class translators, tape recorders for note taking and test taking, preferential seating, etc. All modifications/accommodations must be indicated on the IEP. The appropriate special education teacher and/or site administrator will ensure that the general education teacher provides these modifications/accommodations in the regular education classroom.
- Pupils may be enrolled in a course taught by a special education teacher using the same course description/curriculum guide used by the regular education teacher. Pupils will be required to meet the same standards (course content, skills, and hours of instruction) and pass the same tests as regular education pupils enrolled in the regular course. The regular education teacher will award Carnegie unit credit. Special modifications/ accommodations as stated in the IEP with regard to time, method of instruction, and materials, if needed, will be implemented.
- Pupils may be enrolled in a course taught by a special education teacher certified in a specific area and receive Carnegie units from that teacher. Pupils will be required to meet the same standards as regular education pupils enrolled in a regular education course. Carnegie unit credit will be awarded by the subject matter certified special education teacher.

### **English as a Second Language (ESL) 9 – 12**

ESL will be offered as part of English Language Arts and may be offered in other additional courses. ESL will be taught by the ESL teacher, using the English Language Development Standards and Benchmarks which are aligned to the Louisiana Comprehensive Curriculum and linked to the state's Standards for English Language Arts, Mathematics, Science, and Social Studies.



The high school course plan for ESL students is designed to:

- Place students for the first two years in courses that would assist in language development, but would not be language dependent, and
  - Provide a better opportunity for the student to earn credits toward graduation.
- Students may receive credit for each course taken.

The student's schedule will depend upon transcripts of credits from the home country (if available) English oral, reading and writing proficiency and the grade of entry. A student is exited from ESL classes based on oral, reading and writing English proficiency, passing grades after being successfully mainstreamed for one year and upon recommendation of teachers. A parent of student may refuse Bilingual/ESL services by completing the required form in writing. The school is required to provide communication in the home language whenever possible. The assistance of bilingual personnel should be utilized for parent/student/teacher conferences at the school.

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

College Preparatory High Schools may grant ½ unit of credit at the end of each semester for any elective one-unit course that is offered for the entire year. However, Career and Technical Education courses must be completed on a yearly basis to earn one unit of credit. The semester grade is not the average of the two quarter grades, but the average of all of the appropriately weighted individual grades for the entire semester. Students must pass the second quarter in order to pass the semester course. In the event a student fails a course due to failing the second quarter, he/she will be allowed to present his/her case before the SBLC/SATeam through a due process hearing.

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

Schools have the option to offer proficiency exams for the following subjects: English I,II, III; Algebra I,II, Geometry; Financial Literacy, Pre-Calculus, World Geography, Civics, World History, US History, Physical Science, Biology, Chemistry, Physics, Spanish I, II, French I, II, and IBCA.

Proficiency must be determined in accordance with the provisions of Bulletin 741 §2314.

Authority to grant proficiency in other courses may be done by approval of the superintendent.

## **B. High School Graduation Requirements**

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade prior to 2008-2009,
  - b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and



- c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.
- 4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade in 2014-2015 and beyond
- 5. Graduation requirements for the Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) may be found in §2319 of Bulletin 741.
  - a. A student who seeks to pursue a Career Diploma shall:
    - i. Fulfill the all the requirements for promotion to high school;
    - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
    - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
- 6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
- 7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
  - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
    - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
  - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
    - i. English II or English III
    - ii. Algebra I or Geometry
    - iii. Biology or United States History
  - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
  - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
- 8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the

Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:

- a. Course requirements;
  - b. Assessment requirements;
  - c. Workforce-Readiness and Career Education requirements; and
  - d. Transition requirements.
9. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

## VI. Retention Policy

- State the number of times a student may be retained in each grade or level.  
In accordance with OPSB Policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4<sup>th</sup> and 8<sup>th</sup> graders shall be retained the initial time in grade 4 or 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5. Documentation of the assignment shall be derived from the SBLC/SATeam. Both appendices D and E must be completed and filed in the student's cumulative folder. For all other grades, OPSB shall comply with the request of the Louisiana Department of Education; students must be afforded every opportunity through the processes of RTI to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented.  
Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented. All documentation must reside in the student's cumulative folder and be forwarded to the SATeam if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions
- Describe any additional LEA policies that may determine student retention.  
Students in grades 4 & 8 who are promoted because of the retention limit must attend 90% of the 50 hours of summer school and take the summer retest. Students in grades K– 8 shall participate in an intervention program by content if offered at the school site.

If a student is promoted with deficiencies the student's academic plan shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the plan with needed interventions.

Additionally, at grades 4 – 8, the students who meet this definition will also participate in the adolescent literacy program.

**Audubon Only:** At Audubon, students enrolled in the French program must demonstrate basic proficiency in French language for promotion. Students who are in danger of retention must successfully pass a French language proficiency exam for promotion in grades 1 – 8.

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

Upon identification that a student displays a deficiency, the classroom teacher will enact the processes of RTI. Required documentation shall be gathered and progress monitoring shall occur every 2-3 weeks to determine the effectiveness of the interventions applied. If a student continues to display evidence of failure by the end of the second quarter in grades K - 8, or by the end of the first and/or third quarters in grades 9 -12, the student will be referred to the Student Assistance Team (SATeam), utilizing Appendix E, Request for SBLC/SATeam Consideration. Recommendations for the next academic year or semester will be based on the information documented in Appendices D & E. These documents will be discussed with parents prior to making the final decision to retain the pupil or repeat a course or a portion of a course.

OPSB will implement the best practices elements of the RTI process by following the three-tiered method. In the fall, winter and spring students will be universally screened for benchmarking.

- Tier 1 students will receive the core, enrichment and/or accelerated instruction as applicable.
- Tier 2 students needing strategic support will be grouped in accordance to need and shall not exceed 6 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 30 minutes of intervention for every 1 hour of core instruction.
- Tier 3 students needing intensive support will be grouped in accordance to need and shall not exceed 4 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 60 minutes of intervention for every 1 hour of core instruction.

School shall use the supplemental resources that have been provided for the purpose of moving strategic and intensive intervention students toward benchmark. Progress monitoring shall occur every two weeks to determine if the intervention provided is sufficient.

## VII. Acceleration

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

### Horizontal Enrichment

The possibilities that should first be explored for horizontal enrichment for academically oriented pupils include classroom groupings, honors/academically enhanced courses, classes for the gifted, and programs and schools for the academically/artistically talented.

### Vertical Acceleration

Although vertical acceleration is not encouraged, it is acknowledged that in certain unusual cases, and for good reasons, acceleration may be in order. Alternatives such as horizontal enrichment must be explored before considering acceleration.

Only students completing grades K through 8 may be considered. Note that high stakes testing promotion criteria must still be used at grades 4 and 8. Third and 7<sup>th</sup> grade pupils for whom vertical acceleration is being considered may not be accelerated to 5<sup>th</sup> or 9<sup>th</sup> grade without having passed the 4<sup>th</sup> or 8<sup>th</sup> grade LEAP test.

The parent of the pupil for whom acceleration is requested must express the request in writing to the principal of the school. The principal may initiate a request for acceleration when appropriate. To be considered for acceleration, a pupil must be referred to the Student Assistance Team (SAT). Once the SAT verifies the appropriateness of the request for acceleration, the pupil must:

- have consistently demonstrated above average performance in all academic areas throughout the school career.
- demonstrate appropriate mental, social, emotional, and physical maturity when assessed by a certified school psychologist or licensed psychologist.
- pass a grade level promotional test with a score of at least 70% in each promotional subject area for a grade level that the pupil will be missing because of acceleration

NOTE: The assessment will be incorporated into a written report including recommendations and signed by the certified school psychologist or licensed psychologist.

On the basis of information secured through the procedures described above, a recommendation will be made to the pupil's principal. The principal will decide whether or not the pupil is to be accelerated. The principal will advise the appropriate instructional personnel in writing of the decision.

### Grades 9-12:

There are procedures for acceleration available to qualifying students in grades 9-12. These include:

- High School Credit for College Courses ([applies to students attending college part-time](#))
- It is possible for a pupil to be accelerated through obtaining high school credit for college courses. The pupil must make arrangements prior to the fact by obtaining permission from the principal and must follow the other criteria prescribed in State Department of Education Bulletin 741.
- [High School Credit for College Courses for Identified Gifted Pupils](#)
- Pupils with fewer than 12 Carnegie units may earn high school credit for college courses only if they are identified gifted pupils and follow BESE Bulletin 741 standards 2.105.51 - 2.105.58.
- Advanced Placement Courses
- Another avenue to be used for acceleration is the pursuit of Advanced Placement course work. Arrangements must be made prior to the fact with the principal, and the criteria prescribed by the College Board must be followed. (See Bulletin 741)
- The counselor must be consulted relative to individual programming and it is also possible for students enrolled in AP courses to register for the College Board Advanced Placement Tests where criteria of the College Board are met and the counselor is consulted about adequate preparation; e.g., successful completion of advanced honors courses.
- [Distance Learning](#)
- Students may also earn Carnegie Units toward graduation through online or correspondence courses. All courses must be approved by the LDOE, OPSB and school administration. Students will be placed into distance learning courses dependent on availability and the needs of the individual student.

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

See previous section titled “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.”

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

See previous section titled “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.”

- Describe any policies governing services for gifted students.

According to the Louisiana Department of Education Pupil Appraisal Handbook, gifted children and youth are defined as those who possess demonstrated abilities that give evidence of high performance in academic and intellectual aptitude. The screening for potential gifted children involves the use of standardized measures and teacher ratings. Standardized norm-referenced test scores are used as well as the Modified Renzulli-Hartman Scale for rating superior pupils and pupils’ work samples.

When a pupil is believed to be gifted, the parent, teacher, principal, or counselor may initiate a referral to the SBLC/SATeam in accordance with standards set forth by the State Department of Education Pupil Appraisal Handbook.

Programs for the gifted/talented must locate and identify gifted/talented LEP pupils who could benefit from the program. (Refer to BESE Bulletin 1530, pg. 5)

- List any Carnegie credit courses that will be offered on an “accelerated” schedule. Schools may offer Carnegie Unit courses on an accelerated schedule with the approval of the superintendent.

## **A. Early Graduation**

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years. (Bulletin 741 §2317)
  - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
  - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
- Describe the components and requirements of the local early graduation program. Another avenue that may be explored by a pupil for acceleration purposes is the early college admissions policy, as stated in DOE Bulletin 741. The pupil must make arrangements prior to admissions by obtaining permission from the high school principal and acceptance to the college.

## **VIII. Remediation**

### **A. Legal Authorization**

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

## B. Purpose

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

## C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
  - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
  - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring state mandated assessments for English Language Arts and/or Mathematics.
    - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring state mandated assessments or who failed to achieve the required level on the state mandated assessments.
    - ii. All students with disabilities who participate in testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
    - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the state mandated summer remediation programs.
  - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the state mandated Science and Social Studies tests.
  - d. Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* level on the state mandated Science and Social Studies tests.
  - e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.



## D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
  - At least 30% of the “at-risk” students in the third grade receiving remediation shall achieve the basic achievement level in the English Language Arts and Mathematics portions of iLEAP;
  - At least 45% of the “at-risk” students in the fourth grade receiving remediation shall achieve the basic achievement level in the English Language Arts and Mathematics portions of LEAP;
  - At least 45% of the students repeating fourth grade due to non-passage of LEAP and receiving remediation shall achieve the basic level in the English Language Arts and Mathematics portions of LEAP;
  - At least 30% of the students in seventh grade receiving remediation will achieve the basic level in the English Language Arts and Mathematics portions of iLEAP;
  - At least 45% of the students in eighth grade receiving remediation will achieve the basic level in the English Language Arts and Mathematics portions of LEAP; and
  - At least 45% of the students repeating eighth grade due to non-passage of LEAP and receiving remediation shall achieve the basic level in the English Language Arts and Mathematics portions of LEAP.
- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for school year intervention/remediation.
  - Students in third grade who score below grade level/benchmark as Indicated on standardized/curriculum based measures;
  - Students in fourth grade who scored at or below the approaching basic level on iLEAP in English language arts and mathematics for grade 3;
  - Students repeating fourth grade due to non-passage of LEAP;
  - Students in seventh grade who scored at or below the approaching basic level on iLEAP in English language arts and mathematics in grade 6;
  - Students in eighth grade who scored at or below the approaching basic level on iLEAP in English language arts and mathematics for grade 7; and
  - Students repeating eighth grade due to non-passage of LEAP.
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?

Depending upon the school program and the extent of the deficiency of each eligible student, a minimum of 50 contact hours per content will be provided. For afterschool and/or Saturday remediation, the school shall determine the areas of remediation for students determined to need more than two content area of remediation. The determination shall be based upon the areas of greatest need. All content areas will be remediated within the school day under the guidelines of RTI. Students shall not be released from remediation until a passing score in the content area is provided.



- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
  - The district, through collaboration with its charters, shall define a list of remedial resources and supplementary materials to be used within the remediation programs. These materials of instruction will include, but are not limited to software, consumable workbooks, skill texts, manipulatives, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.
  - The methodology employed to remediate eligible students will be appropriate to the students' learning style(s) and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 70% on the Individual Student Reports shall be considered areas of particular focus.
    - In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.
    - Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but are not be limited to, special exercises for remediation, computer-aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.
    - The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment. Schools shall assess quarterly for attainment of mastery by skill, mastery is achieved when the student has attained 70% of the skills.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.
 

A district-wide remediation registration form will document the program offered at each school site, which explains the remedial effort of LEAP eligible students (including remedial instruction by the regular classroom teacher in grades 4 and 8 and a remedial elective class at the secondary level). The signature of parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.
- Describe how science and social studies remediation is implemented.
 

Students in grades 4 and 8 who scored at the approaching basic achievement level or below in LEAP shall receive science and social studies remediation through teaching across the curriculum within the regular classroom setting. Additionally, students who scored at the unsatisfactory achievement level will be provided intense and targeted remediation in those content areas through after school remediation.
- Describe the district's plan for coordination of state, federal, and local funds for school year

remediation.

- The school year after school remediation program has been prioritized within the Title I application to support the financial needs of the program in conjunction with OPSB requested general funds.
- The student test data provided by the summer administration results shall document the percent of students who met the requirements at grades 4 and 8.
- The students' attendance data and effort codes, documented by the LEAP data database shall serve as the basis for defining the correlation value between attendance, effort and achievement.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.
  - Documentation of students' quarterly assessment scores shall provide evidence that students have progressed toward mastery throughout the program.
  - Survey results collected from responses of teachers, administrators and students about the quality of the program, provision and usefulness of materials, and level of effectiveness of the staff shall provide evidence of effectiveness concerning the logistics of the programs.

► Summer Remediation Program

- List the objectives for your summer remediation program.
  - At minimum 45% of the students who attend summer remediation in grade 4 will meet the attainment criteria for meeting promotion.
  - At minimum 40% of the students who attend summer remediation in grade 8 will meet the attainment criteria for meeting promotion.
- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for summer remediation.

Students in grades 4 and 8 scoring below grade level in English Language Arts and Math as determined by Performance Series or another nationally recognized norm-referenced assessment, administered at the school site, will be eligible to participate in summer remediation.
- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4<sup>th</sup> and 8<sup>th</sup> grade levels.

Students attending the summer remediation program for grades 4 and 8 shall be scheduled for 2½ hours intervals per content, ELA and math, per day for not less than 20 days.
- Describe the materials and methodology to be used throughout the district in summer remediation.

Teachers providing remedial instruction during the summer session will be provided with district selected supplementary materials at the individual summer sites. If charter sites are approved to function as their own summer

site, materials will be selected from the approved list of resources developed through the district/charter collaborative. These materials of instruction will include, but are not limited to software, consumable workbooks, skill texts, manipulatives, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.

The methodology employed to remediate eligible students will be appropriate to the students' learning style(s) and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 60% on the Individual Student Reports shall be considered areas of particular focus.

In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.

Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but are not be limited to, special exercises for remediation, computer- aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards- based curriculum will be used for on-going assessment. Schools shall assess quarterly for attainment of mastery by skill, mastery is achieved when the student has attained 70% of the skills.

The inclusion model will be used during summer remediation providing additional instructional assistance

- Describe the form of documentation collected for students and parents who refuse summer remediation services.

A district-wide registration form will document the program offered at each summer school site, which explains the remedial effort of LEAP eligible students. The signature of parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.

- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

The summer school remediation program shall be financed using OPSB requested general funds and supplemented with funds outlined within the Title I application.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

- The student test data provided by the summer administration results shall document the percent of students who met the requirements at grades 4 and 8.

- The students' attendance data and effort codes, documented by the LEAP data database shall serve as the basis for defining the correlation value between attendance, effort and achievement.
  - Documentation of students' quarterly assessment scores shall provide evidence that students have progressed toward mastery throughout the program
  - Survey results collected from responses of teachers, administrators and students about the quality of the program, provision and usefulness of materials, and level of effectiveness of the staff shall provide evidence of effectiveness concerning the logistics of the programs

#### ► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:  
The EOC program is instruction-linked remediation, which is data-driven to Standards, Benchmarks and GLEs. Thirty hours of remediation is available in each subject for which the student is eligible.
- Program Description
- Student selection criteria  
Students who score Needs Improvement on any End-of-Course Exam is eligible to participate in the EOC remediation program
- Pupil/Teacher ratio  
The maximum pupil/teacher ratio is 15:1. For students receiving remediation under the guidelines of RTI, the pupil/teacher ratio shall comply with the ratio as outlined in the RTI process. If school sites are providing an after school or Saturday remediation program, the pupil/teacher ratio will range from 5:1 to meet the need for accommodations und the Section 504 Rehabilitation Act and IDEA.
- Instructional time  
Students who meet the criteria for remediation shall be remediated for no less than 30 hours per eligible content area.
- Selection criteria for teachers and/or paraprofessionals  
Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications.  
As per the Department of Education guidelines for working in the LEAP Remedial Education program, all paraprofessionals shall be at least 20 years of age, have a high school diploma, and show evidence of meeting the requited number of hours of college credit from an academic institution of higher learning. Such paraprofessionals shall provide remedial instruction under the supervision of the regular classroom teacher who has prescribed the deficiencies to be addressed based on the Individual Student report. Such a prescription shall be documented on the Contact Hours Documentation Form for use by paraprofessionals.
- Materials and methodology to be used  
Teachers providing remedial instruction during the summer session will be provided with district selected supplementary materials at the individual summer sites. If charter sites are approved to function as their own summer site, materials

will be selected from the approved list of resources developed through the district/charter collaborative. These materials of instruction will include, but are not limited to software, consumable workbooks, skill texts, manipulatives, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.

The methodology employed to remediate eligible students will be appropriate to the students' learning style(s) and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 60% on the Individual Student Reports shall be considered areas of particular focus.

In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.

Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but are not be limited to, special exercises for remediation, computer-aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment. Schools shall assess quarterly for attainment of mastery by skill, mastery is achieved when the student has attained 70% of the skills.

The inclusion model will be used during summer remediation providing additional instructional assistance.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply  
OPSB shall provide remediation courses in each of the six content areas in the form of summer, Saturday and/or after-school programs.
- Documentation of students' and parents' refusal to accept remediation  
A district-wide remediation registration form will document the program offered at each school site, which explains the remedial effort of EOC eligible students (including a remedial elective class at the secondary level). The signature of parents refusing such efforts or a student's non- attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.
- Plan for coordination of state, federal, and local funds for remediation  
The school year after school remediation program has been prioritized within the Title I application to support the financial needs of the program in conjunction with OPSB requested general funds.  
The summer school remediation program shall be financed using OPSB requested general funds and supplemented with funds outlined within the Title I application.
- Evaluation plan for documenting evidence of achievement/growth of students  
The student test data provided by the summer administration results shall document the percent of students who met the requirements at grades 4 and 8.

The students' attendance data and effort codes, documented by the LEAP data database shall serve as the basis for defining the correlation value between attendance, effort and achievement.

Documentation of students' quarterly assessment scores shall provide evidence that students have progressed toward mastery throughout the program.

Survey results collected from responses of teachers, administrators and students about the quality of the program, provision and usefulness of materials, and level of effectiveness of the staff shall provide evidence of effectiveness concerning the logistics of the programs.

## **IX. Alternative Schools/Programs/Settings**

### **A. Definition**

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

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

#### **Placement Alternatives in Elementary/Middle Grades** (except 4<sup>th</sup> and 8<sup>th</sup>)

At the discretion of the principal and teacher(s) after conferring with the parent(s), a pupil who is failing may be scheduled to alternative placement when, in the judgment of staff:

1. the pupil could progress to the point of being able to be promoted during the course of the coming year, or
2. when a pupil's age or size becomes detrimental to his successful progress in the current grade.

#### ***The following conditions merit consideration:***

- A parent refuses special class placement for a pupil who is incapable of achieving grade standards.
- An over-aged pupil who is physically much larger than his classmates becomes socially or emotionally maladjusted.
- A foreign-born pupil and/or a pupil whose home language is other than English who has not broken the language barrier. No LEP pupil shall be retained solely on lack of English proficiency.
- A pupil who has been identified as dyslexic or attention deficit disorder/attention deficit hyperactive disorder.

#### ***The following action shall be taken:***

- A case study is prepared containing pertinent data and information such as years retained, evidence of referral to the SATeam, documented results of following the recommendation(s) of that committee and physical handicaps, etc.
- An alternative strategy must be developed and used. For example, a pupil may be placed with a peer group, but may follow course work in classes or groupings of pupils with similar learning styles or pace at various times during the day.



- The principal and at least one teacher who have taught the pupil must sign the case study.
- To the extent possible, the case study should be concluded and recommendations made by the end of the year in preparation for the next school year.
- The case study will be placed in the cumulative folder of the pupil. The grade advancement will be recorded as an alternative placement with remedial work to be offered as needed.
- The Superintendent will be notified by the principal, in writing, of the action taken.

► Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.  
 Orleans Parish School Board contracts with an alternative school provider. Admission to the program is based upon the decision of the Student Hearing Officer.

► Describe the LEA's procedures for placement in adult education programs.  
 OPSB does not offer an adult education program.

► Describe the curriculum used to deliver coursework for alternate education programs.  
 OPSB does not offer an adult education program.

## **X. Other Policies and Procedures**

### **A. Policies on Due Process**

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

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

- Regular education students  
 In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Specialist of Student Support Services to discuss the discrepancy.

Parents/guardians may request an appeal of a disputed grade through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

A high school student who has failed due to an end of the quarter grade may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

Upon the request of the SENIOR student who has failed a course(s)/semester necessary for graduation, the student shall be afforded the privilege of requesting an examination in each of the courses failed. The examination will be comprehensive, and the grade earned on the examination will be considered the final grade for the course/semester. The request for the examination(s) will be contingent upon the student's having met the minimum attendance requirements. The examination will be scheduled not later than twelve (12) days prior to the date set for graduation.

- **Students with disabilities**

Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the SATeam.

- **Section 504 students**

Section 504 students shall follow the guidelines set forth for the regular education students.



# Section III

## Local Policies

## SECTION III

### LOCAL POLICIES

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

OPSB shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (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

#### Coursework Grading Scale for Grades 1 – 8

Students take the quarterly test on grade level. Individual students' grades and averages are expressed as alphabetical grades.

Numerical grades are converted to alphabetical grades for placement on the official document: Roll Book and the Report Card according to the following scale. When session averages are calculated, the conversion table above is used to assign a letter grade.

#### Course Grading Requirements (Middle Grades 7 & 8)

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester, with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course. In all instances, final examination results shall be counted as no less than 20% and no more than 25% of the grade for the reporting period.

**Hynes Charter School Only:**

In grades 6, 7 and 8, the final grade at the end of the year in each subject is the average of all of the quarter grades for the entire year, but if the fourth quarter is failed, the course is failed. In the event a student fails a course due to failing the fourth quarter he/she may be presented to the SBLC/SATeam to determine promotion to the next grade.

**Coursework Grading Scale for Grades 9 – 12**

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

In all instances, final examination results shall be counted as no less than 20% and no more than 25% of the grade for the reporting period. Mandated EOC exams will be 15% of the total course grade and may be part of the final examination grade.

The uniform grading system for all students enrolled in regular courses shall follow the state guidelines. Individual grades are expressed as numerical grades. Report card grades are expressed as letter grades.

**Lusher Charter Only:**

The final grade at the end of the year in each subject is the average of all of the quarter grades for the entire year, but if the fourth quarter is failed, the course is failed. In the event a student fails a course due to failing the fourth quarter he/she will be allowed to present their case to the SBLC/SATeam through a due process hearing.

**Grading Students Identified as Needing Section 504/ADA**

Pupils with characteristics of dyslexia who are served in multi-sensory structured language programs follow the same criteria for promotion as all other pupils in the District. Pupils do not have to receive instruction in both the basal and MSL programs. If a pupil is in a MSL program according to Bulletin 1903, grades are derived from that program in lieu of the basal program.

Supportive Reading and Mathematics Services: Middle Grades 7 and 8

A pupil who has the need for reading and/or mathematics remediation/intervention due to failure in reading and/or mathematics must be programmed to a supportive reading and/or mathematics course(s) where appropriate, based on need.

**Gifted or Talented Pupils**

In grades Kindergarten through 8, report card grades for pupils assigned to gifted classes must reflect grade-level work, regardless of the teacher of instruction. Any above grade level work shall be reported on the Special Education Progress Report form. If the teacher of the gifted is the teacher of a subject area, he/she will determine the grade level grade to

be given and report it to the regular education teacher of record for recording on the report card. If both the teacher of the gifted and the regular education teacher teach the student the same subject area, the grade level grade shall be determined by averaging the two grades together (or a percentage based on the amount of time spent with each teacher). Report card grades are not given for talented services in grades Kindergarten through 8. Performance in the talented area is reported on the Special Education Progress Report Form.

### **Special Education: Report Cards/Grading Procedures**

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. Progress of pupils with severe/profound disabilities will be documented on a quarterly Progress Report Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

### **Special Education: Promotion for Pupils Participating in LEAP Alternate Assessment II (LAA II) but Eligible for a Certificate of Achievement**

Promotion for pupils with disabilities enrolled in grades 9 through 12 shall be based on the following criteria:

- Pupil meets the District's attendance requirements according to Bulletin 741.
- Pupil achieves at least 70% of his/her annual goals on current IEP.
- Transition planning as noted on current IEP Transition Services Form has been addressed.
- Pupil has at least the lowest "D" percentage average for the promotional subjects.
- Pupil has earned at least one Carnegie unit in either a general education or a special education elective, if the student participates in LEAP testing. This does not apply to students participating in LEAP Alternate Assessment Level 1 (LAA1).

*Note: Pupils must earn the required number of Carnegie units and achieve the required GEE/End of Course scores in order to graduate with a high school diploma.*

*Note: Questions regarding promotion of special education pupils participating in LEAP Alternate Assessment Level 2 (LAA 2) testing shall be referred to the SBLC/SATeam, who shall have the authority to make final promotion decisions.*

### **Grade Changes**

The teacher of record is the only person authorized to change a student's grade. Grade changes must occur within 20 school days of the next semester from when the original grade was issued. *Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher (R.S. 17:414.2.)* (See Appendix N: Official Grade Change Form).

# Appendices



## APPENDIX A

This section should include the following:

### Definition of Terms

1. **Acceleration** – Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to the State Department of Education Pupil Appraisal Handbook.
2. **Alternate Assessment** – a substitute approach used in gathering information on the performance and progress of students who do not participate in typical state assessments. Under these Regulations, alternate assessment shall be used to measure the performance of a relatively small population of students with disabilities who are unable to participate in the general statewide assessment system, even with accommodations and modifications.
3. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas.
4. **LEAP Summer School** – The summer school program offered by the LEA for specific purpose of preparing students to pass the LEAP 21 test in English language arts or mathematics.
5. **Louisiana Educational Assessment Program (LEAP)** – The state’s testing program that includes grades 3, 5, 6, 7, and 9 Integrated LEAP Criterion referenced Testing Program; grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies, and science; the Graduation Exit Examination (written composition, English/language arts, mathematics, science and social studies); the LEAP Alternate Assessment Level 2 (LAA@) Program for students whose academic performance is a least three years below level in grades 4-11 and the LEAP Alternate Assessment Level 1 (LAA1) Program for students with significant disabilities, enrolled in grades 3-8 and the 1<sup>st</sup>, 3<sup>rd</sup> and exit year of high school.
6. **Promotion** – A pupil’s placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
7. **Pupil Progression Plan** – The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary (SBESE). A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.
8. **Regular Placement** – The assignment of pupils to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.

9. **Remedial Programs** – Programs designed to assist students including identified exceptional and Non/Limited English Proficient (LEP) students, to overcome educational deficits identifies through the Louisiana Educational Assessment Program and other local criteria.
10. **Remediation** – See Remedial Programs.
11. **Retention** – Non-promotion of a pupil from a lower to a higher grade.

### **Local Terms**

1. **Above Grade Level/Academically Enhanced** – Those pupils who have performed at stanine 6 or above on a standardized norm-referenced test, maintained a B or above average (in subject matter area), and have a summary assessment of 30 or higher on the Modified Renzulli-Hartman Teacher Recommendation Form.
2. **Academically Able/At Grade Level** – Those pupils who are performing at the appropriate grade level with a passing grade and have performed at stanine 4 or 5 on a standardized norm-referenced test.
3. **Advancement** – The assignment of a special education pupil enrolled in an alternative to regular instructional program (either self-contained or resource) to the next higher level: primary, intermediate, middle/junior or senior high.
4. **“At-Risk Student”** – A student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, drug abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socioeconomic status, unemployment, and other environmental conditions not conducive to success in school.
5. **Attendance** – present at school and actively participating in classroom and school activities.
6. **Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)** – a medically defined neurological disorder manifested by difficulties in attention and concentration, impulse control, and activity level.
7. **Benchmarks** – statements that reflect developmentally appropriate levels of the standard and that add definition and detail to the standard.
8. **Compensatory and/or Remedial Programs** – Programs designed to assist pupils including identifies disabled pupils to overcome educational deficits identifies through the State Grade Level Criterion Reference Test and other local criteria.
9. **Dyslexia** – a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.
10. **Exceptional Pupil** – One who is evaluated in accordance with Bulletin 1706, Regulations for Implementation of the Exceptional Children’s Act, and is determined according to the State

Department of Education Pupil Appraisal Handbook, to have an exceptional ability or a disability.

11. **Formative Assessments** – Intermediate or continuous evaluation which may include feedback to help in achieving goals. Formative evaluation helps form instruction.
12. **Grade-level Expectation (GLEs)** – statements of what all students should know or be able to do by the end of each grade, Pre-K-12, in English language arts, mathematics, science, and social studies.
13. **Homeless Children and Youth** – individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
14. **Inclusion** – refers to the commitment to educate each child to the maximum extent appropriate in the school classroom he/she would otherwise attend if he/she did not have a disability; involves bringing the support services to the child rather than moving the child to the services; requires only that the child will benefit from being in the class, rather than having to keep up with other pupils.
15. **Louisiana Comprehensive Curriculum (LCC)** – Curriculum that is aligned with state content standards, as defined by grade-level expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.
16. **Louisiana Literacy Assessment Program** – Means “a process of measuring pupil performance in the application of academic skills to life coping situations to assure that each Louisiana graduate is literate.” (Act 750)
  - The Louisiana Literacy Assessment Program is envisioned by the State Department of Education and the State Board of Elementary and Secondary Education as a merging and an enjoining of the assessment testing mandated as part of Act 621, and the State Basic Skills Test as intended in Act 750, as well as the policies of the State Board of Elementary and Secondary Education. Implementation of the new phases of the program will be progressive beginning with grade two in the 1981-82 school year. In the meantime, state assessment as mandated in Act 621 will continue as scheduled.
  - Any state or local planning undertaken in Louisiana education that deals with testing or assessment should provide flexibility to coincide with the envisioned assessment program.
17. **Language Minority Student** – One whose home language is other than English as determined by a Home Language Survey.
18. **Limited-English-Proficient (LEP)** – A language minority student whose English aural comprehension, speaking, reading or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade or whose native language is a language other than English.
19. **Middle Grades** – grades 7 and 8



20. **Native Language** – The term “native language” when used with reference to an individual with limited English proficiency, means the language normally used by the individual or in the case of a child, the language normally used by the parents of the child.
21. **Sheltered English** – An effective approach for teaching academic courses to LEP students who have not attained minimal English proficiency; concepts are taught in more easily understood English language.
22. **State Content Standards** – Written subject area standards outlined in SDE Curriculum Guides.
23. **School Building Level Committee (SBLC)/Student Assistance Team (S.A.T.)** – A designated school-based committee consisting of support personnel, teachers, school administrators, and parent and pupil representatives to address individual and group needs at the school. The SAT must consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973.
24. **Standards** – General statements that represent what information students should know/understand or what skill/processes they should be able to do as a result of their educational experience.
25. **Student Initiated Activity** – Those unstructured, non-teacher directed learning activities that pupils engaged in during the school day. These learning activities might be initiated by an individual pupil or a small group of pupils according to interest and availability of resources within the classroom setting. The teacher facilitates and supervises rather than directs these activities.
26. **Summative Assessments** – The final or endpoint evaluation of a unit or chapter.
27. **Transition Class** – A class set up in a school with an alternate classroom teacher to deliver services to those pupils for whom the regular program has not worked. A 15:1 pupil teacher ratio will be maintained in order for those special needs pupils (overage, multiple retainees, etc.) to receive individualized, intensive instruction and care.
28. **Term** – a period of time at the end of which a student is assigned a final course grade (i.e., in 4x4 block school term is equal to two quarter or one semester).

## APPENDIX B

### Transition Post School Data Collection

#### Transition Information at Time of Exit:

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

1. Student demographic information to include:

- |   |  |
|---|--|
| <input type="checkbox"/> Student identification number: _____ | <input type="checkbox"/> Student race: _____                   |
| <input type="checkbox"/> Student date of birth: _____         | <input type="checkbox"/> Exceptionality : _____                |
| <input type="checkbox"/> Student gender: _____                | <input type="checkbox"/> Date of Exit and/or Interview : _____ |

2. What exit document did you receive? (Choose one)

- ☐ Standard High School Diploma
- ☐ Certificate of Achievement
- ☐ Louisiana High School Equivalency Diploma
- ☐ Louisiana High School Equivalency Diploma and Industry Based Certification
- ☐ Louisiana High School Equivalency Diploma and State Approved Skills Certificate
- ☐ Industry Based Certification
- ☐ State Approved Skills Certificate
- ☐ Dropped out

3. Do you plan to work after high school?

- ☐ Yes
- ☐ No

4. What do you think your work environment will be? (Choose one)

- ☐ In a company, business, or service with people with and without disabilities
- ☐ In the military
- ☐ In supported employment (paid work with services and wage support to the employer)
- ☐ Self-employed
- ☐ In your family's business (e.g., farm, store, fishing, ranching, catering)
- ☐ In sheltered employment (where most workers have disabilities)
- ☐ Other (Specify): \_\_\_\_\_

5. In what career area do you plan to work? (Choose one)

- |   |   |
|---|---|
| <input type="checkbox"/> Agricultural/Natural Resources             | <input type="checkbox"/> Human Services                                     |
| <input type="checkbox"/> Arts, Audio-Video Technology/Communication | <input type="checkbox"/> Information Technology                             |
| <input type="checkbox"/> Architecture/Construction                  | <input type="checkbox"/> Law/Public Safety                                  |
| <input type="checkbox"/> Business/Administration                    | <input type="checkbox"/> Manufacturing                                      |
| <input type="checkbox"/> Education/Training                         | <input type="checkbox"/> Government/Public Administration                   |
| <input type="checkbox"/> Finance                                    | <input type="checkbox"/> Retail/Wholesale Sales/Services                    |
| <input type="checkbox"/> Health Science                             | <input type="checkbox"/> Scientific Research/Engineering                    |
| <input type="checkbox"/> Hospitality/Tourism                        | <input type="checkbox"/> Transportation, Distribution, & Logistics Services |
| <input type="checkbox"/> Other                                      |   |

## APPENDIX B

6. Do you plan to attend post-secondary school/training? (Choose one)

- ☐ Four year or two year University/ College
- ☐ Vocational Technical School
- ☐ Other specialized training
- ☐ High school completion (Adult Basic Education, GED)
- ☐ Short-term education or employment training program (WIA, Job Corps, etc.)
- ☐ On a mission, in the Peace Corps, etc.
- ☐ Do not plan to attend post-secondary school/training.

7. Where do you plan to live after high school? (Choose one)

- ☐ Live with my parent(s)/family
- ☐ On my own
- ☐ With friends
- ☐ Agency supported: Supervised apartment
- ☐ Agency supported: Group Home
- ☐ Agency supported: Adult nursing home
- ☐ Other

8. What community recreation/leisure activities do you plan to participate in after high school? (Choose all that apply)

- ☐ Sports
- ☐ Church
- ☐ Life-long learning classes
- ☐ Volunteer
- ☐ Spending time with family/friends
- ☐ Other

9. Which of the adult agencies listed below do you plan to access for funding and/or services after high school? (Choose all that apply)

- ☐ Louisiana Rehabilitation Services
- ☐ Bureau of Community Supports and Services
- ☐ Office of Citizens with Developmental Disabilities
- ☐ Office of Mental Health
- ☐ Social Security Administration
- ☐ None of the above

## APPENDIX C

### STUDENT STUDY EDUCATIONAL PLAN – GRADES K – 3

\*\* MUST BE COMPLETED BY THE END OF THE SECOND QUARTER FOR ANY STUDENT WHO IS IN DANGER OF FAILING\*\*

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

STUDENT: \_\_\_\_\_ ID#: \_\_\_\_\_

GRADE: \_\_\_\_\_ DOB: \_\_\_\_\_ ENROLLMENT DATE: \_\_\_\_\_

REFERRING TEACHER(S): \_\_\_\_\_

DATE OF REFERRAL TO SATeam: \_\_\_\_\_

ATTENDANCE	1 <sup>st</sup> Marking Pd.	2 <sup>nd</sup> Marking Pd.	3 <sup>rd</sup> Marking Pd.	4 <sup>th</sup> Marking Pd.	Total
Days Present					
Days Absent					
Days Tardy					

THIS IS OFFICIAL PARENT NOTIFICATION THAT THE ABOVE NAMED STUDENT IS IN DANGER OF FAILING DUE TO: \_\_\_\_\_ NOT MEETING STATE ATTENDANCE REQUIREMENTS, AND/OR \_\_\_\_\_ NOT MEETING THE FOLLOWING COURSE(S) OR GRADE ACADEMIC REQUIREMENTS:

COURSES (Secondary)	GRADE LEVEL SUBJECTS (ELEMENTARY)
_____	_____
_____	_____
_____	_____

#### ☐ RECOMMENDED INTERVENTIONS

- |  |  |
|--|--|
| <p>_____ Extended time requirements</p> <p>_____ Allow breaks, variety of student activities</p> <p>_____ Omit/limit assignments requiring timed copying</p> <p>_____ Increase verbal response time to questions</p> <p>_____ Preferential seating</p> <p>_____ Reduce paper/pencil tasks</p> <p>_____ Modify level/length of difficulty in assignments/tests</p> <p>_____ Avoid penalizing for spelling/grammatical errors</p> <p>_____ Adapt assignments to student's learning style</p> <p>_____ Read directions to student</p> <p>_____ Peer/after school tutoring recommended</p> <p>_____ Use of calculator/computer/spell check</p> | <p>_____ Assign special projects in lieu of assignment</p> <p>_____ Tape lectures for student replay</p> <p>_____ Pre-teach vocabulary</p> <p>_____ Monitor student's progress frequently</p> <p>_____ Record and/or type assignments</p> <p>_____ Require student to maintain assignment notebook</p> <p>_____ Use tapes audio texts</p> <p>_____ Provide study sheets/guides for tests</p> <p>_____ Use supplementary materials</p> <p>_____ Provide note taking assistance</p> <p>_____ Use multi-sensory instructional activities/aids</p> <p>_____ Provide concrete models of writing assignments</p> |
|--|--|

#### Additional Interventions:

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#### Signatures

#### Date

Homeroom Teacher	_____	_____
SATeam Chairperson	_____	_____
Parent/Guardian	_____	_____
Student Grades 6 <sup>th</sup> - 12 <sup>th</sup>	_____	_____
Principal	_____	_____

## APPENDIX C2

### STUDENT STUDY EDUCATIONAL PLAN – GRADES 9 – 12

\*\* MUST BE COMPLETED BY THE END OF THE SECOND QUARTER FOR ANY STUDENT WHO IS IN DANGER OF FAILING\*\*

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

STUDENT: \_\_\_\_\_ ID#: \_\_\_\_\_

GRADE: \_\_\_\_\_ DOB: \_\_\_\_\_ ENROLLMENT DATE: \_\_\_\_\_

REFERRING TEACHER(S): \_\_\_\_\_

DATE OF REFERRAL TO SATeam: \_\_\_\_\_

ATTENDANCE	1 <sup>st</sup> Marking Pd.	2 <sup>nd</sup> Marking Pd.	3 <sup>rd</sup> Marking Pd.	4 <sup>th</sup> Marking Pd.	Total
Days Present					
Days Absent					
Days Tardy					

THIS IS OFFICIAL PARENT NOTIFICATION THAT THE ABOVE NAMED STUDENT IS IN DANGER OF FAILING DUE TO: \_\_\_\_\_ NOT MEETING STATE ATTENDANCE REQUIREMENTS, AND/OR \_\_\_\_\_ NOT MEETING THE FOLLOWING COURSE(S) OR GRADE ACADEMIC REQUIREMENTS:

COURSES (Secondary)	GRADE LEVEL SUBJECTS (ELEMENTARY)
_____	_____
_____	_____
_____	_____

#### ( ) RECOMMENDED INTERVENTIONS

- \_\_\_\_\_ Extended time requirements
- \_\_\_\_\_ Allow breaks, variety of student activities
- \_\_\_\_\_ Omit/limit assignments requiring timed copying
- \_\_\_\_\_ Increase verbal response time to questions
- \_\_\_\_\_ Preferential seating
- \_\_\_\_\_ Reduce paper/pencil tasks
- \_\_\_\_\_ Modify level/length of difficulty in assignments/tests
- \_\_\_\_\_ Avoid penalizing for spelling/grammatical errors
- \_\_\_\_\_ Adapt assignments to student's learning style
- \_\_\_\_\_ Read directions to student
- \_\_\_\_\_ Peer/after school tutoring recommended
- \_\_\_\_\_ Use of calculator/computer/spell check

- \_\_\_\_\_ Assign special projects in lieu of assignment
- \_\_\_\_\_ Tape lectures for student replay
- \_\_\_\_\_ Pre-teach vocabulary
- \_\_\_\_\_ Monitor student's progress frequently
- \_\_\_\_\_ Record and/or type assignments
- \_\_\_\_\_ Require student to maintain assignment notebook
- \_\_\_\_\_ Use tapes audio texts
- \_\_\_\_\_ Provide study sheets/guides for tests
- \_\_\_\_\_ Use supplementary materials
- \_\_\_\_\_ Provide note taking assistance
- \_\_\_\_\_ Use multi-sensory instructional activities/aids
- \_\_\_\_\_ Provide concrete models of writing assignments

#### Additional Interventions:

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---

#### Signatures

#### Date

Homeroom Teacher

\_\_\_\_\_

\_\_\_\_\_

SATeam Chairperson

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian

\_\_\_\_\_

\_\_\_\_\_

Student Grades 6<sup>th</sup> - 12<sup>th</sup>

\_\_\_\_\_

\_\_\_\_\_

Principal

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX D**  
**STUDENT ASSISTANCE TEAM**  
**DOCUMENTATION OF PROMOTION/RETENTION**

**SCHOOL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**STUDENT:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**CLASS/TEACHER(S):** \_\_\_\_\_

\_\_\_\_\_ STUDENT FAILED TO MEET STATE ATTENDANCE REQUIREMENTS

\_\_\_\_\_ STUDENT FAILED THE FOLLOWING COURSES/SUBJECTS

The following areas have been reviewed to determine whether to promote or retain the student:

\_\_\_\_\_ Student's chronological age \_\_\_\_\_

\_\_\_\_\_ Level of maturity of the student \_\_\_\_\_

\_\_\_\_\_ Adaptive behavior of the student \_\_\_\_\_

\_\_\_\_\_ Previous test scores \_\_\_\_\_

\_\_\_\_\_ Class participation (class work, homework completion) \_\_\_\_\_

\_\_\_\_\_ Student progress \_\_\_\_\_

\_\_\_\_\_ Student attendance \_\_\_\_\_

\_\_\_\_\_ Emotional/behavioral issues \_\_\_\_\_

\_\_\_\_\_ Participation in remedial programs \_\_\_\_\_

\_\_\_\_\_ Level of family involvement \_\_\_\_\_

\_\_\_\_\_ Peer interactions \_\_\_\_\_

\_\_\_\_\_ Level of English Language Proficiency for Limited English Proficiency Students \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

After reviewing documentation on the above named student, the decision of the SAT is to:

\_\_\_\_\_ PROMOTE the student to grade \_\_\_\_\_

\_\_\_\_\_ RETAIN the student in grade \_\_\_\_\_

\_\_\_\_\_ ASSIGN the student to grade \_\_\_\_\_

\_\_\_\_\_ RECOMMEND the student to SUMMER SCHOOL \_\_\_\_\_

\_\_\_\_\_ OTHER \_\_\_\_\_

**ADDITIONAL INTERVENTIONS RECOMMENDED BY THE SATeam FOR NEXT SCHOOL YEAR.**

\_\_\_\_\_

\_\_\_\_\_

	SIGNATURES	DATE
SATeam CHAIRPERSON	_____	_____
PARENT/GUARDIAN	_____	_____
STUDENT Grades 6 <sup>th</sup> -12 <sup>th</sup>	_____	_____
PRINCIPAL	_____	_____

The process related to this document is to be completed prior to the last day of school, and again after summer school if the student's promotion is dependent upon the attendance of summer school.



**APPENDIX E**  
**ORLEANS PARISH SCHOOL BOARD**  
**EXCEPTIONAL CHILDREN'S SERVICES**  
**REQUEST FOR SBLC/SATeam CONSIDERATION**

ECS 300 - R

Date: \_\_\_\_\_ Requester: \_\_\_\_\_

Title/Position: \_\_\_\_\_ Gender M F Race of Requester \_\_\_\_\_

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Gender M F  
Free or

School: \_\_\_\_\_ Grade/Program: \_\_\_\_\_ Race of Student (see below) \_\_\_\_\_  
Circle ALL that are appropriate: Black White Hispanic Asian Am Indian/Native Alaskan Native Hawaiian/ Pacific Islander

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. Did the parent initiate the request?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. If no, has the parent been contacted about the request?                          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Is the parent in agreement with the request?                                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Has student ever repeated the grade more than once? If yes, which grade(s) _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Has student been suspended during this school year? If yes, how many times _____ | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Does the student have a Section 504 /IDEA evaluation?                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Reason for Request: \_\_\_\_\_

Evidence Based  
Interventions - Attach  
Supporting Data: \_\_\_\_\_

Summary of Findings of the  
SBLC/SATeam: \_\_\_\_\_

SBLC/SATeam DECISION:

- Date: \_\_\_\_\_
- ☐ 1 Conduct /Continue Intervention - Rtl,  
Reconsider on (date): \_\_\_\_\_
- ☐ 2 Request Social Work Services
- ☐ 3 504 Evaluation
- ☐ 4 Student Study Educational Plan
- ☐ 5 Refer to SESS for Support Services
- ☐ 6 Refer to SESS for Evaluation
- ☐ 7 No assistance needed ☐ Educational Rights  
given to parent Parent initials \_\_\_\_\_
- ☐ 8 Other: \_\_\_\_\_

SBLC/SATeam COMMITTEE'S SIGNATURES & TITLE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

07/11

White – Cumulative Folder

Yellow – ECS

Pink – Parent

Principal's Signature

Date

Goldenrod – SAT File

**APPENDIX F**  
**Orleans Parish School Board**  
**EARLY RELEASE FORM**

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

**TO WHOM IT MAY CONCERN:**

My signature below attests to my approval to have \_\_\_\_\_,  
a senior attending \_\_\_\_\_ released early from school on  
a daily basis- Monday through Friday at the time(s) indicated below.

My signature also signifies that I have been informed that my child has passed all required parts of  
the GEE Exams and is currently enrolled in classes sufficient in number and areas necessary to  
meet the graduation requirements of twenty-three and a half (23-1/2) units.

PARENTS SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

COUNSELOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



**APPENDIX G**

**Orleans Parish School Board**

**CONDITIONAL EXAMINATION REQUEST**

**DATE OF REQUEST:** \_\_\_\_\_

**STUDENT'S NAME:** \_\_\_\_\_

**TEACHER'S NAME:** \_\_\_\_\_

**EXAM SUBJECT:** \_\_\_\_\_

**DATE OF EXAM:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**COUNSELOR SIGNATURE:** \_\_\_\_\_

**TEACHER SIGNATURE:** \_\_\_\_\_

**STUDENT SIGNATURE:** \_\_\_\_\_

**APPENDIX H**  
**Orleans Parish School Board**  
**3520 General DeGaulle Drive**  
**New Orleans, LA 70114**

**High Stakes Override Parent Consent Form**

It is my understanding that my child has met requirements to be promoted under the guidelines of the High Stakes Testing Policy Override. The final requirement is parental consent.

**Decision of Acceptance**

I, \_\_\_\_\_ give consent to \_\_\_\_\_  
Parent's/Guardian's Name School's Name

to promote my child, \_\_\_\_\_ as outlined in the SBLC/SA Team  
recommendation.

\_\_\_\_\_  
Parent's/Guardian's Signature Date

**Decision of Rejection**

I, \_\_\_\_\_ do not give consent to \_\_\_\_\_  
Parent's/Guardian's Name School's Name

to promote my child, \_\_\_\_\_ as outlined in the SBLC/SA Team  
recommendation. I understand that my child will be retained in accordance with the  
guidelines of the Orleans Parish Schools Pupil Progression Plan.

\_\_\_\_\_  
Parent's/Guardian's Signature Date

**For School Use Only**

A copy of this letter must be attached to the 300R, which documents the recommendation of the SBLC/SATeam to promote or retain the above named student. Both the 300R and the original copy of this letter are permanent records and must reside in the student's cumulative folder.

Received By: \_\_\_\_\_ Date: \_\_\_\_\_

Attached to 300R and filed by: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX I

Orleans Parish School Board

3520 General DeGaulle Drive

New Orleans, LA 70114

### Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related to a High Stakes Testing Appeal

By the below listed signatures, the principal and the SBLC/SATeam members of

\_\_\_\_\_ attest to the fact that the work samples of  
School's Name

\_\_\_\_\_ exhibit that he/she has the ability to perform at the basic  
Student's Name  
level in \_\_\_\_\_, which is the subject for which the  
Appeal Subject  
appeal is being considered.

SBLC/SATeam Committee's Signatures

_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

For School Use Only

A copy of this letter must be attached to the 300R, which documents the recommendation of the SBLC/SATeam to promote or retain the above named student. Both the 300R and the original copy of this letter are permanent records and must reside in the student's cumulative folder.

Received By: \_\_\_\_\_ Date: \_\_\_\_\_

Attached to 300R and filed by: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix I

### LEAP

Non-Public School/Home Study Students

**Spring** Testing Registration Form

For Present 4<sup>th</sup> & 8<sup>th</sup> Students

School Year 2015 - 2016



#### SECTION I - VERIFICATION PROCESS:

Public School Where Student is Applying to Attend: \_\_\_\_\_

I \_\_\_\_\_ verify that the below named student has begun the application

School Admission Staff's Name

process at \_\_\_\_\_

School

#### SECTION II - STUDENT INFORMATION:

Student's Name: \_\_\_\_\_

Please Print

Student's Nonpublic School and Grade: \_\_\_\_\_ / \_\_\_\_\_

Current School or List as 'Home Study' \*\*

Current Grade

**\*\* Home Study Students must attach a copy of BESE Home Study Approval Letter to this application.**

#### SECTION III - PARENT'S INFORMATION:

Parent's/Guardian's Mailing Address: \_\_\_\_\_

Street

City, State, Zip

Parent's/Guardian's Daytime Phone Number: (\_\_\_\_) \_\_\_\_\_

#### SECTION IV - TEST FEES & REIMBURSEMENT PROCESS:

I am requesting that my child participate in the testing program indicated above. I understand that a \$25.00 money order (NO CHECKS) made payable to **Orleans Parish School Board** or a Debit Card payment must accompany this application. I further understand that I will be refunded this fee **ONLY** if:

- a) my child is enrolled as a student in a school operated by Orleans Parish School Board in the upcoming school year
- b) this registration form is accompanied by a Form W-9,

The refund will be made payable to the party whose information appears in Section III above and the reimbursement process begins after October 15<sup>th</sup> of the admission year.

#### **FOR REIMBURSEMENT**

## Appendix I

### SECTION V - REQUIREMENTS FOR TESTING:

- ✓ Bring a thesaurus and dictionary on March 18<sup>th</sup> and a calculator with new batteries on March 18<sup>th</sup> and April 8<sup>th</sup>. (Calculator restriction: No Hewlett Packard)
- ✓ Daily: Bring a 3" x 5" index card with parent's contact information including parent's name, a valid phone number where parent can be reached during testing, in case of an emergency, and notification of any special health problems (i.e. asthma)
- ✓ Current picture I.D. required daily (i.e. School I.D., LA State I.D.)
- ✓ Outside reading material is prohibited in the testing environment.

I agree that my child must adhere to the testing schedule and testing procedures established by the public school administering the test. Behavioral disruptions of any type will result in removal from the testing site and termination of the testing procedure.

### SECTION VI - STUDENTS WITH SPECIAL NEEDS:

If your child has testing accommodations outlined in an evaluation, IEP or IAP, you must provide this information to the Office of Accountability/Assessment prior to the end of LEAP test registration. The evaluation, IEP or IAP must be a living document that is current. Expired documents are no longer valid and will not be accepted as validation of the need for accommodations.

### SECTION VII – TESTING SCHEDULE:

The testing schedule is listed below. LEAP is not a timed test; therefore, the time of completion is estimated. No student will be dismissed until all materials have been collected from each student. A parent/guardian must pick up the student each day after testing. It is expected that each child be picked up within a half (1/2) hour after the assessment and returned to their regular non-public school. According to state and district policies, students cannot be left unattended at any time. If any child is not picked up after the designated hour, we are obligated to contact the authorities with that information.

#### Test Schedule

March 18, 2016	8:00 a.m. to 12:00 noon
April 7, 2016	8:00 a.m. to 12:00 noon
April 8, 2016	8:00 a.m. to 12:00 noon

### SECTION VIII – TEST SECURITY:

I understand that if my child has been identified within a testing irregularity by the Louisiana Department of Education during the spring and/or summer administration(s) of the test, I must allow my child to participate in an investigation that will be held in the Office of Accountability/Assessment of the Orleans Parish School Board System. I also understand that if my child is identified within a testing irregularity, his/her score in the identified test(s) is/are voided and my child may participate in the next administration.

**Applications received after February 7, 2016 will not be processed for the Spring 2016 administration of LEAP.**

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Signature of Parent/Guardian

---

Date

---

Relationship to Student

## Appendix Ž

# Louisiana Educational Assessment Program (LEAP)

Nonpublic School

**Summer** Testing Registration Form – Present 4<sup>th</sup> & 8<sup>th</sup>  
School Year 2015 - 2016



### SECTION I - VERIFICATION PROCESS:

Public School Where Student is Applying to Attend: \_\_\_\_\_

I \_\_\_\_\_ verify that the below named student has begun the application  
School Admission Staff's Name

process at \_\_\_\_\_  
School

### SECTION II - STUDENT INFORMATION:

Student's Name: \_\_\_\_\_  
Please Print

Student's Current Louisiana Non-Public School and Grade:  
\_\_\_\_\_  
Present School or List as 'Home Schooling' / Current Grade Level

### SECTION III - PARENT'S INFORMATION:

Parent's/Guardian's Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
Street \_\_\_\_\_  
City, State, Zip \_\_\_\_\_

Parent's/Guardian's Daytime Phone Number: (\_\_\_\_\_) \_\_\_\_\_

### SECTION IV - TEST SELECTION SECTION:

#### TESTING ONLY

- ☐ I am requesting that my child participate in the testing program indicated above. I understand that a \$25.00 money order only (NO CASH OR CHECKS) made payable to **Orleans Parish School Board** must accompany this application.

#### REMEDIATION & TESTING

- ☐ I am submitting this application to accompany the Summer POWER Remediation Registration Form. I understand that a \$100.00 money order only (NO CASH OR CHECKS) made payable to **Orleans Parish School Board** must accompany this application.

I understand that I am eligible for reimbursement of the above-mentioned fee **ONLY if:**

- my child is enrolled as a student in a school operated by Orleans Parish School Board in the upcoming year

The refund will be made payable to the party whose information appears in Section III above and the reimbursement process begins after October 15<sup>th</sup> of the admission year.

**FOR REIMBURSEMENT:** \_\_\_\_\_

## Appendix K

## SECTION V - REQUIREMENTS FOR TESTING:

- ✓ Current picture I.D. needed daily (i.e. School I.D., LA State I.D.) **STUDENTS WILL NOT BE PERMITTED TO PARTICIPATE IN TESTING WITHOUT A CURRENT PHOTO I.D.**
- ✓ Bring a calculator with new batteries on June 26-27, 2016 and a thesaurus and dictionary on June 27, 2016. (Calculator restriction: No Hewlett Packard)
- ✓ Bring a 3x5 card with parent contact information including parent's name, a valid phone number where parent can be reached in case of an emergency and notification of any special health problems (i.e. asthma)
- ✓ **NOTE:** Reading materials for reading after the test is prohibited

I agree that my child must adhere to the testing schedule and testing procedures established by the public school administering the test. Behavioral disruptions of any type will result in removal from the testing site and termination of the testing procedure.

## SECTION VI - STUDENTS WITH SPECIAL NEEDS:

If your child has testing accommodations outlined in an evaluation, IEP or IAP, you must provide this information to the Office of Accountability/Assessment at least one month prior to testing. The evaluation, IEP or IAP must be a living document that is current. Expired documents are no longer valid and will not be accepted as validation of the need for accommodations.

## SECTION VII – TESTING SCHEDULE:

The testing schedule is listed below. LEAP is not a timed test. . . . . Please ask the school test coordinator for an approximate time of completion. No student will be dismissed until all materials have been retrieved from the students. It is expected that each child is picked up within (1) hour after the assessment. According to the state and district policies, students cannot be left unattended at any time. If any child is not picked up after the designated hour, we are obligated to contact the authorities with that information.

## Schedule

June 24, 2016	Mathematics, sessions 1 & 2
June 25, 2016	Mathematics, session 3 & ELA, session 1
June 26, 2016	ELA, sessions 2, 3 & 4

## SECTION VIII- TEST SECURITY:

I understand that if my child has been identified within a testing irregularity by the Louisiana Department of Education during the spring and/or summer administration(s) of the test, I must allow my child to participate in an investigation that will be held in the Office of Accountability/Assessment of the Orleans Public School Board. I also understand that if my child is identified within a testing irregularity, his/her score in the identified test(s) is/are voided and my child may participate in the next administration.

Signature of Parent/Guardian

Date \_\_\_\_\_

Relationship to Student



## APPENDIX L

### Chapter 7. High Stakes Testing Policy

#### §701. Promotion Standard

A. A student who is a first-time fourth or eighth grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade.

1. Exceptional students participating in LEAP must be provided with accommodations as noted in the students' IEPs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010).

#### §703. Retention

A. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English language arts and mathematics components of LEAP shall be made by the LEA in accordance with the local pupil progression plan which shall include the following.

B. LEAs shall provide a fourth grade transitional program for students meeting the minimum criteria.

1. The purpose of a fourth grade transitional program is to provide a class setting to students who have demonstrated the ability to benefit from a combination of intensive fourth grade remedial work and fifth grade regular coursework. Students in the transitional program may be able to progress to the sixth grade the following year.

2. Minimum criteria for placement into a fourth grade transitional program:

a. the student must score at the *Approaching Basic/Approaching Basic* achievement level on the English language arts and mathematics components of LEAP;

b. the student must have met all requirements for promotion from the fourth grade as outlined in the local pupil progression plan; and

c. the student must participate in both the summer remediation program offered by the LEA and the summer retest.

3. Minimum criteria for promotion to the sixth grade from a fourth grade transitional program:

a. the student must be provided remediation in the subject area(s) on which the student scored below *Basic* on LEAP as well as instruction in the fifth grade curriculum;

b. the student must score a minimum of *Basic/Approaching Basic* on English language arts and math and a minimum of *Approaching Basic/Approaching Basic* on the in science and social studies on the fourth grade LEAP; and

c. the student must have met all requirements for promotion from the fifth grade as outlined in the local pupil progression plan.

C. A student who has repeated the fourth grade and who is 12 years old on or before September 30 may be promoted according to the local pupil progression plan.

D. Students who are repeating the eighth grade due to failure to achieve the passing standard on the eighth grade LEAP may take high school courses except any in a content area in which they scored *Unsatisfactory* on the eighth grade LEAP. These students may be housed on a high school campus or a middle school campus.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010).



## APPENDIX L

### §705. Supports for Students

#### A. Remediation

1. LEAs shall offer, at no cost, a minimum of 50 hours per subject of summer remediation and retest opportunities in English language arts and mathematics to students who did not take the spring LEAP tests or who failed to meet the passing standard. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

2. Students are not required to attend summer remediation to be eligible for the summer retest.

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

4. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA1), are not eligible to attend the LEAP summer remediation programs.

5. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA2), are eligible to attend LEAP summer remediation programs.

#### B. School Year Support

1. A parent/student/school compact that outlines the responsibilities of each party will be required for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the passing standard, as well as for students who were retained in grades 4 or 8.

2. In order to move students toward grade level performance, LEAs shall design and implement additional instructional strategies for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the passing standard, and for fourth and eighth grade students being retained. The purpose of the additional instructional strategies is to move the students to grade-level proficiency by providing the following:

a. focused instruction in the subject area(s) on which a student scored at the *Approaching Basic* and/or *Unsatisfactory* level on iLEAP;

b. focused remediation for those fourth and eighth grade students repeating the grade as a result of failing to achieve the passing standard in ELA and/or math on the LEAP;

c. ongoing instruction in the core subject areas using curricula based on state-level content standards and the grade-level expectations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010).

### §707. Exceptions to High Stakes Policy

A. 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 both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* level during the spring test administration); and

3. parental consent is granted.

B. U/B Waiver—Eighth Grade. The LEA may waive the state policy for eighth grade 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;

## APPENDIX L

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 both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* level during the spring test administration); and

6. parental consent is granted;

7. if a student meets the criteria for this waiver, and is promoted with an *Unsatisfactory*, the student must enroll in and pass a high school remedial course in the *Unsatisfactory* subject before enrolling in or earning Carnegie credit for English or mathematics.

C. AB/AB Waiver—Eighth Grade. After the summer retest, an LEA, through its superintendent, may consider a waiver for an eighth grade 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 following criteria are met.

1. The student has attended the LEAP summer remediation program offered by the LEA, and has taken the summer retest of the component(s) (English language arts and/or mathematics) on which the student scored *Approaching Basic* or below on the spring test.

D. Twenty Point Appeal—Fourth Grade. After the summer retest, an LEA, through its superintendent, may consider granting a waiver on behalf of individual students, provided that all of the following criteria have been met.

1. The student's highest score in English language arts and/or mathematics on either the spring or summer LEAP must fall within 20 scaled score points of the cutoff score for *Basic*.

2. The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.

3. The student must have attended the LEAP summer remediation program and have taken the LEAP retest.

4. The student must have met state-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program

5. The principal and the SBLC must review student work samples and attest that the student exhibits the ability to perform at or above the *Basic* achievement level in the subject for which the appeal is being considered.

E. LEP Waiver. Limited English Proficient (LEP) students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the fourth grade level is ineligible for a waiver at the eighth grade level.

F. 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 or unable to attend LEAP summer remediation 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 testing and/or 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 or retesting.

3. Student Eligibility/Retest Requirements

## APPENDIX L

- a. Students who meet the criteria for extenuating circumstances under the physical illness, chronic physical condition, or court-ordered custody category related to LEAP; and
- b. who are unable to participate in both the spring and the summer administration of LEAP; or
- c. who failed to achieve the passing standard on the spring administration of LEAP English language arts and mathematics tests and are unable to participate in LEAP summer retest:
  - i. shall take the Iowa Tests for grade placement within 10 school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
  - ii. must score at or above the cutoff score on the selected form of the Iowa Tests for grade placement to be promoted to the fifth or ninth grade; and
  - iii. are not eligible for a retest. These students may be eligible for the other waivers in accordance with the local pupil progression plan;
- d. students who meet the criteria for extenuating circumstances under the physical illness, chronic physical condition, or court-ordered custody category related to LEAP; and
- e. who are unable to participate in the spring testing and/or summer remediation, including the provision of remediation through hospital/home-bound instruction, are required to take the LEAP summer retest. These students may be eligible for the other waivers in accordance with the local pupil progression plan.

### G. 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.

### H. Students with Disabilities

- 1. Students with disabilities eligible under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessment, Level 1 (LAA1) or LEAP Alternate Assessment, Level 2 (LAA2), shall have promotion decisions determined by the SBLC.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2006 (September 2010).

## Chapter 9. Regulations for the Implementation of Remedial Education Programs Related to the LEAP

### §901. Preface

- A. The regulations for remedial education programs approved by BESE provide for the development of local remedial education programs by local education agencies.

## APPENDIX L

B. The DOE shall recommend for approval by the BESE only those local remedial education plans in compliance with these regulations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 33:2063 (October 2007), LR 36:2007 (September 2010).

### §903. Legal Authorization

A. R.S. 17:24.4(G) provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced LEAP tests shall receive remedial education programs that comply with regulations adopted by BESE.

B. R.S. 17:394-400 is the established legislation for the remedial education programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:394-400.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2007 (September 2010).

### §905. Definition and Purpose

A. Definition

*Remedial Education Programs*—local programs designed to assist students, including identified students with disabilities, to overcome their educational deficits identified as a result of the state's criterion-referenced testing program for grades 4 and 8 and the GEE.

B. Purpose

1. The purpose of the Louisiana Remedial Education Act is to provide supplemental funds for the delivery of supplemental remedial instruction adapted for those eligible students in the elementary and secondary schools of this state as set forth in the city and parish school board pupil progression plans. A program of remedial education shall be put into place by LEAs following regulations adopted by the DOE and approved by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction.

2. The intent of remedial educational programs is to improve student achievement in the grade appropriate skills identified as deficient on the state's criterion-referenced testing program for grades 4 and 8 and the GEE.

3. Beginning in the summer of 2006, remediation in the form of summer school shall be provided to both fourth and eighth grade students who score at the *Approaching Basic* or *Unsatisfactory* level on the LEAP English language arts and/or mathematics tests. Summer remediation shall consist of a minimum of 50 hours of instruction per subject.

4. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP science and social studies tests.

5. Remediation is recommended for fourth and eighth grade students who score at the *Approaching Basic* level on the LEAP science or social studies tests.

6. Beyond the goal of student achievement in grade appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:395; R.S. 17:396; R.S. 17:397.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 28:1189 (June 2002), LR 30:409 (March 2004), LR 31:1975 (August 2005), LR 33:2063 (October 2007), LR 36:2007 (September 2010).

### §907. Responsibilities of BESE

A. BESE shall perform the following functions in relation to the remedial education program:

1. approve as a part of the *Pupil Progression Policies and Procedures* (Bulletin 1566) the regulations for development of local remedial education programs designed to meet student deficiencies as identified through LEAP in English language arts, written composition, mathematics, social studies and science for the GEE and English language arts, mathematics, science and social studies for LEAP;

2. approve remedial education programs submitted by LEAs as a part of their local pupil progression plan;

## APPENDIX L

3. approve qualifications/certification requirements for remedial education teachers;
4. receive from the DOE an annual evaluation report on local remedial education programs that meet the requirements of R.S. 17:400(B);
5. approve the evaluation criteria developed by the DOE for determining the effectiveness of remedial education programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:398; R.S. 17:399; R.S. 17:400.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2174 (November 1999), amended LR 33:2064 (October 2007), LR 36:2008 (September 2010).

### **§909. State Funding of Remedial Education Programs**

- A. Remedial education funds shall be appropriated annually within the Minimum Foundation Program (MFP) formula.
- B. State remedial education funds shall be distributed to the parish and city school boards according to the distribution process outlined within the Minimum Foundation Program.
- C. State funds for the remedial education program shall not be used to supplant other state, local, or federal funds being used for the education of such students. A plan for coordination of all state, local and federal funds for remediation must be developed by each LEA.
- D. The use of state remedial education funds shall not result in a decrease in the use for educationally deprived children of state, local, or federal funds which, in the absence of funds under the remedial education program, have been made available for the education of such students.
- E. For funding purposes, a student receiving remediation in English language arts, mathematics, social studies and/or science, shall be counted for each area in which remediation is needed for the GEE and for English language arts and mathematics for LEAP.
- F. Students in the remedial education program are also included in the student membership count for MFP funding purposes.
- G. The remedial education program shall be coordinated with locally funded and/or federally funded remedial education programs, but shall remain as a separate remedial program.
- H. If the DOE determines through its monitoring authority that an LEA is not actually providing the type of remedial education program that was approved through its pupil progression plan or is not complying with state evaluation regulations, the DOE shall recommend appropriate action until such time as it is determined that the LEA is in compliance with its approved pupil progression plan and with state evaluation regulations.
- I. The state and local funds expended in the program shall be included in the instructional parameters for each city or parish school board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:398; R.S. 17:399.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2174 (November 1999), amended LR 33:2064 (October 2007), LR 36:2008 (September 2010).

### **§911. Criteria for State Approval**

- A. Student Eligibility
  1. Any public elementary or secondary student, including a student with a disability participating in LEAP who does not meet the performance standards established by the DOE and approved by BESE, as measured by the state criterion-referenced tests, shall be provided remedial education.
  2. The failure of students with disabilities to achieve performance standards on the state criterion-referenced tests does not qualify such students for special education extended school year programs.
- B. Teacher Qualifications
  1. Remedial teachers shall possess the appropriate certification/qualifications as required by BESE.
  2. LEAs may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. Paraprofessionals must have all of the following qualifications:

## APPENDIX L

- a. must be at least 20 years of age;
- b. must possess a high school diploma or its equivalent; and
- c. must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student.

3. LEAs may employ educators already employed as regular or special education teachers to provide remedial instruction. These educators may receive additional compensation for remedial instruction, provided the services are performed in addition to their regular duties.

### C. Program Requirements

#### 1. Student Profile

a. The Remedial Education Student Profile for the LEAP GEE, provided by the DOE shall be used by the LEA for providing remediation for each eligible student.

#### 2. Coordination with Other Programs

a. The school system shall assure that coordination and communication occur on a regular basis among all who provide instruction for a student receiving remedial instruction.

#### 3. Instruction

a. For the GEE, remediation shall be provided in English language arts, mathematics, science, and social studies. Students shall be offered 50 hours of remediation each school year in each content area they do not pass.

b. Beginning in the summer of 2006, remediation in the form of summer school shall be provided to both fourth and eighth grade students who score at the *Approaching Basic* or *Unsatisfactory* level on the LEAP English language arts and/or mathematics tests. Summer remediation shall consist of a minimum of 50 hours of instruction per subject.

c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP science, and social studies tests.

d. Remediation is recommended for fourth and eighth grade students who score at the *Approaching Basic* level on the LEAP science or social studies tests.

e. Instruction shall include but not be limited to the philosophy, the methods, and the materials included in the Louisiana Comprehensive Curriculum or local curricula that are based upon Louisiana content standards in mathematics, English language arts, science and social studies.

f. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program.

g. Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student need.

### D. Student Assessment

1. The LEAs shall develop, as part of their pupil progression plans, mastery criteria based on the Louisiana content Standards, Grade-Level Expectations (GLEs), and local curricula based on these standards and GLEs.

2. For the GEE these mastery criteria shall be used in determining the extent of student achievement in those grade appropriate skills in English language arts, written composition, mathematics, social studies, and/or science in which he/she was found deficient.

3. For LEAP, these mastery criteria shall be used in determining the extent of student achievement in those grade appropriate skills in English language arts, mathematics, science and social studies.

4. LEAs shall describe the methods used to measure student achievement of these criteria.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4; R.S. 17:395; R.S. 17:397; R.S. 17:398.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2175 (November 1999), amended LR 27:189 (February 2001), LR 30:409 (March 2004), LR 31:1975 (August 2005), LR 33:2064 (October 2007), LR 36:2008 (September 2010).

## APPENDIX L

### §913. Local Program Development and Evaluation

A. Each LEA shall develop annually a remedial education program as part of its pupil progression plan, which complies with the established regulations adopted by the DOE and approved by BESE pursuant to R.S. 17.24.4.

B. The remedial education plan shall describe all remedial instruction and proposals for program improvement. Proposals shall include a narrative that shall incorporate the following:

1. program objective;
2. student population to be served and the selection criteria to be used;
3. methodologies, materials, and/or equipment to be used in meeting the remediation needs;
4. brief description of the remedial course;
5. plan for coordination of state, federal, and local funds for remediation;
6. procedure for documenting student's and parent(s) refusal to accept remediation;
7. evaluation plan encompassing both the educational process and the growth and achievement evidenced of students.

C. The remedial program shall be based on performance objectives related to educational achievement in grade appropriate skills addressed through the statewide content standards for required subjects, and shall provide supplementary services to meet the educational needs of each participating student.

D. Each LEA shall adhere to the remedial education plan as stated in its approved pupil progression plan and shall provide services accordingly.

E. Each LEA shall include within the remedial education plan a summary of how state, federal, and local funds allocated for remediation have been coordinated to ensure effective use of such funds.

F. Each LEA shall maintain a systematic procedure for identifying students eligible for remedial education.

G. Each LEA shall offer remediation accessible to all students. Refusal to accept remediation by student and parent(s) must have written documentation signed by student and parent(s).

H. A list of all students eligible for remediation shall be maintained at the central office level with individual school lists maintained at the building level.

I. Each LEA shall participate in the evaluation of the Remedial Education Program conducted by the DOE.

J. Evaluation

1. Each LEA shall complete an annual evaluation of its program, using the approved DOE guidelines, and shall submit the evaluation report to the State Superintendent by July 15 of each year. The evaluation plan shall include specific means to examine and document:

- a. student performance;
- b. coordination with other programs;
- c. instruction.

2. The evaluation shall be conducted as described in the local evaluation plan.

K. Annually, prior to October 15, each LEA shall report to the public the results of its efforts to provide a remedial education program and the results of the monitoring review submitted by the State Superintendent.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17.24.4; R.S. 17.395; R.S. 17.397; R.S. 17.399; R.S. 17.400.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2175 (November 1999), amended LR 27:190 (February 2001), LR 36:2009 (September 2010).

**APPENDIX M**  
**Orleans Parish School Board**  
**OFFICIAL GRADE CHANGE FORM**

School \_\_\_\_\_

Student's Name: \_\_\_\_\_

Identification Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Enrolled Grade level: \_\_\_\_\_ Course Title: \_\_\_\_\_

Reason for the student receiving a grade change, attach needed documentation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date the Grade was issued: \_\_\_\_\_ Semester Grade Received: \_\_\_\_\_

Date of the grade Correction: \_\_\_\_\_ Result of the Grade Correction: \_\_\_\_\_

**Grade changes must occur within twenty (20) days of the next semester from when the original grade was issued.**

\_\_\_\_\_  
Teacher's Signature Date

\_\_\_\_\_  
Counselor's Signature Date

\_\_\_\_\_  
Data Specialist's Signature Date

\_\_\_\_\_  
Principal's Signature Date

**Please provide a copy of this document for the following:**

**Student, Teacher, Counselor, and Data Specialist**



# Orleans Parish School Board

## SUPERINTENDENT'S OFFICE

3520 General DeGaulle Drive, Suite 5055 New Orleans, Louisiana 70114

(504) 304-5660 Office (504) 379-5660 Fax



**Henderson Lewis, Jr., Ph.D., Superintendent**

May 8, 2015

Mr. David Beste  
Division of Student Standards and Assessment  
Board of Elementary and Secondary Education  
State Department of Education  
P. O. Box 94064 Capitol Station  
Baton Rouge, Louisiana 70804-9064

Mr. Beste:

The Orleans Parish School Board is in compliance with the BESE Mandate to provide Foreign Language Instruction to students in grades 4-8 at the following schools:

Bethune Elementary School (K-6)  
Ben Franklin Elementary (K-8)  
Hynes Charter School (K-8)  
Lake Forest Charter School (K-8)  
Lusher Charter School (K-8)  
Encore Charter (K-6)

McDonogh # 35 Senior High (9-12)  
McMain Senior High (7-12)  
Audubon Charter School (K-8)  
Einstein Charter School (K-8)  
McDonogh # 35 Academy (7-8)  
Mahalia Jackson (PreK-3)

Due to budgetary constraints the following schools are requesting a waiver of full implementation for the upcoming school year.

Harte Charter School (K-8)  
Bricolage Charter School (K-1)

Moton Charter School (K-8)  
Homer Plessy School (Pre-K-3)

Sincerely,

Superintendent  
Henderson Lewis, Jr. Ph. D.

*"Success is the **ONLY** OPTION!"*

**APPENDIX O**  
**□ BILINGUAL/ESL EDUCATION PROGRAMS**

- Inclusion – provides targeted instructional support from ESL teachers for a particular subject area.
- Cognitive Academic Language Learning Approach (CALLA) – combines language, content and learning strategy instruction into an ESL transitional ESL approach.

The Delivery options of these programs may be used in combination and are not mutually exclusive.

**ESL SCHOOL SITES:**

<b>Harte Charter</b>	<b>Einstein Charter</b>	<b>McMain Secondary</b>
<b>Audubon M. Charter</b>	<b>Lusher Charter</b>	<b>Warren Easton Charter</b>
<b>Lake Forest Charter</b>	<b>Franklin Elementary</b>	<b>Edna Karr Charter</b>
<b>Bethune Elementary</b>	<b>Hynes Charter</b>	<b>McDonogh #35 Academy</b>
<b>Mahalia Jackson Elementary</b>	<b>Encore Charter</b>	<b>McDonogh #35 College</b>

**LEP pupils shall be provided instructional programs, which foster their success in math, social studies and language arts. Non/Limited English Proficient Pupils will not be retained solely on the basis of lack of English proficiency and will not be placed in language dependent courses until the pupil develops a degree of proficiency in the English language that will allow him/her to access the information presented and the materials used. (English Language Learner Program Handbook regarding specific instructions for placement, grading, and promotion on LEP pupils).\***

The oral, writing, and reading portions of the IDEA Proficiency Tests, or the Language Assessment Scale (LAS), will be used to collect data needed to determine the level of English language proficiency for placement by developmental level. Tests are administered by a certified ESL teacher at the respective school site.

# APPENDIX P



Louisiana Department of  
**EDUCATION**



## Louisiana Student Residency Questionnaire Form (Form Must Be Included In School Enrollment Packet)

Date \_\_\_\_\_ District/Parish \_\_\_\_\_ School Name \_\_\_\_\_  
 Student Name \_\_\_\_\_ SSN/ID# \_\_\_\_\_  
 Male/Female \_\_\_\_\_ Date of Birth \_\_\_\_\_ Address \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ Last School Attended \_\_\_\_\_ Current Grade \_\_\_\_\_  
 Parent/Guardian/Adult Caring for Student \_\_\_\_\_ Relationship \_\_\_\_\_

*Disclaimer: This questionnaire is intended to address the McKinney-Vento Act. Your child may be eligible for additional educational services through Title I Part A, Title I Part C-Migrant, Individuals with Disabilities Education Act (IDEA) and/or Title X, Part C, Federal McKinney-Vento Assistance Act, 42 U.S.C. 11435. Eligibility can be determined by completing this questionnaire. It is illegal to knowingly make false statements on this form. If eligible, students are to be immediately enrolled in accordance with Bulletin 741, section 341.*

1. ☐ Yes ☐ No Is the student's address a temporary living arrangement? (Note: If this is a permanent living arrangement or the family owns or rents their home, sign under item 9 and submit form to school personnel.)
2. ☐ Yes ☐ No Is the temporary living arrangement due to loss of housing or economic hardship?
3. Where is the student currently living? (Check all that apply)

- ☐ In an emergency/transitional shelter. ☐ Awaiting foster care placement.  
☐ Temporarily with another family because we cannot afford or find affordable housing.  
☐ With an adult that is not a parent or legal guardian, or alone without an adult.  
☐ In a vehicle of any kind, trailer park or campground without running water/electricity, abandoned building or substandard housing.  
☐ Emergency Housing (i.e. FEMA Trailer or FEMA Rental Assistance)  
☐ In a hotel/motel. ☐ Other specific information \_\_\_\_\_

4. ☐ Yes ☐ No Does your child have a disability or receive any special education services? (Check One)
5. ☐ Yes ☐ No Does your child exhibit any behaviors that may interfere with his or her academic performance?
6. Would you like assistance with ☐ uniforms ☐ student records ☐ school supplies ☐ transportation ☐ other?  
(Describe: \_\_\_\_\_)
7. ☐ Yes ☐ No Migrant - Have you moved at any time during the past three (3) years to seek temporary or seasonal work in agriculture (including poultry processing, dairy, nursery, and timber) or fishing?
8. ☐ Yes ☐ No Does your child have siblings (brothers or sisters)? *Note: Use back of page if more space is needed.*

Name _____	School _____	Grade _____	DOB _____
Name _____	School _____	Grade _____	DOB _____
Name _____	School _____	Grade _____	DOB _____

9. The undersigned certifies that the information provided above is accurate.

Print Parent/Guardian Name/Adult Caring for Student \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

(Area Code) Phone number \_\_\_\_\_ Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Use Only ☐ Free or Reduced Price Meals Form submitted/signed ☐ Copy Placed in Student's Cumulative Record

Homeless Liaison Use Only- Check All That Apply

☐ Sheltered ☐ Doubled-Up ☐ Unsheltered/FEMA ☐ Hotel/Motel Unaccompanied Youth ☐ Yes ☐ No ☐ Awaiting Foster Care Placement

Print School Contact \_\_\_\_\_ Title \_\_\_\_\_ Signature (required) \_\_\_\_\_ Date \_\_\_\_\_ (Revised 8/2014)

Fecha \_\_\_\_\_ Distrito/Parroquia \_\_\_\_\_ Nombre de la Escuela \_\_\_\_\_  
 El Nombre del estudiante \_\_\_\_\_ # Seguro Social \_\_\_\_\_  
 Masculino/Femenina \_\_\_\_\_ Fecha de Nacimiento \_\_\_\_\_  
 Dirección de su Residencia \_\_\_\_\_ Teléfono \_\_\_\_\_  
 La Última Escuela Asistida \_\_\_\_\_ Grado Actual \_\_\_\_\_  
 Padre/Guardián/Adulto Cuidando del Estudiante \_\_\_\_\_ Relación \_\_\_\_\_

*La denegación: El propósito de este cuestionario es para cubrir el Acto de McKinney-Vento. Su niño puede tener derecho a servicios educativos adicionales por medio de Título I Parte C del Programa de Educación Migrante, Educación Individual para Individuos con discapacidades (IDEA) y/o Title X, Sección C, Ayuda Federal de McKinney-Vento, 42 U.S.C.11435. La elegibilidad puede ser determinada completando este cuestionario. Es ilegal hacer, a sabiendas, declaraciones falsas en esta forma. Si son elegibles, los estudiantes son matriculados inmediatamente de acuerdo con Boletín 741, sección 341.*

- ¿Es la dirección del estudiante un arreglo de vivienda temporal? ☐ Sí ☐ no (Nota: Si esto es un arreglo permanente o si la familia posee o alquila su casa, firme debajo de la pregunta numero 8 y entregue este formulario al personal de la escuela).
- ¿Es su vivienda temporal debido a la pérdida de su vivienda o dificultad económica? ☐ Sí ☐ no
- ¿Dónde está el estudiante viviendo actualmente? (Verifique todo que aplica)
  - ☐ Temporalmente con otra familia porque nosotros no podemos proporcionar ni podemos encontrar vivienda razonable.
  - ☐ Con un adulto que no es un padre ni guardián legal, o solo sin un adulto.
  - ☐ En un hotel/motel.
  - ☐ En un vehículo de cualquier tipo, parque de remolque o camping sin agua /electricidad, edificio abandonado o vivienda de calidad inferior.
  - ☐ Alberga de emergencia (Por ejemplo, FEMA)
  - ☐ En una emergencia/vivienda transicional
  - ☐ Otro (debe proporcionar información específica) \_\_\_\_\_
- ¿Tiene su niño una incapacidad o recibe servicios especiales de educación? (Verifique Uno) ☐ Sí ☐ No
- ¿Exhibe su niño un tipo de conducta que puede intervenir con su desempeño académico? ☐ Sí ☐ No
- ¿Quería usted ayuda con ☐ uniformes ☐ registros de estudiante ☐ materiales de escuela ☐ transporte ☐ otro? (Describa: \_\_\_\_\_)
- ¿Se ha movido en los últimos tres (3) años para buscar trabajo en cualquier campo de la agricultura (césped, la lechería, el pollo, la verdura, la fruta cítrica, u otro) o la pesca? ☐ Sí ☐ No
- ¿Tiene su niño hermanos? ☐ Sí ☐ No
 

Nombre _____	Escuela _____	Grado _____	Fecha de Nacimiento _____
Nombre _____	Escuela _____	Grado _____	Fecha de Nacimiento _____
Nombre _____	Escuela _____	Grado _____	Fecha de Nacimiento _____
Nombre _____	Escuela _____	Grado _____	Fecha de Nacimiento _____
- El abajo firmante certifica que la información proporcionada es cierta.

Imprima Nombre Padre/Guardián o Adulto Cuidando al Estudiante \_\_\_\_\_ Firma \_\_\_\_\_ Fecha \_\_\_\_\_  
 Número de Teléfono \_\_\_\_\_ Dirección Donde se Hospeda \_\_\_\_\_ Ciudad \_\_\_\_\_ Estado \_\_\_\_\_ Zip Coda \_\_\_\_\_  
**School Use Only** ☐ Free or Reduced Price Meals Form submitted/signed ☐ Referral Form completed/submitted  
**Homeless Liaison Use Only** ☐ Doubled-Up ☐ Hotel/Motel ☐ Unsheltered/FEMA ☐ Sheltered ☐ Doubled-Up/Unaccompanied Youth

Print School Contact \_\_\_\_\_ Title \_\_\_\_\_ Signature (required) \_\_\_\_\_ Date \_\_\_\_\_





## APPENDIX P



### Bảng Câu Hỏi Về Nơi Cư Trú Của Học Sinh ở Louisiana (Phải Cung Cấp Giấy này Trong Gói Ghi Danh Học)

Ngày \_\_\_\_\_ Học Khu/Hạt \_\_\_\_\_ Tên Trường \_\_\_\_\_

Tên Học Sinh \_\_\_\_\_ SSN/ID# \_\_\_\_\_

Nam/Nữ \_\_\_\_\_ Ngày Sinh \_\_\_\_\_ Địa Chỉ \_\_\_\_\_

Số Điện Thoại \_\_\_\_\_ Trường Theo Học Cuối Cùng \_\_\_\_\_  
Cấp Lớp Hiện Tại \_\_\_\_\_

Phụ Huynh/Người Giám Hộ/Người Lớn chăm sóc cho Học Sinh \_\_\_\_\_ Quan Hệ \_\_\_\_\_

Tuyên bố từ chối trách nhiệm: Bảng câu hỏi này nhằm đáp ứng Đạo Luật Hỗ Trợ McKinney-Vento. Con của quý vị có thể đủ điều kiện nhận các dịch vụ giáo dục bổ sung thông qua Khoản I Phần A, Khoản I Phần C-Người Nhập Cư, Đạo Luật Giáo Dục Người Khuyết Tật (IDEA) và/hoặc Khoản X, Phần C, Đạo Luật Hỗ Trợ McKinney-Vento của Liên Bang (Federal McKinney-Vento Assistance Act), 42 U.S.C.11435. Có thể quyết định điều kiện tham gia bằng cách điền vào bảng câu hỏi này. Việc cố tình khai báo giả trên giấy này là vi phạm pháp luật. Nếu đủ điều kiện, học sinh sẽ được ghi danh ngay lập tức tuân thủ Thông Báo 741, mục 341.

1. Có Không Địa chỉ của học sinh có phải là nơi sinh sống tạm thời hay không? (Lưu ý: Nếu đây là nơi sinh sống dài hạn hoặc gia đình sở hữu hay thuê nhà, hãy ký ở mục 9 và nộp lại giấy này cho nhân viên nhà trường.)
2. Có Không Nơi sinh sống tạm thời là do mất nhà hay khó khăn kinh tế?
3. Học sinh này hiện đang sống ở đâu? (Chọn tất cả các câu phù hợp)
4. Có Không Con quý vị có bị khuyết tật hay nhận được bất kỳ dịch vụ giáo dục đặc biệt nào hay không? (Chọn Một Chỗ)
5. Có Không Con của quý vị có biểu hiện bất kỳ hành vi nào có thể ảnh hưởng đến kết quả học tập của em hay không?
6. Quý vị có muốn nhận dịch vụ hỗ trợ về đồng phục học bạ đồ dùng học tập phương tiện đưa đón khác hay không \_\_\_\_\_ (Mô tả: \_\_\_\_\_)
7. Có Không Người nhập cư - Quý vị có từng chuyển nhà vào bất kỳ lúc nào trong ba (3) năm vừa qua để tìm kiếm công việc tạm thời hoặc theo mùa vụ trong ngành nông nghiệp (bao gồm chế biến gia cầm, sản phẩm sữa, vườn ươm, và lâm nghiệp) hoặc ngư nghiệp hay không?

## APPENDIX P

8. Có Không Con của quý vị có anh chị em hay không?
9. Người ký tên bên dưới xác nhận rằng thông tin bên trên là chính xác.

---

Tên Viết In của Phụ Huynh/Người Giám Hộ/Người Lớn Chăm Sóc Cho Học Sinh Chữ Ký Ngày

---

(Mã Khu Vực) Số Điện Thoại Địa Chỉ Đường Thành Phố Tiểu Bang Mã Zip

Chỉ Dành Cho Nhà Trường Sử Dụng ? Giấy Đăng Ký Bữa Ăn Miễn Phí hoặc Giảm Giá đã nộp/ký ?  
Bản Sao Được Lưu Vào Hồ Sơ Tích Lũy Của Học Sinh

Chỉ Dành Cho Liên Lạc Viên Với Người Vô Gia Cư Sử Dụng - Chọn Tất Cả Những Chỗ Phù Hợp

Có Nơi Trú Ẩn (Sheltered) Ở Chung Nhà (Doubled-Up) Không Có Nơi Trú Ẩn  
(Unsheltered)/FEMA Khách Sạn/Nhà Nghỉ Thanh thiếu niên không có người đi kèm Có  
Không

---

Tên Viết In của Người Liên Hệ của Nhà Trường Chức Danh Chữ Ký (bắt buộc) Ngày  
(Chỉnh sửa 3/2010)

Trong một cơ sở trú ẩn khẩn cấp/chuyển tiếp.

Tạm thời với một gia đình khác vì chúng tôi không đủ tiền mua nhà hoặc không tìm được nhà vừa túi tiền.

Có một người lớn không phải cha mẹ hoặc người giám hộ hợp pháp, hoặc một mình không có người lớn.

Trong một chiếc xe dưới bất kỳ hình thức nào, xe moóc hoặc khu cắm trại không có nước máy/điện, tòa nhà bị bỏ hoang hoặc nhà ở dưới tiêu chuẩn.

Nhà Ở Khẩn Cấp (ví dụ như Xe Moóc FEMA hoặc Trại Cấp Thuê Nhà FEMA)

Trong một khách sạn/nhà nghỉ. ? Thông tin cụ thể khác \_\_\_\_\_

---

Tên _____	Cấp lớp _____	Tên _____	Cấp lớp _____
Tên _____	Cấp lớp _____	Tên _____	Cấp lớp _____
Tên _____	Cấp lớp _____	Tên _____	Cấp lớp _____





# APPENDIX Q

## Louisiana Department of EDUCATION

### TITLE X, PART C

### MCKINNEY-VENTO CONFIDENTIAL REFERRAL FORM

Louisiana School District \_\_\_\_\_

Date \_\_\_\_\_ Not In School \_\_\_\_\_

Student \_\_\_\_\_ (M/F) Parent/Guardian \_\_\_\_\_ Race \_\_\_\_\_

School \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Special Ed: Yes \_\_\_\_\_ No \_\_\_\_\_

S.S.# or I.D.# \_\_\_\_\_ D.O.B. \_\_\_\_\_ Phone Number \_\_\_\_\_

Temporary Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Referring Person \_\_\_\_\_ Position \_\_\_\_\_

Reason for referral: Problems listed below often prevent homeless children and youth from attending school. Please check the areas of concern which apply to the student identified above.

\_\_\_ School of origin: Yes ☐ No ☐

\_\_\_ Student lacks a permanent residence

\_\_\_ Student is unable to pay school fees

Immunizations are needed

Birth certificate is needed

\_\_\_ Excessive absences are a problem

Lacks academic records and/or documentation

\_\_\_ Academic problems indicate a need for tutoring

\_\_\_ School supplies are needed

\_\_\_ Transportation to school is a problem

\_\_\_ Student/family needs assistance accessing community resources

\_\_\_ Behavior indicates a need for mental health counseling

\_\_\_ School clothes are needed (Sizes: Shirt \_\_\_\_\_ Pants \_\_\_\_\_ Shoes \_\_\_\_\_ Other \_\_\_\_\_)

Free lunch form needed

\_\_\_ Health problems are indicated

\_\_\_ Need Health Insurance (LA CHIP/Medical Card)

\_\_\_ Guardianship is a problem

\_\_\_ IDEA (gifted, talented, disabilities) services needed

LEP/ESL services needed

\_\_\_ Migrant services needed

\_\_\_ Need SNAP benefits (food stamps)

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

Other children in home: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

School Personnel Signature

Date

Homeless Liaison's Signature

Date

\*LIAISON'S SIGNATURE INDICATES STUDENT(S) MEET TITLE X, PART C REQUIREMENTS

☐ Copy sent to District Homeless Liaison

☐ Copy Placed in Student's Cumulative Record

Check all that apply:

☐ Sheltered (1)

☐ Doubled-Up (2)

☐ Unsheltered/FEMA (3)

☐ Hotel/Motel (4)

☐ Awaiting Foster Care Placement

Unaccompanied Youth: Yes ☐ No ☐

☐ 01 - Mortgage Foreclosure

☐ 02 - Flooding

☐ 03 - Hurricane

☐ 04 - Tropical Storm

☐ 05 - Tornado

☐ 06 - Wildfire or Fire

☐ 07 - Man-made Disaster (Major)

☐ 99 - Other: i.e., lack of affordable housing, long-term poverty, Unemployment or underemployment, lack of affordable, health care, mental illness, domestic violence, forced eviction, etc.

**APPENDIX R**  
**HIGH STAKES TESTING WAIVER**  
**FOR**  
**LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**



Date \_\_\_\_\_

School Site Granting the Waiver: \_\_\_\_\_

This waiver is being requested for: ☐ Grade 4 ☐ Grade 8 (*Select One*)

Student's Name: \_\_\_\_\_ DOB \_\_\_\_\_

Gender: \_\_\_\_\_ ☐ Male ☐ Female

Ethnicity \_\_\_\_\_

I \_\_\_\_\_ confirm that the grade 4 student above has met the criteria necessary to  
Receive the LEP waiver:

- Participated in statewide assessment during the spring administration

**OR**

I \_\_\_\_\_ confirm that the grade 8 student above has met the criteria necessary to  
receive the LEP waiver:

- Participated in statewide assessment during the spring administration; and
- Did not receive a waiver in grade 4 (Check the students cumulative folder for evidence of a grade 4 LEP waiver.)

Signatures:

\_\_\_\_\_  
School Building Level Committee Chair

\_\_\_\_\_  
Primary ESL Teacher

\_\_\_\_\_  
Principal

**Please note:** The Primary ESL Teacher must be included as a member of the SBLC for LEP students. In addition to this form, Appendix E must also be completed. Five (5) copies of these documents, appendices E & T, must be disseminated as follows: one set must be retained with the student's cumulative folder, one copy is to be retained with the SATeam Files, one copy is to be given to the social worker/counselor, one copy is to be given to the parent, and the final copy is to be hand-carried to the Office of Accountability/Assessment.



## LEP ACCOMMODATIONS CHECKLIST

Name: \_\_\_\_\_ I.D. \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher \_\_\_\_\_  
 District: \_\_\_\_\_

### I. ACCOMMODATIONS AND MODIFICATIONS NEEDED IN THE REGULAR CLASSROOM

To be completed by English as a Second Language (ESL) School Building Level Committee (SBLC) and communicated to all teachers for classroom implementation.

<input type="checkbox"/>	None
<input type="checkbox"/>	Bilingual dictionary/electronic translator allowed at all times
<input type="checkbox"/>	Color overlay (visual aid)
<input type="checkbox"/>	Compositions and written assignments sometimes accepted in native language
<input type="checkbox"/>	Cooperative learning/peer assistance
<input type="checkbox"/>	Extended time for tests and assignments
<input type="checkbox"/>	Increased hands-on activities
<input type="checkbox"/>	Line reader (visual aid)
<input type="checkbox"/>	Magnification (visual aid)
<input type="checkbox"/>	Modified/shortened tests
<input type="checkbox"/>	Native language reading material sometimes allowed
<input type="checkbox"/>	Noise buffer (audio aid)
<input type="checkbox"/>	Peer assistance for note taking
<input type="checkbox"/>	Photocopied notes/study guide
<input type="checkbox"/>	Preferential seating
<input type="checkbox"/>	Reduced paper/pencil tasks
<input type="checkbox"/>	Repeated directions
<input type="checkbox"/>	Shortened, modified, fewer, or taped assignments
<input type="checkbox"/>	Specialized equipment or furniture
<input type="checkbox"/>	Spelling deductions discounted
<input type="checkbox"/>	Taped textbooks/novels
<input type="checkbox"/>	Tests read aloud (All Content Areas except English Language Arts)
<input type="checkbox"/>	Tests read aloud (All Content Areas except Reading Comprehension)
<input type="checkbox"/>	Other:

### II. ACCOMMODATIONS NEEDED FOR STATEWIDE ASSESSMENTS (PARCC, LEAP, iLEAP, EOC)

To be completed by English as a Second Language (ESL) School Building Level Committee (SBLC) prior to testing and to be submitted to School Test Coordinator. Testing accommodations can only be provided on statewide assessments if they are used routinely in classroom instruction and assessment. These accommodations should be coded in the LEP Test Accommodations field on the answer document if used during testing.

<input type="checkbox"/>	None
<input type="checkbox"/>	Color overlay (visual aid)
<input type="checkbox"/>	Directions in Native Language
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Individual administration
<input type="checkbox"/>	Line reader (visual aid)
<input type="checkbox"/>	Magnification (visual aid)
<input type="checkbox"/>	Math assessment in Spanish (Grades 3-8)
<input type="checkbox"/>	Noise buffer (audio aid)
<input type="checkbox"/>	Provision of English/Native Language Word-to-Word Dictionary (no definitions)
<input type="checkbox"/>	Small group administration
<input type="checkbox"/>	Specialized equipment or furniture
<input type="checkbox"/>	Test Administered by ESL Teacher or Individual Providing Language Services
<input type="checkbox"/>	Test read aloud (except for reading comprehension) on EOC assessments
<input type="checkbox"/>	Test read aloud on Math, Science, and Social Studies assessments (grades 3-8)

**2014-2015 LEP Accommodations Form**

NOTES: \_\_\_\_\_  
\_\_\_\_\_

**III. LEP Federal Guidelines**

\_\_\_\_\_ Parent given a copy of the ELL Federal Guidelines

\*\*\*\*\*

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ESL Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SBLC Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix T

### Requirements for Graduation in 2016 & 2017

<b>LOUISIANA HIGH SCHOOL DIPLOMAS AND ENDORSEMENTS</b> <i>Beginning with the Freshmen of School Year 2008-2009 and Thereafter*</i>			
<b>Standard Diploma</b>		<b>Career/Technical Endorsement</b>	<b>Academic Endorsement</b>
<b>Core Courses</b>			
<b>BASIC CORE</b>	<b>LA CORE 4</b>	<b>LA CORE 4</b>	<b>LA CORE 4</b>
4 Units of English 4 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Journey to Careers or Education to Careers 7 Electives  Total Units: 24	4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 3 Electives  Total Units: 24	4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 3 Electives in a CTE Area of Concentration  Total Units: 24	4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 3 Electives  Total Units: 24
<b>High School Concentration</b>			
Not Required for students who entered 9 <sup>th</sup> grade before 2010. Required for Basic Core diploma for students entering 9 <sup>th</sup> grade in 2010-2011 and beyond.		Students must complete four elective primary credits in the Area of Concentration and two related elective credits, including one computer/technology course.	Students satisfy this requirement by completing the course requirements for the LA Core 4 curriculum.
<b>GEE, LAA 2 or EOC</b>			
<u>GEE or LAA2:</u> Pass English Language Arts AND Mathematics AND either Science or Social Studies component with a score of Approaching Basic  <b>OR</b>  <u>EOC:</u> Pass Algebra I or Geometry, English II or English III, Biology or American History components of EOC with a score of <b>Fair</b>		<u>GEE or LAA2:</u> Pass all four components with a score of <b>Basic</b> or above <b>OR</b> one of the following combinations with the <b>English Language Arts</b> score at <b>Basic</b> or above: <ul style="list-style-type: none"> <li>1 <b>Approaching Basic</b>, 1 <b>Mastery</b> or <b>Advanced</b>, <b>Basic</b> or above in the remaining two</li> <li>2 <b>Approaching Basic</b>, 2 <b>Mastery</b> or above</li> </ul> <b>OR</b> <u>EOC:</u> Pass Algebra I or Geometry, English II or English III, Biology or American History components of EOC with a score of <b>Good</b> or <b>Excellent</b>	<u>GEE:</u> Pass all four components with a score of <b>Basic</b> or above <b>OR</b> one of the following combinations with the <b>English Language Arts</b> score at <b>Basic</b> or above: <ul style="list-style-type: none"> <li>1 <b>Approaching Basic</b>, 1 <b>Mastery</b> or <b>Advanced</b>, <b>Basic</b> or above in the remaining two</li> <li>2 <b>Approaching Basic</b>, 2 <b>Mastery</b> or above</li> </ul> <b>OR</b> <u>EOC:</u> Pass Algebra I or Geometry, English II or English III, Biology or American History components of EOC with a score of <b>Good</b> or <b>Excellent</b>
<b>GPA/ACT</b>			
No ACT required		TOPS Opportunity GPA (2.5) ACT of 20 (or state Average)	TOPS Opportunity GPA (2.5) ACT of 23 or SAT Equivalent
<b>Other Performance Indicators</b>			
None		<ul style="list-style-type: none"> <li>BESE-approved Industry-based certification; <b>OR</b> 3 Carnegie credits in a Career Technical area that articulate to a postsecondary institution;</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li>A minimum of 90 work hours of work-based learning experience; <b>OR</b> Senior Project in Area of Concentration with 20 work hours of work-based learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Senior Project <b>OR</b></li> <li>1 Carnegie unit in an AP course and attempt the AP exam <b>OR</b></li> <li>1 Carnegie unit in an International Baccalaureate (IB) course and attempt the exam <b>OR</b></li> <li>3 College hours of non-remedial, articulated credit in core area (Mathematics, Social Studies, Science, Foreign Language, or English Language Arts)</li> </ul>

\*For students who were first-time freshmen before 2008-2009, please see the Bulletin 741 excerpt later in this Appendix for Graduation Requirements.

## APPENDIX T

### LOUISIANA TUITION OPPORTUNITY FOR STUDENTS (LTOPS) Students must meet the following curriculum:

#### THE 17½ CORE CURRICULUM (Classes of 2011, 2012 and 2013)

ENGLISH	English I, II, III, IV	4 units
MATHEMATICS	Algebra I, Integrated Mathematics I, Algebra I - Parts 1 & 2 (two units), Applied Algebra 1A & 1B (two units), or Applied Mathematics I & II (two units)	1 units
	Algebra II or Integrated Mathematics II	1 unit
	Geometry, Pre-Calculus, Calculus, Functions comparable Advanced Math & statistics, Probability and Statistics, Discrete mathematics, Algebra III, Applied mathematics III, Integrated mathematics III, or AP Calculus	1 unit
SCIENCE	Biology I or II	1 unit
	Chemistry I or II or Chemistry Com	1 unit
	Earth Science, Environmental Science, Biology II, Physical Science, Chemistry II, Physics, Physics II or Physics of Technology, or AP Physics	1 unit
Additional MATH or SCIENCE	Geometry, Calculus, Advanced Math – Pre Calculus, Advanced Math – Functions & Statistics, Pre-Calculus, Probability and Statistics, Discrete Mathematics, Algebra III, Applied Mathematics III, Integrated Mathematics III, AP Calculus, Biology II, Chemistry II, Physics, Physics II, or AP Physics	1 unit
SOCIAL STUDIES	American History	1 unit
	Western Civilization, World History or World Geography or European History	1 unit
	Civics and Free Enterprise (½ unit each), Civics or AP American Government	1 unit
FINE ARTS SURVEY	or 2 units of performance courses in music, dance, or theater ( <i>can only substitute Fine Arts Survey</i> ) or 2 units of studio art ( <i>can only substitute Fine Arts Survey</i> ) or 2 units of visual art ( <i>can only substitute Fine Arts Survey</i> ) or Speech III & IV (two units) ( <i>can only substitute Fine Arts Survey</i> ) or 1 unit of an elective from among the other subjects listed in this core curriculum	1 unit
FOREIGN LANGUAGE	2 units in the same language), or American Sign Language I & II	2 units
COMPUTER	Computer Science I or II, Business Computer Applications, Computer Technology Literacy, Introduction to Business Computer Applications, or Computer Science Elective <b>or substitute</b> ( <i>The following courses can only be used to substitute for the Computer Science requirement</i> ) Word Processing, Computer Multimedia Presentations, Desktop Publishing, Web Design, Telecommunications, Computer Applications, Computer Architecture, Computer Systems/Networking I, Digital Graphics and Animation, Multimedia Productions, Webmastering, Independent Study In Technology Applications, AP Computer Science A, AP Computer Science AB, Database Design and Programming, Java Programming, Database Programming with PL/SQL Training, Digital Media I or II, Advanced Technical Drafting, or Computer Electronics I or II or ½ unit of an elective from among the other subjects listed in this core curriculum	½ unit

### AWARDS

OPPORTUNITY AWARD	PERFORMANCE AWARD	HONORS AWARD
<b>GPA 2.5</b> (computed on Core courses only)	<b>GPA 3.0</b> (computed on Core courses only)	<b>GPA 3.0</b> (computed on Core courses only)
<b>ACT:</b> Prior year state average – <b>Currently 20</b> (or SAT equivalent)	<b>ACT of 23</b> (or SAT equivalent)	<b>ACT of 27</b> (or SAT equivalent)
<b>Maximum Award Amount:</b> Tuition and certain fees*	<b>Maximum Award Amount:</b> Tuition and certain fees*, plus \$440 per year	<b>Maximum Award Amount:</b> Tuition and certain fees*, Plus \$800 per year
<b>Must enroll full time:</b> As a first-time freshman, by the first semester following the first anniversary of high school graduation		
<b>Eligible Institutions:</b> LA public & LAICU postsecondary institutions and certain cosmetology and proprietary schools		
<b>Award Limits:</b> 4 years or 8 semesters		

\*At LAICU Institutions, award amount is the weighted average of tuition for public institutions

## Appendix T

### TOPS TECH CORE CURRICULA

UNITS	COURSES
3	English I, II and III
1	English IV or Business English
1	Algebra I or Algebra I part 1 and 2 (two units); or Applied Mathematics I and II (two units)
2	Geometry, Applied Mathematics III, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Discrete Mathematics, or Probability and Statistics
1	Biology
1	Chemistry or Applied Chemistry
1	Earth Science, Environmental Science, Physical Science, Integrated Science, Biology II, Chemistry II, Physics, Physics II, or Physics for Technology
1	American History
1	World History, Western Civilization or World Geography
1	Civics and Free Enterprise (one unit combined) or Civics (one unit)
<u>Remaining courses must be selected from one of the two following options:</u>	
<b>Option 1</b> (17 Total Core Curriculum Units)	
1	Fine Arts Survey (or substitute two units of performance courses in music, dance, or theatre; or two units of visual art; or two units of studio art; or a career/technical studies course approved by BESE; or substitute one unit of an elective from among the other subjects listed in this core curriculum)
1	Foreign Language, Technical Writing, Speech I or Speech II
1	Computer education program of studies approved by BESE
<b>OR</b>	
<b>Option 2</b> (19 Total Core Curriculum Units)	
4	A career major comprised of a sequence of related specialty courses and approved for the school
1	Related or technical fields course
1	Basic Computer course

### “TOPS TECH AWARD”

STANDARD ELIGIBILITY REQUIREMENTS	TECH AWARD
High School Grade Point Average (GPA)	2.50 (GPA computed on core courses only)
TECH Core units	Option 1 – 17 Core Units Option 2 – 19 Core Units
ACT Composite Score(or SAT Equivalent)	17 or higher
Must Accept Award	As a first-time freshman, by the first semester following the first anniversary of high school graduation
Eligibility Institutions	Louisiana technical college campuses and other public postsecondary or LAICU schools that provide skill or occupational training
Maximum Award at Public Schools That Do Not Offer a Baccalaureate Degree	An amount that equals tuition
Maximum Award at Public Schools That Offer Baccalaureate Degrees and at LAICU Institutions	The average of award paid to students attending public schools that do not offer a baccalaureate degree
RENEWAL REQUIREMENTS	TECH AWARD
Cumulative GPA	2.50 end of academic year Maintain steady academic progress end of all other terms (2.00 Cumulative GPA)
Hours Earned Per Academic Year	Maintain continuous full-time enrolment, earn 24 hours or more each academic year or that required to maintain full-time standing or graduate
Award Reinstated Upon Recovery of Required GPA	Yes
Award Limits	2 years

**Appendix T**  
**Detailed Graduation Requirements**  
**from Louisiana Department Of Education BULLETIN 741**

**§2318. The College and Career Diploma**

**A. Curriculum Requirements**

1. For incoming freshmen prior to 2008-2009, the 23 units required for graduation shall include 15 required units and 8 elective units; the elective units can be earned at technical colleges as provided in §2389.
2. For incoming freshmen in 2008-2009 and beyond, the 24 units required for graduation 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, students completing the basic core curriculum must complete a career area of concentration to earn a high school diploma.
3. Beginning with incoming freshmen in 2008-2009, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.
  - a. After the student has attended high school for a minimum of two years as determined by the school, the student and the student's parent, guardian, or custodian may request that the student be exempt from completing the Louisiana Core 4 Curriculum.
  - b. The following conditions shall be satisfied for consideration of the exemption of a student from completing the Louisiana Core 4 Curriculum.
    - i. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his educational pursuit and future educational plan.
    - ii. During the meeting, the student's parent, guardian, or custodian shall determine whether the student will achieve greater educational benefits by continuing the Louisiana Core 4 Curriculum or completing the Louisiana Basic Core Curriculum.
    - iii. The student's parent, guardian, or custodian shall sign and file with the school a written statement asserting their consent to the student graduating without completing the Louisiana Core 4 Curriculum and acknowledging that one consequence of not completing the Louisiana Core 4 Curriculum may be ineligibility to enroll in into a Louisiana four-year public college or university. The statement will then be approved upon the signature of the principal or the principal's designee.
    - iv. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall jointly revise the individual graduation plan.
  - c. The student in the Louisiana Basic Core Curriculum may return to the Louisiana Core 4 Curriculum, in consultation with the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection).
  - d. After a student who is 18 years of age or older has attended high school for two years, as determined by the school, the student may request to be exempt from completing the Louisiana Core 4 Curriculum by satisfying the conditions cited in LAC 28: CXV.2318.A.3.b with the exception of the requirement for the participation of the parent, guardian, or custodian, given that the parent/guardian has been notified.

**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 may take the LAA
- 2.

## APPENDIX T

T

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 beyond, students must meet the assessment requirements below to earn a standard diploma.

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

a. The EOC test 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 LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students' final grade for the course.

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

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

d. The DOE will provide conversion charts for various grading scales used by LEAs.

4. For students with disabilities who have passed two of the three required end-of-course tests or two of the three required components of the LAA 2 and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required end-of-course test or LAA 2 component, that end-of-course test 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 end-of-course test.

5. Remediation and retake opportunities will be provided for students that do not pass the GEE or, LAA 2, or the end-of-course tests. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE or LAA 2. 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 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 8th 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 8th 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.

## C. Minimum Course Requirements

1. For incoming freshmen prior to 2008-2009, 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 Business English or Senior Applications in English.

## b. Mathematics—3 units:

- i. effective for incoming freshmen 2005-2006 to 2007-2008:

(a). all students must complete one of the following:

- (i). Algebra I (1 unit); or
- (ii). Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units); or
- (iii). Integrated Mathematics I (1 unit).

(b). The remaining unit(s) shall come from the following:

- (i). Integrated Mathematics II;
- (ii). Integrated Mathematics III;
- (iii). Geometry;
- (iv). Algebra II;
- (v). Financial Mathematics;
- (vi). Advanced Math—Pre-Calculus;
- (vii). Advanced Math—Functions and Statistics;
- (viii). Pre-Calculus\*, Calculus\*;
- (ix). Probability and Statistics\*;
- (x). Math Essentials; and
- (xi). Discrete Mathematics.

## 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\*;



## APPENDIX T

- (d). Earth Science;
- (e). Environmental Science\*;
- (f). Physics II\*;
- (g). Physics of Technology II;
- (h). Agriscience II;
- (i). an additional course from the physical science cluster; or
- (j). a locally initiated science elective;
- 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 1/2 unit of Civics\* and 1/2 unit of Free Enterprise; and
  - iii. one of the following:
    - (a). World History\*;
    - (b). World Geography\*;
    - (c). Western Civilization\*; or
    - (d). AP European History.
- e. Health Education—1/2 unit.
- f. Physical Education—1 1/2 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. Electives—8 units.
- h. Total—23 units.
- 2. For incoming freshmen in 2008-2009 and beyond 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);
    - (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; or
  - (j). 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 1/2 unit of Civics\* and 1/2 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\*;

## APPENDIX T

- (b). World Geography\*;
  - (c). Western Civilization\*; or
  - (d). AP European History.
  - e. Health Education—1/2 unit:
    - i. JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.
  - f. Physical Education—1 1/2 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. 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—124 units.

3. For incoming freshmen in 2008-2009 and beyond 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:
  - i. English I;
  - ii. English II;
  - iii. English III\*;
  - iv. English IV\*.
- b. Mathematics—4 units:
  - i. Algebra I, Applied Algebra I, or Algebra I-Pt. 2;
  - ii. Geometry or Applied Geometry;
  - iii. Algebra II;
  - iv. the remaining unit shall come from the following:
    - (a). Financial Mathematics;
    - (b). Math Essentials;
    - (c). Advanced Math—Pre-Calculus;
    - (d). Advanced Math—Functions and Statistics;
    - (e). Pre-Calculus\*;
    - (f). Calculus\*;
    - (g). Probability and Statistics\*;
    - (h). Discrete Mathematics;
    - (i). AP Calculus BC; or
    - (j). a locally initiated elective approved by BESE as a math substitute.
- c. Science—4 units:
  - i. 1 unit of Biology\*;

## APPENDIX T

- ii. 1 unit of Chemistry\*;
- iii. 2 units from the following courses:
  - (a). Physical Science;
  - (b). Integrated Science;
  - (c). Physics I\*;
  - (d). Physics of Technology I;
  - (e). Aerospace Science;
  - (f). Biology II\*;
  - (g). Chemistry II\*;
  - (h). Earth Science;
  - (i). Environmental Science;
  - (j). Physics II\*;
  - (k). Physics of Technology II;
  - (l). Agriscience II;
  - (m). Anatomy and Physiology; or
  - (n). 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;
- 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:
  - (a). Nutrition and Foods and Advanced Nutrition and Foods;
  - (b). Food Services II;
  - (c). Allied Health Services II;
  - (d). Dental Assistant II;
  - (e). Emergency Medical Technician-Basic (EMT-B);
  - (f). Health Science II;
  - (g). Medical Assistant II;
  - (h). Sports Medicine III;
  - (i). Advanced Electricity/Electronics;
  - (j). Process Technician II;
  - (k). NCCR Electrical II;
  - (l). Computer Service Technology II;
  - (m). Horticulture II;
  - (n). Networking Basics;
  - (o). Routers and Routing Basics;
  - (p). Switching Basics and Intermediate Routing;
  - (q). WAN Technologies;
  - (r). Animal Science;
  - (s). Biotechnology in Agriscience;

## APPENDIX T

- (t). Environmental Studies in Agriscience;
  - (u). Equine Science;
  - (v). Forestry;
  - (w). Horticulture;
  - (x). Small Animal Care/Management;
  - (y). Veterinary Assistant;
  - (z). Oracle Academy Course: DB Programming with PL/SQL;
  - (aa). NCCR Electrical II TE; and
  - (bb). NCCR Electricity in Agriscience.
- d. Social Studies—4 units:
- i. Civics\* (1 unit) or 1/2 unit of Civics\* and 1/2 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\*;
  - or
  - (d). AP European History.
- iv. 1 unit from the following:
  - (a). World History\*;
  - (b). World Geography\*;
  - (c). Western Civilization\*;
  - or
  - (d). AP European History;
  - (e). Law Studies;
  - (f). Psychology;
  - (g). Sociology;
  - (h). Civics (second semester—1/2 credit);
  - (i). African American Studies; or
  - (j). Economics;

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;

## APPENDIX T

- (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—1/2 unit:

- i. JROTC I and II may be used to meet the health education requirement. Refer to §2347.

f. Physical Education—1 1/2 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;

NOTE: Students may satisfy this requirement by earning half credits in two different arts 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;

## APPENDIX T

- (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.
- k. The substitutions below are allowed for students attending the New Orleans Center for Creative Arts.
  - i. NOCCA Integrated English I, II, III, and IV can be substituted for English I, II, III, and IV.
  - ii. NOCCA Integrated Mathematics I, II, and III can be substituted for Algebra I, Geometry and Algebra II.
  - iii. NOCCA Integrated Science I, II, III, and IV can be substituted for Environmental Science, Biology, Chemistry, and Physics.
  - iv. NOCCA Integrated World History I, II, III, and IV can be substituted for World Geography, World History, Civics, and U.S. History.
- 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 and beyond 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

## APPENDIX T

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	1/2
Multimedia Presentations	1/2 or 1
Web Mastering or Web Design	1/2
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	1/2
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	1/2
Digital Media I, II	1 each

### 5. Academic Endorsement

a. Graduating seniors who meet the requirements for a college and career diploma 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 shall complete an academic area of concentration. Students graduating in 2011-2012 and beyond shall complete the following curriculum requirements.

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:



## APPENDIX T

- (i). Biology\*;
- (ii). Chemistry\*;
- (iii). 1 units 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 1/2 unit of Civics\* and 1/2 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; or
- [h]. African American Studies.

- (e). Health Education—1/2 unit:

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

- (f). Physical Education—1 1/2 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 (§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 2013-2014 and beyond shall achieve a score of *Good* or *Excellent* on each of the following EOC tests:

## APPENDIX T

- (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 meet the requirements for a college and career diploma 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 and beyond 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 and beyond 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.

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.

## APPENDIX T

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; 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).

### §2319. The Career Diploma

#### A. Curriculum and Entrance Requirements

1. The 23 units required for the career diploma shall include 16 required academic credits and a sequence of 7 credits in career and technical education.

2. A student seeking to pursue a career diploma must meet one of the following conditions.

a. The student has met all the requirements for promotion to the ninth grade established by BESE and the LEA.

b. The student is at least 15 years of age or will attain the age of 15 during the next school year, scored at least the *Approaching Basic* level on the English language arts or mathematics component of the eighth grade LEAP test, and meets the criteria established by the pupil progression plan of the LEA where the student is enrolled to enter the ninth grade for the purpose of pursuing a career diploma.

i. Prior to entering the ninth grade, such student must complete a summer LEAP remediation program and take the retest in the subject area of any component of the eighth grade LEAP test on which the student scores at the *Unsatisfactory* level. Any such student who fails to satisfactorily complete the LEAP summer remediation program or who scores *Unsatisfactory* on the mathematics or English language arts component of the eighth grade LEAP shall be required to successfully complete a remedial course for elective credit in the subject area of the component of the eighth grade LEAP test on which they scored at the *Unsatisfactory* level before pursuing other courses in the content area.

ii. The student must have achieved a minimum cumulative grade point average of 1.5 on a 4.0 scale for course work required for completion of the eighth grade.

iii. Acceptable Attendance Standards. Students must meet the state minimum attendance requirements to be eligible to receive grades.

iv. Acceptable Behavior Standards. Students must meet the behavior requirements in the pupil progression plan.

v. A student must participate in a dropout prevention and mentoring program approved by the BESE during his/her first year in high school. Acceptable programs include research based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit a proven effective, research-based dropout prevention and mentoring program other than the two listed above to the DOE for approval by BESE. All programs must include the following components:

(a). an academic catch up component to address all the area(s) of student deficiency;

(b). an adult mentoring component with an emphasis on workforce awareness and readiness;

(c). a work awareness and work readiness skills component;

(d). a work-based learning component such as job shadowing/job exploration/paid internships.

3. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the career diploma participation form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form acknowledging that appropriate counseling has taken place.

#### B. Assessment Requirements

## APPENDIX T

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 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 beyond, students must meet the assessment requirements below to earn a standard diploma.

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

a. The EOC test 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 LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students' final grade for the course.

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

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

d. The DOE will provide conversion charts for various grading scales used by LEAs.

4. For students with disabilities who have passed two of the three required end-of-course tests or two of the three required components of the LAA 2 and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required end-of-course test or LAA 2 component, that end-of-course test 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 end-of-course test.

5. Remediation and retake opportunities will be provided for students that do not pass the GEE or, LAA 2, or the end-of-course tests. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE or LAA 2. 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 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.

## APPENDIX T

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, 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.

### C. Minimum Course Requirements

1. The minimum course requirements for a career diploma shall be the following.

a. English—4 units:

- i. English I;
- ii. English II;
- iii. the remaining units shall come from the following:
  - (a). Technical Reading and Writing;
  - (b). Business English;
  - (c). Business Communications;
  - (d). Using Research in Careers (1/2 credit);
  - (e). American Literature (1/2 credit);
  - (f). Film in America (1/2 credit);
  - (g). English III;
  - (h). English IV;
  - (i). Senior Applications in English; or
  - (j). a course developed by the LEA and approved by BESE.

b. Mathematics—4 units:

- i. Algebra I (1 unit), Applied Algebra I (1 unit), or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units);
- ii. The remaining units shall come from the following:
  - (a). Geometry or Applied Geometry;
  - (b). Technical Math;
  - (c). Medical Math;
  - (d). Applications in Statistics and Probability;
  - (e). Financial Math;
  - (f). Math Essentials;
  - (g). Algebra II;
  - (h). Advanced Math—Pre-Calculus;
  - (i). Discrete Mathematics; or
  - (j). course(s) developed by the LEA and approved by BESE.

c. Science—3 units:

- i. 1 unit of Biology;

## APPENDIX T

- ii. 1 unit from the following physical science cluster:
  - (a). Physical Science;
  - (b). Integrated Science;
  - (c). Chemistry I;
  - (d). ChemCom;
  - (e). Physics I;
  - (f). Physics of Technology I;
- iii. 1 unit from the following courses:
  - (a). Food Science;
  - (b). Forensic Science;
  - (c). Allied Health Science;
  - (d). Basic Body Structure and Function;
  - (e). Basic Physics with Applications;
  - (f). Aerospace Science;
  - (g). Earth Science;
  - (h). Agriscience II;
  - (i). Physics of Technology II;
  - (j). Environmental Science;
  - (k). Anatomy and Physiology;
  - (l). Animal Science;
  - (m). Biotechnology in Agriculture;
  - (n). Environmental Studies in Agriculture;
  - (o). Health Science II;
  - (p). EMT—Basic;
  - (q). an additional course from the physical science cluster; or
  - (r). course(s) developed by the LEA and approved by BESE;
- 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 1/2 unit of Civics and 1/2 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. one of the following. The remaining unit shall come from the following:
  - (a). Child Psychology and Parenthood Education;
  - (b). Law Studies;
  - (c). Psychology;
  - (d). Sociology;
  - (e). World History;
  - (f). World Geography;

## APPENDIX T

- (g). Western Civilization;
- (h). Economics;
- (i). American Government;
- (j). African American Studies; or
- (k). a course developed by the LEA and approved by BESE.

e. Health Education—1/2 unit:

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

f. Physical Education—1 1/2 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. Career and Technical Education—7 credits:

- i. Education for Careers, ~~or~~ Journey to Careers, or

JAG; ii. six credits required for a career area of

concentration. h. Total—23 units.

2. 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 applications 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 & Animation	1/2
Multimedia Presentations	1/2 or 1
Web Mastering or Web Design	1/2
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	1/2
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	1/2
Digital Media I, II	1 each

3. 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 at the ninth grade level or higher.

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.

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 35:1230 (July 2009), LR 35:1876 (September 2009), LR 35:2321 (November 2009), LR 35:2750 (December 2009), LR 36:1490 (July 2010), LR 37:548 (February 2011), LR 37:1130 (April 2011), LR 37:2130 (July 2011), LR 37:3197 (November 2011), LR 38:761 (March 2012), LR 38:1005 (April 2012)

# APPENDIX U Graduation Requirements Class of 2018 and Beyond

## TOPS University Diploma Requirements

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

Units	Courses
<b>ENGLISH = 4 Units</b>	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
1 Unit from the following:	English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance
<b>MATH = 4 Units</b>	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, IB® Math Studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and Statistics, AP® Statistics, IB® Mathematics SL, or IB® Mathematics HL
<b>SCIENCE = 4 Units</b>	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; AP® Environmental Science or IB® Environmental Systems; Physical Science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; Physics I, or IB® Physics I; one of AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, or IB® Physics II AP® Physics I, AP® Physics II; one of Biology II, AP® Biology, IB® Biology I, or IB® Biology II
<b>SOCIAL STUDIES = 4 Units</b>	
1 Unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 Unit from the following:	Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics
2 Units from the following:	One of Western Civilization, European History, or AP® European History; one of World Geography, AP® Human Geography, or IB® Geography; World History or AP® World History; IB® History of the Americas II; Government, Economics; AP® Macroeconomics; AP® Microeconomics; or IB® Economics



## Appendix U Graduation Requirements Class of 2018 and Beyond

Units	Courses
<b>FOREIGN LANGUAGE = 2 Units</b>	
Foreign Language, both units in the same language, which may include the following:	American Sign Language I, II, III, IV; B <sup>®</sup> Language ab initio: Arabic, IB <sup>®</sup> Language B: Arabic; AP <sup>®</sup> French Language and Culture, IB <sup>®</sup> Language ab initio: French, IB <sup>®</sup> Language B: French, French III, French IV; AP <sup>®</sup> German Language and Culture, IB <sup>®</sup> Language ab initio: German, IB <sup>®</sup> Language B: German, German III, German IV; AP <sup>®</sup> Latin, IB <sup>®</sup> Classical Language, Latin III, Latin IV; AP <sup>®</sup> Spanish Language and Culture, IB <sup>®</sup> Language ab initio: Spanish, IB <sup>®</sup> Language B: Spanish, Spanish III, Spanish IV; AP <sup>®</sup> Chinese Language and Culture, IB <sup>®</sup> Language ab initio: Chinese, or IB <sup>®</sup> Language B: Chinese, Chinese III, Chinese IV; AP <sup>®</sup> Italian Language and Culture, IB <sup>®</sup> Language ab initio: Italian, IB <sup>®</sup> Language B: Italian, Italian III, Italian IV; AP <sup>®</sup> Japanese Language and Culture, IB <sup>®</sup> Language an initio: Japanese, IB <sup>®</sup> Language B: Japanese, Japanese III, Japanese IV
<b>ART = 1 Unit</b>	
1 Unit from the following:	Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting
<b>Health/Physical Education = 2 Units</b> (JROTC may be substituted for PE.)	
1 Unit from the following:	Physical Education I
½ Unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ Unit from the following:	Health Education (JROTC I and II may be used to meet the Health Ed)
<b>ELECTIVES = 3 Units</b>	Electives
<b>Total Units = 24</b>	

The graduation requirements for incoming freshmen from 2008-2009 through 2013-2014 can be found in section §2318 and §2319 within Bulletin 741: <http://bese.louisiana.gov/documents-resources/policies-bulletins>.

Note: For more information on course equivalents, course codes, and weighted GPA designation, [click here](#).

