

2022-2023 Pupil Progression Plan

Local Education Agency:



East Baton Rouge Parish School System

Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In March 2022, BESE approved, as a Notice of Intent, [revisions](#) to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

Every child entering public school kindergarten for the first time shall be given the Desired Results Developmental Profile-Kindergarten (DRDP-K). The test will be administered the first 30 days of school and the results must be reported to LDOE by September 30 each year (additional administrations are optional). The results of this screening shall be used for planning instruction to meet the identified needs of the children and to give extra support where needed. The parent or guardian of each child shall be advised of the results of the child's performance on the tests.

All kindergarten and grade one students are administered DIBELS 8th Edition at least once during the year to monitor reading. The screening must be conducted the first 30 days of school and data must be reported to LDOE by September 30.

There is no policy on early entrance into kindergarten for students identified as gifted. However, students who are evaluated and identified as gifted attend the gifted classes at schools specified by the parish school system.

Children who are entering first grade (age 6 by September 30) and have not attended a state approved kindergarten program will be administered DIBELS 8th Edition (Dynamic Indicators for Basic Early Literacy Skills). This test measures letter naming fluency, phoneme segmentation fluency, nonsense word fluency. Grade specific, DIBELS 8th Edition benchmark goals shall serve as the academic readiness criteria for screened students. All final placement decisions shall be made by the SBLC utilizing all available data points. All K-3 DIBELS 8th Edition and DRDPK screeners shall be administered as formative assessments to inform placement and instruction; therefore, no student shall receive a grade for DIBELS 8th Edition or DRDPK assessments

II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

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

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

Promotion Policies for Kindergarten – Grade 5

To be promoted in grades K through 5, a student must meet the following criteria:

- A student must earn four quality points in order to pass a core subject (when totaling the combined quality points earned during all four of the nine week grading periods). A student may not pass an individual core subject if an "F" is earned in both 3rd and 4th nine weeks in the same subject.
- For promotion purposes, a student must meet the passing standard in both reading* and math (an annual average of 1 quality point must be earned).
- In addition to the reading and math requirement, students in grades 1-5 must pass two other subjects if reading and ELA are taught as two independent, graded subjects. If reading and ELA are combined into one course, students must pass either science or social studies.
- A performance level of on or above grade level in reading* and math is required. The term grade level refers to the grade placement with respect to skills as indicated according to adopted textbooks, district approved curriculum aligned to state standards as grade appropriate for each grade level.
- Students are expected to score "Basic" in at least two core academic subjects, including ELA, math, science and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 5th grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC waiver process.
- Parents must be given a review of their child's progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

*Beginning in the 2018-2019 school year, schools will double block or integrate reading into an extended English Language Arts (ELA) block inclusive of the instructional minutes for both subjects. One grade will be given for the combined course. The overall grade earned for ELA will be substituted for reading in the aforementioned requirements. (Approval from the school's Executive Director is required for schools who request to not participate in the integrated ELA block). District authorized charter schools shall have autonomy in the area of blocking ELA and reading core content subjects in accordance with their board approved applications and contracts. Charter school leadership must notify the district of their course configuration on or before August 1st each year and notify parents in their school handbooks if an alternative configuration is implemented.

In grades K-3, literacy data should be reviewed to identify students who score below level on the district's literacy assessments. For identified students, each school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:

- Provide information on activities that can be done at home to support the student's literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as not meeting grade level benchmarks.

The district will follow the policy and procedure regarding literacy support for students in grades K-3 as outlined in the PPP Guidance document provided by the Louisiana Department of Education found as an appendix to this document.

The Progress Reports and report cards for grade K will be marked with the symbols O, S, NI and U.

Grading Scale for Kindergarten	
Grade	Percentage
O (Outstanding)	100-93
S (Satisfactory Work)	92-80
NI (Needs Improvement)	79-67
U (Unsatisfactory Work)	66-0

Non-Core, Non Academic Ancillary classes such as music, physical education, art, foreign language and computer courses also utilize the Kindergarten grading scale.

The following scale shall be used to calculate quality points for promotion purposes:

Kindergarten Grading Scale Quality Point Conversion		
Grade	Percentage	Quality Points
O	100-93	4
S	92-85	3
S	84-80	2
NI	79-67	1
U	66-0	0

The Grading Scale for Achievement for core academic courses in Grades 1-5 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

*As per Bulletin 741 §2302 Uniform Grading Policy, all LEAs shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

District approved Montessori classes in Montessori schools shall utilize the following grading scale:

Grading Scale for Montessori K - 5	
Grade	Percentage
O (Outstanding Performance)	100-93
S (Satisfactory Work)	92-80
NI (Needs Improvement)	79-67
U (Unsatisfactory Work)	66-0

The teacher who has been responsible for instruction for at least 23 days of a reporting period marks a student's Report Card. The principal has the final determination for the teacher of record.

Beginning in the 2018-2019 school year and beyond, the following shall apply to middle school (Grades 6, 7, 8) promotion, grade placement and grading:

To satisfy promotion requirements, students must meet state attendance requirements by attending a minimum of 167 days. Students (6, 7 & 8) must also meet local course requirements using either final grades calculation or semester grades calculated as follows:

Schedule	Passing Grades (using semester grades)
5-Period Schedule	7 of 10
6-Period Schedule	9 of 12
7-Period Schedule	11 of 14
8-Period Schedule	13 of 16
9 Period Schedule	15 of 18
10 Period Schedule	17 of 20
11 Period Schedule	19 of 22
Moves between schools that use 7-Period and 8-Period	12 of 15
Moves between schools that use 7-Period and 9-Period	13 of 16
Moves between schools that use 8-Period and 9-Period	14 of 17

The school may convene an SBLC to determine promotion for students who fail to earn enough semester grades for promotion.

Middle School Semester and Final Grade Calculation

Courses in grades 6, 7, and 8 are assigned final grades in 9-week grading periods. Each nine week grade earns quality points based on the chart below:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

Quality points of each nine weeks in a semester will be averaged together to determine and assign a semester grade. The scale for using quality points to determine letter grades is defined below:

Grade	Quality Points
A	3.5 - 4.0
B	2.5 - 3.49
C	1.5 - 2.49
D	1.0 - 1.49
F	0 - 0.99

In the event that a student earns an F and a D during the two nine weeks in a semester grading period and the D was earned in the 2nd or 4th 9 weeks, a D will be assigned as the final semester grade.

In the event that a student is only enrolled in a school for one nine-week grading period in a semester, the school principal will have the option to determine and assign semester grades based on the 9-week grading period for which the student was enrolled and received grades. In order for a school to assign a semester grade, the student must be enrolled in a class for 52 school calendar days of the semester.

******The school administration must check report cards immediately upon receiving them. If the promotion status has not been determined, the administration must make the determination and inform parents prior to opening of summer school.

6th-8th grade students operating on a 4x4 block schedule as a part of a combination school will earn a single final semester grade at each 9 weeks period/Quarter. Students will earn semester grades for fall courses at the 1st and 2nd Quarters and will earn semester grades for spring courses at the 3rd and 4th Quarters. Promotion will be determined based on a 16-grade schedule using the chart located on pages 12-13.

The Grading Scale for Achievement in Grades 6-8 is as follows:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

*As per Bulletin 741 §2302 Uniform Grading Policy, all LEAs shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

The SBLC will make recommendations about Special Education students using the adopted policies of the LSBESE and the student.

For all subjects receiving letter grades in Grades 1-8 inclusive of middle students earning high school credit, a minimum of one grade shall be recorded in the grade book for each week of instruction during that specific grading period. (i.e. There should be a minimum of nine recorded grades during a nine week grading period).

All final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams (non-state mandated assessments) in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing a week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

Promotion via SBLC and/ or Retention

A meeting of the SBLC shall occur when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grades. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC conference. Once any member of the team has requested the SBLC, it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. No later than the beginning of the last day of January for any given school year, parents shall be notified in writing that their elementary or middle school child's promotion is in jeopardy. Note: A review of placement may be requested at any time by any member of the SBLC.

The number of times a student may be retained in each grade or level is as follows:

- A student should not be retained more than one time for failure to meet academic requirements in grades K-5. *
- A student should not be retained more than one time for failure to meet academic requirements in grades 6-8. *

*After an initial retention and in the event that a second retention is warranted, a *System Level Committee* is required where the school's Executive Director and designee from appropriate instructional support departments shall become part of the SBLC process.

Local retention policy does not supersede state accountability and high stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. '84, the state requirements take precedence.

Promotion via Alternative Pathways or April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. 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. IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- include an intensive instructional program;
- provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
- and identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

(Note: Refer to Bulletin 1530 § 403)

To access the April Dunn Act Guidebook for Promotion, please click [here](#).

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual plan.

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

Third grade students shall be promoted or retained utilizing the same criteria as all other 1-5 grade elementary students as outlined in the previous sections of this document. Additionally, they should be afforded the same literacy supports detailed in both this section and the previous section of this document regarding K-2 and grades 4 and 5 students.

Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template that meets all criteria as identified by the Louisiana Department of Education and/ or template provided by the district and/or Louisiana Department of Education. Participants shall meet to review progress at least once more before the next administration of the LEAP assessment.
- As part of this process and the developed plan, the student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS) by school level staff.
- In accordance with the developed plan, the student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- The district policy and procedure pertaining to the development of the individual student literacy plan is in accordance with the steps and resources outlined in the Louisiana Department of Education’s PPP Guidance document found as an appendix to this document to ensure the following: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that

include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan. The criteria for promotion/retention of students in grade 3 shall be the same as all other students in elementary grades 1-5.
- A student's individual literacy plan shall be reviewed a minimum of annually, and it should continue to be in effect until such time as the student achieves score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

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

Beginning in the 2017-2018 school year and each year thereafter, fourth grade students must meet the academic criteria outlined in the previous section (K-5 promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score “Basic” in at least two core academic subjects including ELA, math, science and social studies. For these academically struggling students, promotion decisions will be made according to a preponderance of evidence including but not limited to any of the following:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports including those listed below

For 4th grade students who have not met the acceptable level of performance on statewide assessments, the SBLC of that school shall make the final retention or promotion decisions based on the above criteria and shall initiate an individual academic improvement plan.

By the last day of school of each school year, academically struggling students will be identified and individual academic improvement plans will be enacted. Per Bulletin 1566, Section 701 guidelines, the plans should be reviewed with and signed by the student’s parent or legal guardian. Copies of the signed Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form and the Individual Academic Improvement Plan Template must be placed in the student’s cumulative file, reviewed annually and continue until such time as the student meets academic expectations (a score of Basic in each of the core academic subjects that initially led to the development of the student’s individual academic plan) for specific interventions and supports identified in the plan.

Plans must identify a minimum of two interventions and supports to be provided during the school year and/or during the summer. Allowable interventions and supports to be included on the Individual Academic Improvement Plan are as follows:

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

*If fourth grade LEAP scores are not available by the last day of the school year, schools should utilize the roster of third grade students who have scored below the “Basic” achievement level in at least two core

academic subjects provided by the Louisiana Department of Education to assist with making final determinations relative to students' individual academic plans.

Additional policy guidance may be found in the Louisiana Department of Education's *Fourth and Eighth Grade Promotion Policy Guidance* located in the appendix of this document.

Promotion via Alternative Pathways on April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. 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. IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
- include diagnostic information, appropriate monitoring and intervention, and other
- evaluation strategies;
- include an intensive instructional program;
- provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
- and identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

(Note: Refer to Bulletin 1530 § 403)

To access the April Dunn Act Guidebook for Promotion, please click [here](#).

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth-grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in

ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

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

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

Beginning in the 2017-2018 school year and each year thereafter, eighth grade students must meet the academic criteria outlined in the previous section (6-8 promotion) in order to be considered for promotion. Additional promotion criteria shall be considered if the student does not score at least the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the 9th grade. Students who do not meet the promotion standard after taking the 8th grade assessments may be placed on a high school campus in the transitional 9th grade. For any student who recently completed the 8th grade and is transferring into the district from another state or country, the school should convene and SBLC meeting to review the student’s academic record to determine appropriate placement in 9th grade or transitional 9th grade. Any first-time 8th grade student who does not meet the passing standard outlined above and any student not eligible for any waiver outlined in Bulletin 1566, after being offered summer remediation, may be placed on a high school campus in transitional 9th grade. Placement in a transitional 9th grade shall occur no later than October 1 of each school year. The decision to place a student in the transitional 9th grade or to retain a student in the 8th grade shall be made by the school in which the student is enrolled in 8th grade in consultation with the student’s parents. Students enrolled in transitional 9th grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient. A plan outlining such supports shall be included in the student’s individual graduation plan.

School level SBLC committees should make the decisions regarding promotion, retention and placement in the transitional 9th grade.

If there is a delay in 8th grade test scores and/or if statewide assessment results are not available on the last day of school, data sources including, but not limited to the following should be considered when making promotion and retention decisions:

- Coursework from throughout the school year
- Previous state mandated test scores
- Participation in spring/summer remediation and evidence of student work upon completion of program
- Student attendance during the regular school year, school year remediation and summer remediation
- Portfolio of LEAP like student work in the areas where the student failed to meet the promotion criteria such as district benchmark assessments, LEAP 360 assessments, EAGLE assessments and other progress monitoring measures
- Evidence from other allowable district approved interventions and supports including those listed below

Additional Policy guidance may be found on the Louisiana Department of Education’s *Fourth and Eighth Grade Promotion Policy Guidance* and *Transitional 9th grade Promotion Policy Guidance Document* located in the appendix of this document to address the following areas:

- Identification of Students

- Placement of Non-Proficient Students
- Plan for Student Support
- Curriculum Selection and Student Scheduling
- Counselor Tools and Supports
- Inclusion in Graduation Cohort and Dropout Credit Accumulation Index Implications
- LEAP 2025 High School EOC requirements

All final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing one week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

Promotion via Alternative Pathways or April Dunn Act

For a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion, the IEP team shall determine promotion to the next grade level. 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.

IEP teams of students in third grade up to middle school may convene, and review the eligibility requirements for promotion via the April Dunn Act to decide if the student will be promoted to the next grade level. The IEP team will develop rigorous educational goals, among others, to address achievement gap.

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

- identify rigorous educational goals for the student;
 - include diagnostic information, appropriate monitoring and intervention, and other
 - evaluation strategies;
 - include an intensive instructional program;
 - provide innovative methods to promote the student's advancement including flexible
 - scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
 - identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.
- (Note: Refer to Bulletin 1530 § 403)

To access the April Dunn Act Guidebook for Promotion, please click [here](#).

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.

3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

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

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.

- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

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

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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

LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12 are as follows:

Students must complete the minimum of 23 or 24 Carnegie units of credit (See Appendix.) A student who entered the ninth grade during the 1999-2000 school year and thereafter and who transferred to a Louisiana public school at or below the ninth grade shall take and pass the English Language Arts and Mathematics sections and either the Science or the Social Studies test of the Graduation Exit Exam (GEE21). Prior to 2013-2014 school year, a student who is eligible for the Louisiana Alternate Assessment, Level 2 (LAA2) through an active IEP should take and pass the English Language Arts, Mathematics, and either Science or Social Studies tests to earn a high school diploma. A student who entered the ninth grade during the 2010-2011 school year and thereafter is required to score at the Fair achievement level or higher on the End-of-Course tests (see High School Graduation requirements.) Students entering high school prior to 2017-2018 shall take the following 5 Achievement Level tests: LEAP 2025 English II, LEAP 2025 Algebra and Geometry as well as the following 4 Achievement Level tests: EOC English III, EOC Biology and EOC US History. The 4 level US History

EOC test will be administered only for graduating students and re-testers not enrolled in the course. Students entering high school in or after 2017-2018 or students entering prior to 2017-2018 and repeating the course shall take 5 achievement level versions of the following tests: LEAP 2025 English I, LEAP 2025 English II, LEAP 2025 Algebra, LEAP 2025 Geometry, LEAP 2025 US History and LEAP 2025 Biology (in 2018-2019). With the shift to LEAP 2025 tests, historical subject area passing requirements remain the same. Students will still need to earn the level two achievement level, now called Approaching Basic, or higher in order to meet graduation requirements.

Students who enter regular grade 9 during or after 2017-2018 will be required to take all five level tests in the LEAP 2025 series. The English III EOC will not be required for students who enter grade 9 in or after 2017-2018. Any student who took English I before 2017-2018 in a middle school grade or as a T9 student and who is starting high school during or after 2017-2018 must take LEAP 2025 English II for graduation. If the student is unable to pass the LEAP 2025 English test, then the student may be administered the LEAP 2025 English I test.

The chart below outlines EOC courses to be taken by current high school students:

In 2021-2022, the department will administer the following assessments:

Assessment Type	Subject	How Results are Reported
LEAP 2025 High School <i>Administered in Fall*, Spring, and Summer</i> *There are two fall windows scheduled for 2022.	English I	Five Achievement Levels: <ul style="list-style-type: none"> • Advanced • Mastery • Basic • Approaching Basic • Unsatisfactory <i>Approaching Basic or higher meets graduation requirement</i>
	English II	
	Algebra I	
	Geometry	
	Biology	
	US History	
LEAP Connect <i>Administered Feb-March</i>	Grade 11: ELA, mathematics, science (grade 12 may test as needed to meet qualifications for Jump Start diploma for LEAP Connect or for ACT exemption)	Four Levels: 1, 2, 3, and 4 <i>Levels 2-4 are considered passing scores for JS Alternate graduation</i>
ELPT	Listening, Speaking, Reading and Writing Domains	By proficiency levels: students are considered proficient when all domain scores are 4 or 5.

Source: Louisiana Department of Education High School Frequently Asked Questions
https://www.louisianabelieves.com/docs/default-source/assessment/high-school-assessment-frequently-asked-questions.pdf?sfvrsn=5beb971f_34
<https://www.louisianabelieves.com/resources/library/assessment>

Retest opportunities will be provided for students who do not pass GEE, LAA2, or EOC, or LEAP 2025 high school assessments.

Alternate Pathway for Students with Disabilities towards a High School Diploma

Act 833 of the 2014 Legislative Session (currently known as the April Dunn Act) provides for an alternate pathway for a student with a disability to graduate with a high school diploma. The link to the district's Exceptional Students Services April Dunn Act guidebook may be found here:

<https://drive.google.com/file/d/1sV8B3SwjmgOdcngJhYnw0939h0pFGgsp/view?usp=sharing>.

Beginning 2014-2015, a student with a disability could be eligible to be on the alternative pathway, as determined by the IEP team, if the student 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 (Bulletin 1530, § 405). For students who are determined eligible for alternative pathway via the April Dunn Act, the IEP team, within 30 days into the school year or course, shall develop data driven Individual Performance Criteria that the student must meet by the end of the school year to earn the targeted Carnegie units, meet targeted LEAP 2025 High School EOC testing requirements and/ or Jump Start Credential requirements. The IEP team-determined Individual Performance Criteria include, among others, the student's targeted level of performance and proficiency and how it translates to letter grades. As determined by the IEP team, each student may have varying grading scale per course where April Dunn Act Individual Performance Criteria is applied. Additionally, the student must also meet one of the three conditions consistent with the IEP, namely:

- Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district
- Mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district
- Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic.

Jump Start Pathway for Students on Alternate Assessment

Starting the 2015-2016 school- year, the student who is assessed using LEAP Connect may be placed by the IEP team on a High School Diploma Alternate Assessment (JumpStart) pathway. The student shall meet:

a. Course Requirements

The 23 course credits required for this diploma pathway shall include core academic courses, elective courses, and workforce-readiness or career courses as follows:

- English—4 courses;
- mathematics—4 courses;
- science—2 courses;
- social studies—2 courses;
- workforce-readiness and career—7-9 courses;
- electives (may include health and physical education)—2-4 courses;
- total—minimum of 23 courses.

b. Assessment Requirements

- students must earn a score of level 2 or higher in ELA and Math LEAP Connect; or
- students shall demonstrate growth on the alternate standards through a portfolio of student achievement developed by the IEP team.
 - The portfolio shall include student data illustrating academic achievement and attainment of IEP goals throughout the student's high school experience.

- The portfolio shall be evaluated for completion by the district special education director or her designee. This portfolio is evaluated using the approved district developed rubric. To access the rubric and the procedures, please click [here](#).
- The end of the student's fourth year of high school is the earliest a portfolio may be evaluated to meet this requirement and must include data from all four years.
- Following the district's procedures, a portfolio must be maintained and updated by the teacher of IEP authority starting 9th grade until the student's exit year.
- The principal for each high school must ensure the maintenance and update of the portfolio for each LEAP Connect student by the teacher of IEP authority in his/ her building.
- Although not a requirement for the exit, every high school student on a Certificate of Achievement pathway must have a portfolio maintained and updated that adheres to the district procedures.
- Every high school student on the LEAP Connect assessment must have a portfolio described above.

c. Workforce-Readiness and Career Education Requirement

- a survey to determine the student's career interests;
- hands-on workplace experiences that are, to the extent practicable, tied to the student's interests and based in the community; and
- career-focused courses including, but not limited to, foundational workplace skills.
- a minimum of seven courses focused on workforce-readiness and career preparation;
- a score, determined by the IEP team, on a workforce-readiness skills assessment; and
- attainment of at least one workforce-related IEP goal.

d. Transition Requirements

- Updated and Signed Individual Graduation Plan
- Transition Plan that meets one of the following:
 - Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district
 - Mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district
 - Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic.

Students will meet all requirements outlined in §2320 of Bulletin 741 to be eligible to receive a High School Diploma Alternate Assessment (JumpStart). The receipt of this diploma does not limit a student's continuous eligibility for services under IDEA unless the student has reached the age of 22. To access the guidebook on alternate pathways, please click [here](#).

Grade Placement

Grade placement* is to be determined only at the beginning of the school year for grades 9, 10, 11. Grade placement for seniors may be determined at any time. All students entering high school for the first time, shall be classified as 9th grade or Transitional 9th grade.

Grade 10	No fewer than 5 units of credit A minimum of 1 completed course in English A minimum of 1 completed course in mathematics
Grade 11	No fewer than 12 units of credit A minimum of 2 completed course in English A minimum of 2 completed course in mathematics
Grade 12	No fewer than 17 units of credit And scheduled sufficient units during the regular year to complete graduation requirements at the end of the school year

*Inclusive of district approved traditional, online/virtual, distance learning, blended learning, and independent study. Note: A student shall be placed in grade nine or Transitional 9th grade at the beginning of their first year on a high school campus regardless of the number of credits earned prior to entering high school. Reclassification will occur at the beginning of their second year in high school and will be determined by the credit listing above.

ACT 1034: A student who exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative education program, or transfer to adult education if such student is as follows:

- (1) Seventeen years of age or older with less than (5) five units of credit toward graduation;
- (2) Eighteen years of age or older with less than (10) ten units of credit toward graduation;
- (3) Nineteen years of age or older with less than (15) fifteen units of credit toward graduation. (R.S. 17:224)

Principal recommendations for transfer to adult education must be reviewed and approved by the appropriately assigned Executive Director and Director of Adult Education. Students who are 17 years of age who are recommended for transfer to adult education under this provision must also meet the eligibility requirements for a Waiver to Exit. (R.S. 17:221, Bulletin 741, §1103)

Credits: In Grades 9 through 12, units are earned based on semester grades. An "A" through "D" or "P" will earn whatever units are possible for the course. An "F" will not earn any units. Students receiving a certificate of achievement and participating to the best of their ability should receive passing grades but not Carnegie units. There is no limit to the number of Carnegie units a student may earn in any given year. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript as per Bulletin 741. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator. The district's accountability department shall report required exam information to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit. Tests will be submitted to the Louisiana Department of Education for approval prior to any student taking an exam for proficiency credit. Per Bulletin 741, Section 2314, once the school year has begun, 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 by passing a course in which the

student is enrolled and meeting instructional time requirements. Bulletin 741, Chapter 23 requirements for credit recovery shall govern district credit recovery course enrollment and requirements. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the End-of-Course (EOC) or LEAP 2025 high school exams. LEAP 2025 high school exams or EOC exams are administered for Algebra I, Geometry, English I (new), English II, English III (phasing out), Biology, and U.S. History. State mandated high school exams are administered in December, May and June. Proficiency in any other courses must be demonstrated by earning a minimum of a 75% or higher on the district approved proficiency exam. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework

As required by state policy, the district must ensure that distance learning and other related non-district correspondence type courses meet the requirements dictated by Bulletin 741, Section 2326. In order to do so, students requesting enrollment in such courses for Carnegie Credits shall have the written consent of the principal of the last school they attended. All students shall have the written permission from the principal of the student's home school prior to enrolling in a course for credit or promotional purposes. Information concerning district approved correspondence courses is available from the Department of Counseling and Guidance. Only one-half Carnegie unit may be earned per semester course.

Students should be encouraged to enroll in courses for college credit. College courses offered for dual enrollment should be differentiated from regular high school courses in content and performance expectations. Students enrolled in Dual Enrollment courses must meet the eligibility criteria established by the Louisiana Board of Regents (See Appendix J). All high school students may participate in dual enrollment coursework under the established Early College Academy agreement by the Louisiana Board of Regents. Updated Dual Enrollment policy requirements may be found here: https://www.louisianabelieves.com/docs/default-source/teaching/dual-enrollment-policy-jan-2020.pdf?sfvrsn=e3409a1f_4 <https://regents.la.gov/wp-content/uploads/2021/04/Interim-Dual-Enrollment-Policy-Appr-28-April-2021-to-AY-2022-23-1.pdf>

Pursuant to Act 250 and beginning in the 2018-2019 school year, each high school senior not having achieved the established college readiness standards for English and mathematics shall be given the opportunity to take an appropriate transition course designed to improve student academic weaknesses and aligned to Louisiana Student Standards. Rising high school seniors should be offered the opportunity to receive additional information and enroll in courses included on the approved transition course list. (See Appendix H for Guidance for Act 250 College Transition Course Implementation provided by the Louisiana Department of Education).

College courses taken by students while enrolled in high school (concurrent enrollment independent of dual enrollment opportunities offered as a district course) must have the prior approval of the principal and school counselor before enrollment. College credit received will carry weighted credit. The counselor or appropriate supervisor must verify that the college course is on a higher level than the last course taken by the student in that subject. The course will appear on the high school transcript under one of the following titles:

- College Mathematics
- College English
- College Science
- College Social Studies
- College Foreign Language
- College Computer Science

Courses, which carry one or two hours of credit at an approved two year or four-year institution, will earn one or one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three to five semester hours of college credit, will earn one full Carnegie unit. If a student transfers from one school to another, weighted grades apply for the purpose of awards given by the school only when the same honors courses are offered in the school to which the student transfers. However, the final transcript will reflect all weighted credit and appropriate honors course designation.

All credits must be counted the semester prior to the student's classification as a senior, and each student shall be notified as to the number of credits he/she will have at the end of the semester. This will depend on successful completion of all subjects taken during the semester.

3-year graduate	2 nd semester of 10 th grade
Midterm graduate	2 nd semester of 11 th grade
4-year graduate	2 nd semester of 11 th grade

Formal commitment shall be obtained from students on *Formal Commitment: Intent to Graduate Form* and approved by their parent/guardians indicating when they expect to graduate. This form should be in the school files for all seniors no later than the end of the second month of their senior year.

A student shall not be allowed to participate in a graduation exercise if he/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan and all other local and state policies. All students who participate in the graduation exercise shall have been certified and deemed eligible to receive a diploma by the principal of the school from which the student is graduating. However, the Superintendent shall have the discretion to allow students to participate in graduation exercises when it is warranted by exceptional circumstances.

Students who have earned the required 23 or 24 Carnegie units and have passed the state mandated tests required for graduation shall not be allowed to re-enter any high school and continue to take additional courses. These students will be bestowed a diploma whether or not they choose to take part in formal graduation ceremonies. This policy does not apply to exceptional students who are eligible to continue to receive educational services. Remediation and retake opportunities will be provided for students who do not pass state mandated tests while awaiting retake opportunities. However, these students will not be allowed to register and schedule additional course work.

Credits for transfer students: In cases where a student transfers into the East Baton Rouge Parish School System and has completed a year of study and has received only yearly grades with no semester grades indicated, grades should be doubled in ranking.

Examples: Civics-C; receives C for the 1st semester; C for the 2nd semester

Grading Scale and Conversion Table:

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Total Units Attempted}}$$

$$\text{Quality Points} = \frac{\text{Numerical Value of Grade}}{\text{Total Units Attempted}}$$

Students may earn Carnegie credit as middle school and high school students in two ways: by passing a course in which the student is enrolled; and meeting instructional time requirements or by demonstrating proficiency as set forth in Bulletin 741 and other sections of this document. Bulletin 741, Section 2314 will govern district policy regarding Carnegie Credit and Credit Flexibility as it relates to High School Graduation Requirements. The district reserves the right to administer a proficiency exam and require the district set proficiency score for any student who transfers into the system from non-approved schools or home schools when placement is in question before awarding Carnegie Credit. District proficiency exams are submitted to the Louisiana Department of Education. (See Placement Section of this document for policy regarding proficiency exam administration).

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

*As per Bulletin 741 §2302 Uniform Grading Policy, all LEAs shall use the above uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

2017 -2018 and Previous Years Grading Scale for Honors, Gifted, Great Scholars, Dual Enrollment and Advanced Placement Courses		
Grade	Percentage	Quality Points
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0

Beginning 2018- 2019 and Beyond		
Grading Scale for District Approved, Academic Honors, Gifted and Great Scholars Courses		
Grade	Percentage	Quality Points
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0

Beginning 2018- 2019 and Beyond		
Grading Scale for District Approved, Academic Dual Enrollment and Advanced Placement Courses		
Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

The LEAP 2025 End-of-Course exams for operational tests will count 15% of a student's final semester grade. For a student with a disability, the LEAP 2025 (High School) score shall count for 5 percent of the student's final grade for the course (Bulletin 741, § 2318). All other course final or mid-term exams in middle and high schools may count for no more than 15% of a student's semester grade. District authorized charter schools have autonomy in the weighting of mid-term and final exams (non-state mandated assessments) in accordance with the instructional programs outlined in their board approved applications and contracts. Charter school leadership must notify the district in writing one week prior to the start of each semester if changes need to be made to the setting in the student information system platform.

For all subjects receiving letter grades, a minimum of one grade shall be recorded in the grade book for each week of instruction during that specific grading period. The only exception may be advanced coursework that follows an approved college syllabus.

Marks that appear on the report card and progress report are as follows:

- A = Outstanding Achievement
- B = Good Achievement
- C = Satisfactory Achievement
- D = Minimum Acceptable Achievement

F = Failure
P = Pass

High school students may repeat a course for self-improvement or to establish eligibility to participate in extra-curricular activities requiring specific standards. For the purpose of establishing eligibility, students may enroll in an accredited summer school sanctioned by the Board of Elementary and Secondary Education for self-improvement course work. It should be understood that students needing repeat work will be given first option for available seats followed by students desiring courses for self-improvement. The first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade.

For the purpose of self-improvement, students receiving a higher grade or grades will be granted the benefit of the higher grade or grades only for determining eligibility for extra-curricular activities requiring specific standards. Further, a student may lose or gain eligibility within a given semester pursuant to the eligibility requirements set forth by the East Baton Rouge Parish School System and the Louisiana High School Athletic Association if tutorial services are evident. EBRPSS Pupil Progression Policy does not supersede LHSA eligibility requirements.

Grade point averages will be computed utilizing all course grades including those that have been repeated for the purpose of calculating class rankings. A student who has achieved a grade of "A" shall not be allowed to repeat that same course for credit.

A grade correction for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester. A grade correction will only be allowed if an error was made in the calculation of the grade and with the approval of the building principal. The Superintendent or designee must approve any deviation from this policy.

Class Rank for Determining Regular Education: Valedictorian and Salutatorian, Graduation Honors and Scholarships

For the purpose of determining class rank, valedictorian, salutatorian and honor graduates, cumulative grade point averages shall utilize the exact calculation based on the district's Student Transcript System (STS) and shall not be rounded up.

Valedictorian and Salutatorian: All Other Students Besides Gifted Identified Students: Beginning with the graduating class of 2010-2011, senior class rank will be determined by the students' weighted grade point average, including all subjects in grades 9-12. Co-valedictorians will be recognized if these students have earned exactly the same grade point average. In the event that a co-valedictorian is recognized, there will be a salutatorian also. To be considered for valedictorian and salutatorian, the students must be enrolled in that school and classified as a senior since the start of the current school year. Additionally, they must maintain the senior classification for the entire school year. Also, the student must have been in attendance in this school system for the last four (4) semesters of high school prior to and including their last semester of high school. Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Honor Graduates: All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude.

For Students enrolled in high school prior to the fall of 2022 and graduating prior to the Class of 2026 - Valedictorian and Salutatorian - Gifted Education: Any student who has completed four or more semesters of high school in the gifted program will be ranked as part of the gifted graduating class for purposes of determining valedictorian and salutatorian.

Any student who has enrolled in the gifted program for fewer than four semesters and is not enrolled in the gifted program or equivalent coursework, i.e. Advanced Placement courses, during his/her senior year will be ranked as part of the regular graduating class. The school counselor, gifted coordinator, and school principal must review schedules of the ten top-ranked gifted students at the beginning of the student's senior year to insure eligibility for consideration as valedictorian and/or salutatorian.

To be declared valedictorian or salutatorian of the gifted class, students will be required to complete a minimum of six Carnegie units during their senior year (completion of 11th grade to graduation). (For a mid-term graduate, the requirement is three Carnegie credits during their senior year.) Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. Mid-term graduates are eligible for Valedictorian, Salutatorian and any other honor graduate distinctions. Courses, which carry a weight of one or two semester hours of credit at a four-year institution, will earn one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three, four, or five semester hours of college credit, will earn one full Carnegie unit.

Beginning with Incoming 9th Graders in the Fall of 2022 and the Class of 2026 - Valedictorian and Salutatorian - Gifted and Great Scholars Education: Any student who has completed four or more semesters of high school in the gifted/great scholars program will be ranked as part of the gifted/great scholars graduating class for purposes of determining valedictorian and salutatorian.

Any student who has enrolled in the gifted/great scholars program for fewer than four semesters and is not enrolled in the gifted/great scholars program or equivalent coursework, i.e. Advanced Placement courses, during his/her senior year will be ranked as part of the regular graduating class. The school counselor, gifted coordinator, and school principal must review schedules of the ten top-ranked gifted/great scholars students at the beginning of the student's senior year to insure eligibility for consideration as valedictorian and/or salutatorian.

To be declared valedictorian or salutatorian of the gifted/great scholars class, students will be required to complete a minimum of six Carnegie units during their senior year (completion of 11th grade to graduation). (For a mid-term graduate, the requirement is three Carnegie credits during their senior year.) Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. Mid-term graduates are eligible for Valedictorian, Salutatorian and any other honor graduate distinctions. Courses, which carry a weight of one or two semester hours of credit at a four-year institution, will earn one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three, four, or five semester hours of college credit, will earn one full Carnegie unit.

Certificate of Achievement: *Certificate of Achievement* is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22.

It is recommended that the IEP team consider the High School Diploma Alternate Assessment JumpStart pathway before opting to a **Non-Diploma Certificate of Achievement** as the student's pathway/exit document.

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

- The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
- The student has met attendance requirements according to Bulletin 741.
- Transition planning has been completed and documented.
- The student participated in LEAP Alternate Assessment (Level 1 or 2); and
- This student addressed the general education curriculum as reflected on the student's IEP.

*NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22.

Early College Admissions Policy (Bulletin 741, Section 2329)

- A. High school students of high ability may be admitted to a college on a full- time basis.
- B. A student shall have maintained a "B" or better average on all work pursued during three years (six semesters) of high school.
- C. The student shall have earned a minimum composite score of 25 on the ACT or an equivalent SAT score; this score must be submitted to the college.
- D. A student shall be recommended by his high school principal.
- E. Upon earning a minimum of 24 semester hours at the college level, the student shall be eligible to receive a high school diploma.
 1. The high school principal shall submit to the LDE the following:
 - a. forms provided by the LDE and completed by the college registrar certifying that the student has earned 24 semester hours of college credit; and
 - b. a certificate of high school credits.
- F. A student not regularly enrolled in the current school year in the high school shall be automatically eliminated from participation in all high school activities, with the exception of high school graduation ceremonies.

The LEA's policy for awarding ½ unit of credit is as follows:

In order to grant one-half Carnegie credit, LEA's shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes. (Bulletin 741, Section 2314, C.) One half (½) unit of credit shall be awarded for each successful semester completed of a full unit course. Any student who transfers into the school and has successfully completed 12 weeks of work in any given semester in a course(s) not offered at the receiving school and who cannot be placed in a comparable course should be given one half unit of credit.

School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator. The accountability department shall maintain a list of courses approved by the Louisiana Department of Education for which students will have the opportunity to earn Carnegie Credit. The district's accountability department shall report required exam information to the Louisiana Department of Education to seek approval for proficiency exams to be used prior to examination administration. When awarding credit based on demonstrated proficiency, the district and school staff will follow the Carnegie Credit and Flexibility guidelines outlined in BESE Policy 741 §2314. Carnegie Credit and Credit Flexibility.

Carnegie credit courses that will be offered on an “accelerated” schedule are as follows:

- Advanced Math Pre-Calculus
- Algebra I, II
- AP Calculus AB
- AP English Language & Composition
- AP English Literature & Composition
- AP Environment Science
- AP French Language & Culture
- AP Human Geography
- AP Psychology
- AP Spanish Language & Culture
- AP U.S. History
- AP World History
- Basic Career Readiness
- Biology I
- Business English
- Chemistry
- Civics
- Computer Science I
- Computer Technology Literacy
- English I, II, III, IV
- Environment Science
- Family and Consumer Science Courses
- Financial Math/Literacy
- French I, II, III
- Geometry
- German I, II
- Health Education
- Introduction to Business Computer Applications
- Latin I, II
- Math Essentials
- Media Arts I, II, III
- Physical Science
- Physics
- Principles of Business
- Psychology
- Senior Applications in English
- Spanish I, II, III
- U.S. History

High School Credit Accumulation on a Middle School Campus

The district encourages students to complete high school courses while enrolled in middle school campuses. The following shall guide this process:

- Physical Education cannot be offered for high school credit as per Bulletin 741.
- Advanced Placement courses cannot be offered in middle school as per College Board policy.
- The term “Honors” will not be used in conjunction with a course offered for Carnegie Credit nor will weighted credit be given for credits earned at a middle school campus.
- A written statement must be given to parents notifying them that any course taken for high school credit will not count in the calculation of the high school GPA for any student and the resulting grade earned in the “for credit course” will be placed on the student’s permanent transcript. A signed copy of this document shall be kept on file at the school and received prior to students completing the course.
- All guidelines also apply to courses offered to Gifted and Talented students.

Approved Courses to be taken at the Middle School Level for High School Credit are as follows:

Algebra I
Algebra II
Family and Consumer Science Courses
French I and French II
Geometry
Career Readiness Courses (Quest for Success or courses formerly known as Journey to Careers)
Keyboarding ½ credit
Keyboarding Application ½ credit
Latin I and Latin II
Physical Science
Spanish I and Spanish II
Speech I
Talented Theater I
Talented Visual Art I
World Geography

Any variation of Gifted and Talented courses or new courses offered at the middle or high school levels must be approved by the Supervisor of Gifted Programs and the appropriate assigned Executive Director. Any courses particular to a school’s magnet school mission offered at the middle or high school levels must be approved by the Director of Magnet Programs and the appropriate assigned Executive Director. No entry level visual and performing arts courses (such as Beginning Band, Beginning Choir or Fine Arts Survey) will be offered except in cases of the magnet school academic mission previously mentioned or by a school receiving approval from the appropriate assigned Executive Director. All appropriate assigned LEAP 2025 EOC courses for Carnegie Credit offered at the middle school level must have the approval of the Executive Director and the Chief Accountability Officer to ensure adherence to state testing requirements.

Blended Learning for Credit Recovery and Summer School Credits

For schools offering credit recovery during the regular school year or summer programs, online and/ or blended courses must be approved by the principal and Executive Director for each site on an annual basis through the district's approved credit recovery platform. Bulletin 741, Chapter 23 requirements for credit recovery shall govern district credit recovery course enrollment and requirements. If LEAP 2025 EOC courses are to be taken for "new work" for high school credit, additional permissions are required by the Chief Accountability Officer to ensure adherence to state testing requirements. If a student completes a course on a campus other than his or her home school, the summer school administration shall have written permission from the principal of the student's home school if high school credit is to be awarded. All students shall have written permission from the principal's home school if courses are to be taken for credit or promotional purposes.

The master scheduling block configurations at the district's high schools allows for midterm graduates. Midterm graduates are eligible to participate in May graduation ceremonies and related senior activities as approved by the high school principal. Midterm graduates are also eligible for Valedictorian, Salutatorian and other honor graduate distinctions.

In addition to mid-term or mid-year graduation opportunities, the district also affords opportunities for early graduation. The components and requirements of the local early graduation program are as follows: With permission of the principal and the counselor, students may enroll in programs that will result in early graduation such as the following:

- Carnegie credit earned in middle school
- Unlimited Carnegie credits may be earned in an academic year
- Dual enrollment
- Distance Learning
- Blended Instruction
- Virtual Instruction

Transfer Policies for Students with Disabilities

The district will follow the procedures described in Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act for enrollment of a transferring student with disabilities.

a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305

through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

c. The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to Bulletin 1508, Pupil Appraisal Handbook. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

Procedures for Interim IEPs.

The department of Exceptional Student Service must be contacted when a student entering East Baton Rouge from an approved non-public or out of state school system claims to determine eligibility for special education services.

VI. Placement of transfer students

The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

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

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

District policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including approved schools within the state (public/nonpublic), approved out-of-state schools (public/nonpublic), home study and unapproved schools (public/nonpublic) are as follows:

A student shall be received from a non-public or foreign school when official transfer materials from the sending school are received from the sending school. The transfer materials must include a statement of grade placement, a record of courses taken and currently scheduled, and a status of school obligations (textbooks, debts, etc.). The transfer materials will be used to determine initial placement of the student. Members of the School Building Level Committee (SBLC) may review available information to determine final placement after careful study of transcripts and/or available academic documentation.

Pursuant to *Bulletin 1566, Chapter 5: Placement Policies – General Requirements, Section 503 Regular Placement (E: Transfer Students)*, students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703 of Bulletin 1566. (See Appendix G for Policy Guidance from the Louisiana Department of Education). **State Placement Test Overview**

Transfer from Approved Public Schools within the State/Outside of Louisiana (Regular education students)

Transfers from school systems within the state but outside the district are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement. Documentation shall include a properly certified transcript showing the student’s record of attendance, achievement, immunization records, and the units of credit earned.

Transfer from Non-Approved Schools

Grades K-8: An elementary or middle school student shall provide evidence of having mastered content standards in reading and/or mathematics for any grade placement, which the student claims. The evidence will be provided by the following:

- Scoring at an acceptable level on tests appropriate for the grade level.
- Documentation of successful classroom performance of academic work during the first four weeks the student is enrolled.

Per BESE Bulletin 741, Section 707, local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, or approved home study programs, shall determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

1. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.

2. 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.

The student shall be placed no higher than one additional grade per year since the previous school placement of the student in a state approved school. If the correctness of the student's placement (grades K-8) is in question, the school administrator or designee may administer tests and provide documentation for the SBLC to use in determining the student's placement. The principal shall convene the SBLC to make a decision as soon as possible.

Grades 9-12: A high school student who has been attending a non-approved school must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the LEAP 2025 High School End-of-Course (EOC) exam. LEAP 2025 High School EOC exams are administered for Algebra I, Geometry, English I (new) English II, English III (phasing out), Biology, and U.S. History. LEAP 2025 High School EOC exams are administered in December, May and June. Proficiency in any other courses must be demonstrated by earning a minimum of a 75% or higher on the district approved proficiency exam. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework. The district's accountability department shall report to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator.

East Baton Rouge Parish School System requires the student to take the proficiency exam prior to the applicable LEAP 2025 High School EOC exam. A student who does not pass the proficiency exam in an LEAP 2025 High School EOC course shall enroll in the LEAP 2025 High School EOC course. A student that passes the proficiency test, must also pass the LEAP 2025 High School EOC exam. Passage of the LEAP 2025 High School EOC exam equates to proficiency. Students meeting the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit shall have the course title, the year proficiency was demonstrated, the unit of the credit earned and the school name and "proficiency" entered on the transcript. Designation of "P" is used on the student transcript. Credit awarded is not used to compute GPA. If a student does not meet the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit, the grade will not be recorded on the transcript.

Transfer from Home Schooling Procedures

Students of all grade levels who have been on state approved home-schooling programs and wish to re-enter the East Baton Rouge Parish School will:

- Report to the assigned school.
- Present a copy of the state approved Louisiana Department of Education Home Study Approval Notification for each year that the student has been in the home study program.
- Present a report that provided information about the program of studies pursued by the student while in home study.

Transfer from Home Schooling Placement

Per BESE Bulletin 741, Section 707, local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, or approved home study programs, shall determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

1. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
2. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

Students will not be placed higher than one additional grade per year since the previous placement of the student in a state approved school. To determine elementary placement for home school students, the assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

These tests include tests similar to state mandated tests in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The principal's designee shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703 of Bulletin 1566.

Middle School Placement for Home Schooling Students

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry. The student shall be placed using the following data:

- Evaluations from norm referenced tests.
- Tests similar to state mandated tests
- Recommendations by the School Building Level Committee

High School Placement for Home Schooling Students

The home schooling student should re-enter at the beginning of the school year. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams administered at the school where the student is applying. A High School student who has been attending a home study program must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the LEAP 2025 High School End-of-Course (EOC) exam. LEAP 2025 High School EOC exams are administered for Algebra I, Geometry, English I (new), English II, English III (phasing out), Biology, and U.S. History. LEAP 2025 High School EOC exams are administered in December, May and June. Proficiency in any other courses must be

demonstrated by earning a minimum of a 75% or higher on the district approved proficiency exam. Refer to Bulletin 741 section 2314 (B.1 and E) for the awarding of proficiency credit for new coursework.

East Baton Rouge Parish School System requires a proficiency exam prior to the applicable EOC LEAP 2025 High School exam. A student who does not pass the proficiency exam in an LEAP 2025 High School EOC course shall enroll in the EOC LEAP 2025 High School course. A student that passes the proficiency test, must also pass the EOC exam. Passage of EOC exam equates to proficiency. A student meeting the LEAP 2025 High School EOC or non-EOC requirements for Carnegie credit shall have the course title, the year proficiency was demonstrated, the unit of the credit earned and the school name and “proficiency” entered on the transcript. Designation of “P” is used on the student transcript. Credit awarded is not used to compute GPA. If a student does not meet the EOC or non-EOC requirements for Carnegie credit, the grade will not be recorded on the transcript.

These tests include tests similar to state mandated tests in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student’s re-entry date. The school counselor at the individual schools shall be responsible for administering the test. If the student’s placement is in question, the principal will convene the SBLC. When awarding credit based on demonstrated proficiency, the district and school staff shall follow the Carnegie Credit and Flexibility guidelines outlined in BESE Policy 741 §2314. Carnegie Credit and Credit Flexibility. The district’s accountability department shall report to the Louisiana Department of Education to seek approval for proficiency exams to be used for the awarding of Carnegie Credit. School level requests to approve and administer proficiency exams must be made to the District Test Coordinator and/or Back-Up District Test Coordinator.

Transitional 9th grade Transfer Policies

Refer to the 8th grade promotion section of this document as well as the Louisiana Department of Education’s *Transitional 9th grade Promotion Policy Guidance Document* located in the appendix of this document for policy guidance on the identification and placement of Transitional 9th grade students.

Transfer Credits from Summer School or Extended School Year Programs

Students attending out of district summer school for promotional purposes (elementary) and Carnegie Credits (secondary) shall have the written consent of the principal of the last school they attended. All students shall have the written permission from the principal of the student’s home school to attend a private summer school provider for credit or promotional purposes. Bulletin 741. Chapter 25 shall govern this process for transfer of credits.

Transfer Policies for Students with Disabilities

The district will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until

the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323).

c. The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to Bulletin 1508, Pupil Appraisal Handbook. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

Procedures for Interim IEPs.

The department of Exceptional Student Service must be contacted when a student entering East Baton Rouge from an approved non-public or out of state school system claims to determine eligibility for special education services.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.

- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

English Learners (ELs)

The following procedures are in place to identify language minority students seeking attendance in East Baton Rouge Parish schools:

- All students registering must respond to three Home Language Survey questions on the EBRPSS Student Registration and Data Verification Form - Language spoken at home; Language first acquired by student; Language most often spoken by student.

- If a language other than English is indicated on any of the three questions, then the student is considered language minority and must be screened for English language proficiency.

The procedures the LEA has established to determine if language minority students are English Language Learners are as follows:

- Identified language minority students, without state English Language Proficiency Test (ELPT) scores, are administered English Language Proficiency Screener (ELPS) which measures English proficiency in listening, speaking, reading and writing. Results from the ELPS determine if the student is an English Learner and, therefore, is provided instruction using ESL Strategies with appropriate accommodations.
- Designated district staff members are trained in the administration of the ELPS to determine English proficiency.
- If a student comes from out of state and has scores from another English language proficiency test (i.e. LAS Links, WIDA/ACCESS), the district staff should administer Louisiana statewide screener, ELPS, to any potential EL student regardless of whether or not the student enters the school district with scores from another state. Corresponding resource documents from the Louisiana Department of Education may be found here: https://www.louisianabelieves.com/docs/default-source/assessment/el-frequently-asked-questions-2020-2021.pdf?sfvrsn=2fdc9d1f_17 , then those scores are used to determine English Learner status.

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 English Language Learners ~~student~~ are as follows:

English Learner (EL) student will be placed in a grade appropriate regular educational program supported by ESL and Learning, Language, and Literacy (3Ls) instructional strategies and materials. Instructional services are designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. English Learners have access to all additional services and programs available to other students.

English Learner identification is based on the results obtained through the ELPS or state ELPT scores. Students identified as EL in any language domain (listening, speaking, reading and writing) will be coded LEP in the Student Information System (SIS).

English Learners must be placed in an age-appropriate grade. If an EL student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. ELs with records are placed in grades indicated on recent school reports.

The East Baton Rouge Parish School System's ESL and Sheltered English instructional services for English language acquisition and academic achievement are evidence based educational models embodied in adopted textbooks:

- English as a Second Language (ESL): This approach is designed primarily to teach English Learners English language skills. The program also teaches study skills, content vocabulary, and cultural orientation. The medium of instruction is English with little or no use of native language.
- Language, Learning, Literacy (3Ls): An approach that places learning grade-level content at the center of the educational experience for English Learners (ELs) integrating in a seamless and purposeful way

language and literacy development. The 3Ls approach aims to ensure that the Learning, Language, and Literacy initially bring dramatic changes as a result of the learning experienced, utilizing the 3Ls approach and the unit of study built on the following instructional principles:

- Texts, Talk, and Tasks should be cognitively demanding (3Ts)
- Instruction should provide Access, Attention, and Active engagement (3As)
- Students learn from the quality texts that are Complex, Compelling, Concise, and Connecting (4Cs)

The procedures the LEA has established to monitor former English Learners students for two years are as follows:

As detailed in the Office of Civil Rights guidance, English Learners can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers.

EL students who meet the LDOE exit criteria described below will not be considered EL, but will be monitored for academic progress for two years during which time they will continue to be included in the ELL subgroup for State Accountability System calculations.

All district policies and procedures related to English Proficiency will be governed by Bulletin 111. Chapter 40. (See excerpt below).

Bulletin 111. Chapter 40. Definitions Related to English proficiency

§4001. Proficient in English [Formerly LAC 28:LXXXIII.4001]

- A. To be considered English proficient and exit English learner (EL) status, an EL student must score level 4 (early advanced) or level 5 (advanced) on all four ELPT domains: 1. speaking; 2. listening; 3. reading; and 4. writing.
- B. In order for a student to receive an approval for exemption from one or more than one domain, schools must submit an official request, including documentation for the request, no later than 30 days prior to the opening of the testing window.
- C. Accommodations for the English Language Proficiency Test (ELPT) should be documented on a student's Individual Education Plan (IEP), Individual Academic Plan (IAP), or English Learner (EL) Checklist no later than 30 days prior to the opening of the testing window.
- D. Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status, and whose disability impacts language acquisition may be reclassified and exempt from future ELPT participation, but will be required to take statewide assessments. In such cases, the IEP team determines that the student's disability directly impacts language acquisition; then, the student's reclassification and exit is decided by consensus of the members of the School Building Level Committee (SBLC). Students with significant cognitive disabilities who meet the participation criteria for LEAP Connect may be reclassified and exited sooner until such time as an alternate ELPT is available.

No ELL shall be retained solely because of limited English proficiency. Students are expected to participate and work on assignments given with the appropriate level of accommodations. If the student makes no effort, nor participates, despite accommodations being provided, the student may receive a failing grade. In the event an ELL student receives a failing grade, the teacher must provide documentation that demonstrates

the accommodations/modifications being provided throughout the grading period, and evidence of parental contact. Prior to issuing the grade, the teacher must hold a conference with the student's parents and other teachers on record.

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.

Educators should refer to the guidelines established by the English Language Learner Support Office found [here](#).

X. Alternative education placements

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

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

The written policies for all alternatives to regular placements are as follows:

Alternatives to regular placements are established to address the needs of all students in meeting the state mandates for promotion. The district follows policies outlined in Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards* for alternatives to regular placements. Students enrolled in alternatives to regular placements are governed by the same policies as all other students in the district.

A description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria is as follows:

Discipline Centers (Short Term)

Discipline centers provide short term alternative placement for students whose behavior requires removal from the home-based school setting. During a student's attendance at the discipline center, they are required to continue engaging with instructional assignments aligned to the Louisiana Student Standards and EBR pacing guides. Assignments are submitted to the home-based school and should be counted for credit. Staff at the discipline center provide counseling support and opportunities for student reflection on negative behavior. Students are also supported with gaining the necessary tools needed to implement replacement behaviors. An ESS student shall not be placed at a discipline center more than ten (10) cumulative days.

Long Term Suspensions and Expulsion Schools

The purpose of the program is to provide an educational environment for suspended and expelled students which allows them to gain a quality education while focusing on strategies to improve behavior. Students are

eligible to earn grades and Carnegie units. Expelled students must meet the same promotion requirements as outlined in district policy for all other students. Student enrollment requires a decision to affirm an expulsion recommendation or an approved administrative transfer from home-based school supervisor and supervisor of alternative programs.

Overage Programs/ Schools

Overage programs offer enrollment to students in grades 6-12 who are at-risk of not meeting graduation or promotion requirements. Our overage programs feature a blended approach and small teacher pupil ratios. Students must complete the same coursework aligned to Louisiana Students Standards and prove successful on the same standardized assessments administered at traditional Louisiana public schools. Interested students (and their families) must apply and go through an application and interview process. Enrollment is also initiated through the administrative transfer process.

To be admitted to the overage program, a student in grades 6-12 must display signs of being at risk of dropping out of school.

Identification markers may include the following:

1. Students who are three years behind grade level as determined by age on September 30th of that school year.
2. Students two years behind (if space is available) will be considered subsequently.
3. Students with excessive absences/tardies from school due to illness, frequent moves, extenuating circumstances, parents or independent living arrangements.
4. Students with academic deficiencies or performance below assessed skills levels.
5. Students needing small group instruction or non-traditional teaching and individual learning plans.
6. Students without severe discipline problems.
7. Students who are targeted for participation in the middle schools range in age from twelve to sixteen years of age and are enrolled in schools that are considered traditional; subsequently their needs are not being met.
8. Students who are one or more grade levels behind and have failed previously required LEAP (or state mandated assessments) at least once.
9. Students in who are seriously challenged and are at risk of dropping out of school.

Eligible and/or interested students (and their families) must apply and go through an application and interview process. Home schools must provide the following information after parents have completed the application:

- Current report card and/or transcript
- Attendance report
- Test history
- Parent-teacher conference form
- Screening form for dyslexia if screened
- Updated IAP, IEP, IAIP and/or IGP as appropriate for the identified student
- Behavior plan if student's behavior is identified as part of his failure at the school
- Student demographic sheet

School initiated requests for alternative school placement require a System Level SBLC meeting showing efforts were made by the school to address the student's needs. The school must show documentation on

interventions and outcomes, attendance reports, behavior reports, and test data for at least one full academic year (if the child has been in the school system for one full year, if not, use the data the school used to assess the student's need) showing a pattern of unsatisfactory academic growth, and any meetings held with parents to address the student's needs.

Students may be promoted within the school year provided they show progress on benchmark assessments, attendance, and discipline and with teacher/counselor and administrative recommendation. This can be accomplished through the SBLC process.

ALTERNATIVE SCHOOL ORIENTATION, SCHEDULES AND GRADING

Students are required to attend orientation at an alternative school within one school day or during the next available orientation session offered after receiving an affirmed expulsion or long term suspension. A review of the student's academic schedule will be conducted and courses will be assigned as follows:

Assignment to an alternative school for a semester or more due to an affirmed expulsion or long term suspension:

- Students arriving within the first twenty days of the semester start date will be assigned the same core courses they were previously enrolled in at their traditional school. In the event a course is not available, a comparable course will be assigned to meet graduation requirements. Teachers from the sending school are responsible for ensuring grades reflecting the first 20 days are updated, posted, and available for import by the alternative school teacher. Once grades are imported, the alternative school teacher shall be established as teacher of record for students.
- Students arriving after the first twenty days of the semester will be assigned the same core courses assigned at the traditional school. In the event a course is not available, the teacher from the sending school must provide and make available to alternative school staff a copy of the course syllabus and instructional resources available within 5 days of student enrollment at the alternative school. Teachers from the sending school are responsible for ensuring grades reflecting the first 20 days and beyond are updated, posted and ready for import by the alternative school teacher. Once grades are imported, the alternative school teacher shall be established as teacher of record for students.
- Expired IEPs and Individualized Accommodation Plans IAPs must be updated within 3 days of the student enrolling at an alternative school. IEPs and IAPs expiring within 30 days of student enrollment must be updated by the sending school.

Assignment to an Alternative School for long term suspension- Less than 20 days:

- Student's enrolling at an alternative due to a long term suspension will be assigned the same schedule initiated at the traditional school. In the event a course is not available, the teacher from the sending school must provide and make available to alternative school staff a copy of the course syllabus and instructional resources available within 5 days of student enrollment at the alternative school. The teacher of record from the sending school is responsible for end of the semester grades. During the student's less than 20 day enrollment, teachers at the alternative school will properly document assignments and corresponding grades in the student information system. Teachers from the sending school are responsible for assigning end of semester grades.

- Expired Individualized Education Plans and Individualized Accommodation Plans must be updated within 3 days of the student enrolling at an alternative school. Individualized Education Plans and Individualized Accommodation Plans expiring within 30 days of student enrollment must be updated by the sending school.

Assignment to a short term discipline center:

- Short term discipline centers offer short-term placement (10 days or less) for students who have displayed behaviors resulting in suspension from school. Discipline centers provide access to instruction aligned to the Louisiana State Standards. Each discipline center works with students to acknowledge and reflect on negative behaviors and engages with the student to support identification of actions to improve. Any standards aligned coursework completed by a student while attending a short term discipline center should be credited and recorded as a completed assignment by the teacher of record at the sending school. In the event the completed coursework is not comparable to be accepted by the teacher of record, the student shall be given a reasonable opportunity to complete assignments presented by the teacher. Completed coursework will be recorded at the alternative school for students who received an affirmed expulsion or long term suspension.

ALTERNATIVE SCHOOL CREDIT RECOVERY AND COURSE ACCELERATION:

Alternative schools offer online and blended learning to create personalized, flexible, needs based options for credit recovery that help students stay on track to graduation. Students enrolled at an alternative school must participate in a formal intake process which includes academic and behavioral screening within 5 days of enrollment. A plan for student success will be initiated and include academic and behavioral supports. Overage students' academic plans or individual graduation plans will include an accelerated component outlining allowable self-paced courses in an effort to support students with graduating before age 21. Any student accepted to and enrolled within an alternative school will qualify for acceleration, dropout prevention, and/or credit recovery programs. Student success plans or individual graduation plans establishing credit recovery coursework for students must be aligned to credit recovery requirements in Chapter 23 of Bulletin 741.

Additional Requirements for Credit Recovery and Course Acceleration:

- Students must be enrolled in the course within the first 20 days of the semester start date
- The number of credit recovery courses offered annually must be in accordance with Bulletin 741, Chapter 23 references to credit recovery
- Students must be paired with a course facilitator, teacher, or learning coach and meet regularly to progress monitor, address student barriers to completion and gauge monthly progression through student success plan
- Students are ineligible for additional credit recovery credits at the start of a new semester if the previous semester's credit recovery coursework remains incomplete. If needed, school teams should initiate an SBLC to review the student's academic plans inclusive of the IGP to determine next steps to ensure student success.

Baton Rouge Juvenile Services – Detention Center

This program for juvenile offenders is located in the Juvenile Court Building. It is a fifty-two (52) bed lock-up facility for regular and special education students ages 10-17. The City Parish Government operates the center; however, the East Baton Rouge Parish School System provides the educational services. Students are placed at this facility as a result of court proceedings. The duration of the students' stay varies with the offense.

Hospital/Homebound Program

This is an educational program for students – regular or exceptional – having a medical illness that substantially limits their ability to attend school. The School Building Level Committee (SBLC) or the Individualized Educational Plan (IEP) committee must meet to decide the need, services and accommodations for these students before a homebound teacher is assigned

Adult Education

The EBRPSS Adult and Continuing Education curriculum is comprised primarily of the OCTAE College and Career Readiness Standards and the Learning Upgrade and Essential Education HiSET Prep curricula. These standards and curricula along with numerous other resources are used to develop an individualized program of study for each student with the goal of enabling the learner to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining citizenship and participating in job training and retraining programs. (Office of Career, Technical and Adult Education)

The procedures for placement in adult education programs are as follows:

The East Baton Rouge Parish School System is committed to providing an academic education program to adults to help them upgrade their skills in reading, mathematics, and language and aid them in obtaining a Louisiana High School Equivalency Diploma. In addition, the East Baton Rouge Adult Education Program is committed to providing basic skills remediation and enrichment ~~help~~ to adults possessing a high school education who are in need of these services.

Program Format:

- a. The students enrolled in the adult academic program will not address the Louisiana Minimum Competency Standards.
- b. There are 10 adult-learning centers strategically located within the parish.
- c. The eligible student may enter, enroll and exit the program at any time during the academic year.
- d. The student attends the learning center when it is convenient for him/her. (Exceptions apply for 16 and 17 year old students.)
- e. The adult learning center concept subscribes to individualized instruction based upon the student's needs and permits the student to establish a learning pace commensurate with ability and rate of attendance. Small group instruction and managed enrollment classes are also available.
- f. To qualify for the High School Equivalency Test (HiSET), an individual shall be 19 years of age or older. Individuals 18 years of age and 16 or 17 years of age with an approved age waiver may qualify for the HiSET Test by taking the Official Half Length Practice Test and scoring at the "Prepared Level" or above on each part.
- g. Individuals who achieve a standard score of 8 or above on the five (5) parts of the HiSET Test, a minimum of 2 on the essay, and an average of 45 on total battery are awarded a Louisiana High School Equivalency Diploma.

The LCTCS Board of Supervisors has authorized the following options for attainment of the high school equivalency diploma in Louisiana:

- Completion of College Preparation Coursework (Developmental Coursework) in Mathematics, English and Reading at an LCTCS college.
- Completion of a College Placement Assessment
- Completion of the High School Equivalency Test
- Combination of Attainment Methods

XI. Due process related to student placement and promotion

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

The LEA's policies on due process procedures for teachers, students and parents as related to student placement for regular education students, students with disabilities and section 504 students are as follows:

Procedures for Review of Educational Placements

Due Process is used when a parent or a member of the School Building Level committee disagrees with consensus of the SBLC.

A parent, teacher or student of legal age who questions the SBLC determination of educational placement for the student should contact the principal. The placement and the reasons for that placement should be thoroughly explained to the person who appeals. In addition, each evaluation procedure, test, record, report, or other relevant factor used as a basis for the proposed placement decision made for the student, that party has the right to request in writing a hearing on this issue. The written request must be made within the ten (10) working days of the conference with the principal and shall be mailed or delivered to the principal to forward this written request for review to the Superintendent's designee who shall conduct the hearing and serve as hearing officer.

The hearing shall be held within the ten (10) working days of the receipt by the school principal of the request for review, at a time that is convenient to both the parents and the school personnel. Upon mutual consent, this time period may be extended.

The parents and the school personnel have the right to ask questions of persons who make presentations to the hearing officer at the hearing.

At the conclusion of this hearing, the hearing officer shall not render a decision immediately, but shall instead adjourn the hearing and tell all parties that they will receive from him/her a written decision at a later date. Within ten (10) working days after the conclusion of the hearing, the hearing officer shall render this written decision.

The written decision shall be sent by certified mail to the parent and shall include, at least the following information:

- The name, school, and grade level of the student involved.
- The educational placement proposed by the SBLC.
- The educational placement sought by the parents.
- The determination made by the hearing officer of the appropriate educational placement.
- The basis for the determination for that appropriate placement.
- If applicable, the parents' right to ask for review of the decision and the steps involved therein.

If the parents are not satisfied with the decision of the hearing officer, they may write to the Superintendent of Schools, East Baton Rouge Parish School System, 1050 South Foster Drive, Baton Rouge, LA 70806, and request that the decision be reviewed. The written request must be mailed or delivered to the superintendent within ten (10) working days following receipt by the parents of the decision of the hearing officer.

Within ten (10) working days following this meeting, the superintendent or a designee shall render a written decision. The written decision shall be sent by certified mail to the parents and shall include, at least, the following information.

- The name, school, and grade level of the student involved.
- The determination made by the hearing officer of the appropriate educational placement of the student.
- The decision of the superintendent or designee on whether the determination made by the hearing officer should be allowed to stand, should be changed, or whether a new hearing should be conducted in order to consider matters not considered in the original hearing.
- The basis for that decision.

A copy of this decision should also be delivered to the school principal and/or the Superintendent's designee who served as a hearing officer but need not be sent by certified mail.

The decision of the superintendent or a designee on this appeal of educational placement shall be final.

Prior to and during any stage of this review procedure, the parents shall have the right to inspect and review all records with the respect to the educational placement of their child. The custodian of these records may charge a fee for copies of said records that are made for the parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review these records. (Regulations that apply: P.L.93-380 (Buckley Amendment) Section 10 of this Plan – Policies on Records and Reports.)

The principal or the teacher who disagrees with the SBLC determination has the same rights of due process and should follow the same procedures.

During the pending stage of this review procedure, the student shall be placed in the educational setting determined by the SBLC.

Regarding state mandated assessments, the district, through its superintendent, may apply for an appeal on behalf of individual students, provided the certain criteria are met as stated in state mandated assessment guidelines and high stakes testing policy.

In the case of a student with a disability or exceptionality, the due process procedures must be consistent with those described in Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.).

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973

XII. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Functions of the School Building Level Committee (SBLC)

The School Building Level Committee (SBLC) is a committee of at least three school level staff members. It shall be comprised of at least the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included, such as the school counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a decision-making group that meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems. In most cases, for enrolled students, it is only through the SBLC that a referral can be made to pupil appraisal services for an individual evaluation. Any member of the SBLC may convene the committee to request a review of placement at any time.

The School Building Level Committee (SBLC) may address questions and considerations that may arise including but not limited to the intervention strategies, academic supports, referrals for consideration of 504 eligibility, promotion, retention, and placement in any education program of a student at any grade level. In addition to the aforementioned, the function of the SBLC is to provide guidance and recommendations with regards to promotion, placement and retention decisions. The SBLC report forms shall be completed and sent to parents at the completion of each meeting to inform them of any retention or placement of a student in a grade other than routine placement.

The SBLC does not have the authority to promote a student who does not meet any state mandated high stakes testing standards for promotion. The principal shall make the decision for placement when the SBLC is equally divided. The SBLC Report to Parents form concerning grade placement for the next school year should be mailed home to inform parents of an SBLC decision.

When warranted, the principal may request to convene a *System Level Committee*. This committee composed of the School Building Level Committee, appropriate central office administrator, a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.

Policies on Student Records and Reports

A. Policies on Records and Reports shall be aligned to *Bulletin 741. Section §703. Student Records* referenced below:

B. Each school shall keep records for the registration and attendance of students and shall maintain an up-to-date permanent cumulative record of individual students showing personal data and progress through school.

1. Student cumulative records shall continually be updated and, when applicable, contain the following:
 - a. name, gender, social security number or a state-assigned identification number, date of admission, and date of birth;
 - b. name and address of parents, legal guardian, and/or next of kin;
 - c. language or means of communication, spoken or understood;
 - d. a cumulative record of the student's progress through the curriculum;
 - e. health history;
 - f. student grades;
 - g. attendance records;
 - h. results of vision and hearing screening;
 - i. all immunizations given in accordance with the requirements of the Office of Public Health (OPH), Louisiana Department of Health and Hospitals (DHH) recorded on a cumulative health record;
 - j. scores on statewide assessments and scores on local testing programs and screening instruments necessary to document the local criteria for promotion; information (or reasons) for student placement, including promotion, retention, and/or remediation and acceleration;
 - k. information on the outcome of student participation in remedial and alternative programs; and
 - l. a copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial education program.

2. The following are applicable to students eligible under IDEA or section 504:

- a. records of parent/teacher conferences prior to referral to pupil appraisal;
- b. results of all educational screening information;
- c. educational interventions and their results;
- d. multi-disciplinary evaluation reports;
- e. a copy of the IEP, including least restrictive environment justification;
- f. a copy of the individualized accommodation program (IAP);
- g. a copy of the parent's written consent for the student to be moved from;
- h. documentation of contact with school building level committee prior to referral to pupil appraisal;
- i. access sheet for special education confidentiality.

C. Each teacher shall be provided with a recording system in which the roster of each class taught shall be maintained and on which all data used to determine student progress shall be recorded.

D. Student records shall be reviewed regularly, and results shall be used for instructional planning, student counseling, and placement.

Additional Local Policy includes the following:

1. The local school system shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

2. Student records for the purposes of these Guidelines shall include the following:

- Course grades;
- Scores on the Louisiana Educational Assessment Program and/or state mandated assessments;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and Alternative programs;
- Special education documents, as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

Additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention are as follows:

Parents and guardians are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. These parental rights are transferred to students at age 18. Parental request must be granted within five (5) working days. Parents also will be given a copy of any records they request, and in addition, schools must respond to requests by parents to interpret or explain items in students' files. Social workers, school nurses, and other persons with "legitimate educational interest" in a child will be allowed to view and use the student's records. Dissemination of information contained in a student's file requires that parents must give written permission before a school can release information to outsiders who must present a picture ID.

A student may gain access to his/her own records by submitting a request in writing from his/her parents that the student is allowed to examine it without a parent being present. This request should be submitted to the school counselor. Within five (5) working days from receiving the information request, the school must make available for inspection the information requested, and such inspection shall take place in the presence of qualified school personnel.

When a student transfers to another school (outside the system), the receiving school will be afforded copies of the student's records upon request.

Records Available to Parents upon Request:

- a. Cumulative folder
- b. Test data card
- c. Immunization Records
- d. Report card
- e. Evaluation report
- f. Records maintained in connection with East Baton Rouge Pupil Progression Plan.
- g. Disciplinary records maintained by each school separate from other educational records of a student and for that school year only
- h. Review of Disciplinary Action Form for identified exceptional students
- i. Individual Educational Program Placement/Instructional Document (IEP)
- j. LEAP and other state mandated assessment records

- k. Parent Remediation Refusal Form
- l. 504 Records
- m. Individual student's grades and attendance reports

Procedure for Challenging Contents of Records:

Upon review of a student's record(s), parents have the opportunity to request a hearing to ask for correction or deletion of any information in the file. The school principal or an appropriate designee will conduct the hearing(s).

At the hearing, parents will be given a "full and fair" opportunity to present their case and relevant evidence. The final decision will be delivered to the parents in writing within five (5) days subsequent the hearing. Parents who are dissatisfied with the hearing or the result of the hearing at the school level may appeal to the superintendent, through the administrative channels of the Office of Civil Rights, and if dissatisfied with decisions rendered by these agencies, seek redress through the appropriate court system.

Transfer of Student Records: The forwarding of records including special education and eligible 504 records within the parish is mandatory and cannot be held for nonpayment of library fines, lunch fee, etc.

The forwarding of 504 records is required to enable receiving schools to maintain necessary accommodation plans. All requests for Special Education records from out of the parish shall be channeled through the East Baton Rouge Parish Special Education Department. The East Baton Rouge Parish Special Education Department will be responsible for the forwarding of Special Education Records for students, currently or formerly served after receiving written parental permission. Discipline records for the current school year should be forwarded to the receiving school when a student transfers. Disciplinary documents are not to be housed in the cumulative folder.

Maintenance of Records and Reports: The following records and reports must be maintained for each student:

- Course grades
- Scores on the Louisiana Educational Assessment Program
- Scores on local testing programs and the screening instrument necessary to document the
- local criteria for promotion and screening outlined in Act 1120
- Information (or reasons) for student placement (see definition of placement)
- Information on the outcome of student participating in remedial and alternative
- programs
- Special Education documents as specified in the approved Individuals with Disabilities
- Education Act (IDEA)
- A copy of the letter informing the parent of either the placement of the student in or the
- removal of the student from a remedial program on file
- A copy of the parent's written consent for either the placement of the student in or the
- removal of the student from alternative to regular placement on file
- Documentation of the parent/guardian's having been informed in writing of the decision to
- retain a student and of the system's due process procedures relating to placement procedures (as defined in the system's Pupil Progression Plan)

- Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973

Policies on Cumulative Records: These policies must be followed when recording, requesting, and sending student information:

- a. Cumulative File: East Baton Rouge Parish Schools shall maintain permanent records of each student's placement, K-12. Each record shall be kept as part of the student's cumulative file. Handwritten information should be entered in black ink, unless otherwise indicated. Information should be current and legible.
- b. Record Cards:
 1. Grades K-5 and new elementary students, a green folded FAMILY DATA, SPECIAL PROGRAM, and TEST INFORMATION card. MOI # (500-220-6350)
 2. Grades 6-8 and new middle school students, a white SCHOLASTIC & TEST RECORD card. MOI # (500-220-6370)

Contents of Cumulative Records

- a. Student Identification Number on outside of Cumulative Folder
- b. EBRPSS Student Registration and Data Verification Form (see Home Language Survey questions)
- c. Family Information and Test Record Card. The Scholastic and Test Record Card
 - a. must be completed prior to sending it to the receiving school
- d. LEAP (state mandated assessment) scores and remediation records
- e. Students Health Record must be complete and kept up to date. See Immunization Policy
- f. Progress reports for elementary level and grade labels for middle and high school showing course grades for each student
- g. Elementary Parent-teacher Conference Records (to be retained until the first reporting period of the following year; discard prior to entrance in middle school)
- h. Middle School Parent-Teacher Conference Records (should be removed from the cumulative folder prior to the beginning of the next school year)
- i. 504 Records
- j. Special Education documents
- k. Individual Graduation Plan
- l. A signed copy of the Parent Notification letter informing parents of ESL and Sheltered Instructional services provided for identified LEP students.
- m. A copy of the letter informing parents of the placement of a student in a remedial program
- n. A statement regarding written notification to parents concerning retention and due process procedures.
- o. Homeless documentation

Requesting Records from Other Schools in East Baton Rouge Parish at the beginning of the School Year:

- a. Pre-K through 4th grade records shall be sent upon receiving written requests to the requesting school within five (5) working days. For Records from 5th through 12th Grades, the feeder school list is obtained from Information Systems

1. Records may not be requested or sent until ten days after school opens of the current year. SPECIAL EDUCATION/504 RECORDS shall be sent during the summer when requested for scheduling purposes. If Special Education records or 504 records have not been requested before school begins, these records must be requested within the first 5 school days and received before the 10th school day.
 2. One red line should be marked through the names of students who have not attended the first ten (10) days of school.
 3. Names of the students whose names were not printed on the feeder list of the school attended last year should be added.
 4. Regular record request forms for students from schools other than feeder schools should be used.
- b. Feeder school must be sent a dated copy of the corrected feeder list form. (#2 and #3 of step a).
 - c. A dated copy of the feeder list as submitted by the schools is to be kept at the school.

Sending Cumulative Records at the Beginning of the School Year:

- a. Cumulative records for students whose names appear (without a red line) on the list by the requesting school should not be collected.
- b. If a record is NOT available and the student:
 - DID NOT ATTEND the previous year, a note should be made on a Data Processing printout request.
 - DID ATTEND the previous year, a cumulative record with the student's name and SID number must be made. A note must be placed inside the folder as to why no information is available
- c. A copy of the feeder list must be signed by the person sending the records along with the cumulative records to the school requesting them.

Sending Cumulative Records at Other Times during the Year:

- a. Schedules should be planned so that record requests are honored weekly.
- b. A list of records, the date they were sent, and the school, to which they were sent, should be kept.

The regular record forms for students who enter school after the original feeder school lists have been sent to the appropriate schools are to be used.

Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

- a. Agency requirements
 - Foreign exchange agencies must be registered with the district, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Department of State to qualify for J-1 Visas. (Visa must be from an Approved Exchange Student Organization that can issue J-1 Visas)
 - The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Superintendent or his designee.
 - The sponsoring agency must have a local representative who resides within 50 miles of East Baton Rouge Parish, and who is available to meet with school personnel, the student, and the host family.
- b. Student requirements

- The exchange student must reside with a legal resident of East Baton Rouge Parish.
- The student must possess a J-1 visa.
- As of September 1 of the program year, the student must meet junior placement status.
- The student must not have received a high school diploma or its equivalent from his/her home school.
- The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.
- An official transcript from the student's home school must be sent to and received by the assigned East Baton Rouge Parish high school by August 1 of the student's attendance year in order to determine placement.

1) Student's will be placed in grades according to Carnegie unit totals as indicated in EBR Parish Pupil Progression Plan.

2) Students must meet all state and local requirements for graduation per *Bulletin 741. §2317. High Schools-E.)*

- a. All exchange students must schedule English III (which includes the study of American Literature), American History, and Civics.
- b. By August 1 of the attending year, the student must present the following documents to the attending school with a request to attend school in East Baton Rouge Parish:
 - J-1 visa
 - Health and immunization records
 - Evidence of health and accident insurance for duration of stay
 - The name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative
 - Two character references from the home school
 - A notarized temporary custody agreement between the exchange student's parents/guardian and the host family
- c. Suspensions, Revocation, or Dismissal
Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the East Baton Rouge Parish School Board are subject to having their relationship with the district terminated. Exchange students are subject to the same discipline policies to which regular students must adhere.

EBRPSS policy regarding International Exchange Program Students shall be in accordance with Title 22: Foreign Relations: PART 62—EXCHANGE VISITOR PROGRAM.

Homeless Program

The McKinney-Vento Act states that children and youth who lack "a fixed, regular, and adequate nighttime residence" will be considered homeless. 42 U.S.C. §11434A(2)(A). The mission of the Stewart B. McKinney-

Vento Education for Homeless Children and Youth Program is to develop and maintain a comprehensive education program by coordinating resources and services for homeless individuals residing in any temporary living arrangements because of the lack of a fixed, regular, and adequate residence and to foster a climate wherein each homeless individual is positively received and neither stigmatized nor isolated.

The McKinney-Vento Act requires schools to identify and remove all barriers to enrollment and retention in school for children and youth in homeless situations. 42 U.S.C. §§11432(g)(1)(I), (g)(7). Zero tolerance rules for absenteeism can be such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations. Absences caused by homelessness must not be counted against students, as this would create a barrier to enrollment and retention in school.

Dyslexia Program

The Louisiana Dyslexia law requires screening of certain students for characteristics of dyslexia and related disorders and evaluation of any student suspected of having a disability.

Each first-grade student is screened during the second semester of the school year for the existence of impediments to a successful school experience, unless objected to by his or her parents. Such impairments include the following:

- dyslexia and related disorders;
- attention deficit disorder;
- social and environmental factors that may put a child “at risk”. At any time outside of grade level screenings, students may also be screened if referred to the SBLC and the committee deems such screening to be appropriate.

Screeners target the characteristics of dyslexia which include the following:

- A. Lack of or limited phonological awareness
- B. Common error patterns in reading and learning behaviors, such as:
 - 1. reading decoding inaccuracies in single words and nonsense words (e.g., detached syllables)
 - 2. slow reading rate
 - 3. omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there)
 - 4. reduced awareness of patterns in words
 - 5. difficulties generalizing word and language patterns
- C. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities
- D. Errors in spontaneous spelling
- E. Spontaneous written language is very simple or poor in comparison to spoken language
- F. Spontaneous written language shows poor organization and mechanics

A student is determined to have characteristics of dyslexia if the evaluation committee agrees the following criteria are met:

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

- B. The student demonstrates difficulties in areas which are often unexpected in relation to age, previous instruction, and other cognitive and academic disabilities. The student has had extensive remediation and assistance but deficits were evident prior to remediation.
- C. The student must demonstrate five out of six of the characteristics described in the definitions section of this resource.

Students identified as having characteristics of dyslexia but not characteristics of an IDEA disability are entitled to remediation in an educational program that meets requirements of the Louisiana Dyslexia Law. Bulletin 1903 requires school districts to provide the following:

- A. Routinely provide remediation in a Multisensory Structured Language (MSL) Program for a minimum of 150 minutes per week
- B. MSL programs may be administered during regular class placement, out-of-class placement, individual or small group instruction, or a combination of these options as long as all components content and delivery methods are followed.
- C. The MSL program should consist of specific content components and instructional methods as described in Bulletin 1903.
- D. MSL Programs should provide the following:
 - 1. Integrate all aspects of receptive, expressive, and written language;
 - 2. Contain instruction in phonological awareness, phonetics, syllables, linguistics, meaning, reading fluency, and phonics;
 - 3. Use instructional methods that include direct, multisensory instruction that is systematic, sequential, cumulative, and individualized;
 - 4. Allow for adequate practice opportunities to develop automaticity of performance.
- E. Students' participation in MSL programming should be periodically reviewed to determine appropriateness for the student.

Foreign Language Instruction

Elementary School: Foreign Language instruction in the elementary school should be incorporated in the school day for thirty (30) minutes daily in grades 4 and 5 as part of the language arts and/or social studies curriculum, and shall be optional for all others. Students on grade levels 4 and 5 who are not identified as academically able for instruction in the foreign language program shall receive instruction in basic skills from the classroom teacher during this period.

Foreign language and other elementary and middle school required programs of study course offerings shall be in accordance with Bulletin 741.

Review of Placement

Review of Placement addresses procedures to be used in implementation of the Pupil Progression Plan.

Review of Placement in Individual Cases

Review of decisions on educational placement of an individual student within a school may be initiated at any time by any member of the Building Level Committee. The principal shall convene the SBLC.

Building Level Committee

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

Composition

- Classroom teacher directly involved with instruction of student
- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student
- Student (when appropriate)
- Function
- To review the data from all available sources on each individual student relative to a promotion or retention appeal, waiver, or extenuating circumstance, on a semester or annual basis when applicable
- To make recommendations for remediation and/or placement
- To serve as a review committee to investigate complaints initiated by parents or guardians at the local level. (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal).

If current local data is not available, selection and administration of appropriate tests shall be determined by the SBLC. Such tests shall be administered within ten (10) school days to provide documentation of the student's current level of mastery of state grade appropriate standards. The SBLC, using the SBLC Report to Parents form, shall communicate its determination of educational placement for the student in writing to the parent (s) or legal guardian (s).

If parents question the placement decision, the SBLC should refer to Due Process Guidelines.

Review of Placement of the Non-English-Speaking Students

When already enrolled in the local school system, a non-English speaking student may be inappropriately placed below grade level because of a language barrier. Placement of these students will be reviewed by the principal in consultation with the English as a Second Language (ESL) Instructional Specialist and the classroom teacher who will recommend proper placement based on the Language Assessment Scales, classroom performance, and one of the following: teacher-made test, transcripts, or teacher observation.

Review of Placement Students with Disabilities

Review of decisions on educational placement of an individual student within a school may be initiated at any time by any member of the IEP Committee. The committee shall convene to make such determination.

Attendance Policy

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

Uniform Grading Policy

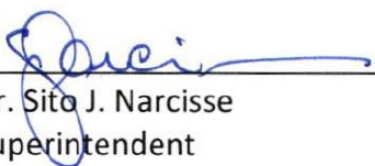
Unless otherwise specified in this document for specialized or advanced coursework, all district schools shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31)(A)] (Bulletin 741 §2302.Uniform Grading Policy).

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

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) **East Baton Rouge Parish School System** 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **Thursday, August 18, 2022.**



Dr. Sito J. Narcisse
Superintendent



David Tatman
Board President

XIV. 2022-2023 Required Addendum- Literacy Support Standard for Grades 3 & 4



2022-2023 Pupil Progression Plan Addendum

At the [October 2022 Board of Elementary and Secondary Education meeting](#) an update to Bulletin 1566 was approved. It was published in the Louisiana Register on November 10, on notice of intent, and will be updated in Bulletin 1566 in February 2023. The approved change has an immediate effect on the previously adopted 2022-2023 Pupil Progression Plan.

School systems are asked to provide the below addendum to their Board for approval. The assurance should be submitted to ppp@la.gov by January 31, 2023.

Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:XXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that the (insert name of LEA)
East Baton Rouge Parish School System 2022-2023 Pupil Progression Plan has been
amended to reflect the aforementioned addendum titled **Literacy Support Standard for Grades 3 and 4**.
If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that
federal and state laws and regulations shall supersede the local policy.

Date amended policy approved by local school board or governing authority: December 15, 2022.



Superintendent



Board President

Appendix A: Definition of Terms

Definition of Terms

A. State Terms

For definitions of state terms, see Chapter 9 of Bulletin 1566 in Appendix B.

B. Local Terms

1. **Academically Able** – A student who maintains a grade of “C” or above on grade level standards according to adopted textbooks and state curriculum guides in the content area in question. Indicators could include grade from the progress report, and standardized test scores.
2. **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students that offers greater opportunities for individual progress and accomplishment. Students who score 3 or above on Advanced Placement examinations may receive college credit for AP courses taken while they are still in secondary school.
3. **BESE** – Board of Elementary and Secondary Education
4. **Bulletin 741** – Louisiana Handbook for School Administrators containing regulations used in the administration of elementary, secondary, and adult education programs.
5. **Carnegie Unit** – Unit earned based on the successful completion of a High school level coursework.
6. **Credit** – Term that means the same as Carnegie Unit
7. **Criterion Referenced Test (CRT)** – A summary test designed to measure how well a student meets the criteria of specific skills.
8. **EBRPSS**-East Baton Rouge Parish School System
9. **ESS**-Exceptional Student Services
10. **Early College Admissions Program** – A college program through which superior high school students that have completed their junior year in high school may be allowed to enroll in regular college classes.
11. **Grade Level or Above** – A student who has exhibited proficiency on grade level competencies with respect to a skill as indicated according to adopted textbooks and comprehensive curriculum and/ or common core state standards as grade appropriate. Indicators could include grades from progress reports, test scores, and state mandated test results.

- 12. High School Equivalency Test (HiSet) (replaced the former GED: General Education Development Test)** A national test which eligible persons who want to receive a high school equivalency diploma may take.
- 13. Individual Academic Improvement Plan (IAIP)** – A collaborative plan developed through an in-person meeting of a student’s parents or legal custodian, all teachers of core academic subjects and specialized support personnel, as needed to assist the student in achieving proficiency in all core academic subjects. The plan is required for identified students who have scored below “basic” achievement level in at least two core academic subjects, including English language arts, mathematics, science, and social studies, that would enable them to successfully transition to the next grade level. All participants shall sign the documented plan utilizing the state provided template and shall meet to review progress at least once a year.
- 14. Individual Accommodation Plan (IAP)** – A form used to track and document a 504 eligible students’ plan for accommodations.
- 15. Individualized Educational Program (IEP)** – A written program, which sets forth the approach, which will be taken to ensure that the child will be provided an appropriate, free public education.
- 16. Individual Graduation Plan (IGP)** – A collaborative plan designed to assist middle and high school counselors as they support students and their families with the planning process. Beginning in the eighth grade year, students work with their school counselors to complete an IGP. This plan is reviewed, updated, and signed every year until graduation.
- 17. LEA**– Local education agency (East Baton Rouge Parish School Board)
- 18. PPP** – Pupil Progression Plan
- 19. Proficiency Exam** – An examination that will test the mastery of the performance objectives in the state curriculum guide for a particular subject. Credit shall be granted on a pass (proficient) basis only.
- 20. Pupil Appraisal Handbook** – A bulletin published by the State Department of Education, which defines the criteria for all exceptionalities recognized by the state of Louisiana.
- 21. Quality Points** – Numerical value assigned to the letter grades earned by students when they successfully earn a credit or unit. Usually A=4, B=3, C=2, D=1, F=0.
- 22. Student’s Permanent Cumulative Record** – The official record of the student’s work year by year throughout his/her school life, K-12.
- 23. System Level Committee** – A committee composed of the School Building Level Committee, appropriate central office administrator, a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.
- 24. TASC** – Truancy Assessment and Service Center

25. Weighted Credit/Weighted Quality Points – Numerical value assigned to the letter grades “A”, “B”, or “C” earned by a student in honors, gifted, and Advanced Placement Courses. Quality points are issued as follows: A=5, B=4, C=3, D=1, F=0

Appendix B: Bulletin 1566

Part XXXIX. Bulletin 1566—Pupil Progression Policies and Procedures

EDUCATION

Editor's Note: Bulletin 1566 was promulgated in LR 6:144 (April 1980), amended LR 11:685 (July 1985) and LR 16:766 (September 1990), promulgated LR 19:1417 (November 1993), amended LR 24:2081 (November 1998). Historical notes will reflect activity on individual Sections from November 1999 forward.

Chapter 1. Purpose

§101. Foreword

A. This publication represents a forward step in the implementation of a vital component of the Louisiana Competency-Based Education Program. These policies and procedures represent a cooperative effort of offices in the Louisiana Department of Education (DOE), and educators from across the state.

B. The DOE will continue to provide leadership and assistance to school systems in an effort to attain a public system of education that makes the opportunity to learn available to all students on equal terms.

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 25:2169 (November 1999), amended LR 33:2061 (October 2007), 36:2001 (September 2010).

§103. Preface

A. "The goal of the public educational system is to provide learning environments and experiences, at all stages of human development, that are humane, just and designed to promote excellence in order that every individual may be afforded an equal opportunity to achieve his full potential" (Preamble to Article VIII, Louisiana Constitution). This goal statement from the Constitution suggests that public elementary and secondary education is only a part of a continuum of services that should be available to assist each individual to identify and reach his/her own educational or training goals as quickly and effectively as possible.

B. The amendment and enactment of the Louisiana Competency-Based Education Program, Act 750, (R.S. 17:24.4) by the Louisiana State Legislature in Regular Session during the summer of 1997, was the result of an ever-increasing demand by Louisiana's taxpayers for a better accounting of their educational dollars. This far-reaching statute called for:

1. the establishment of a program for shared educational accountability in the public educational system of Louisiana;
2. the provision for a uniform system of evaluation of the performance of school personnel;
3. the attainment of established goals for education;
4. the provision of information for accurate analysis of the costs associated with public educational programs;

5. the provision of information for an analysis of the effectiveness of instructional programs; and

6. the annual assessment of students based on state content standards.

C. The Louisiana Competency-Based Program is based on the premise that the program must provide options to accommodate the many different learning styles of its students. Every effort is being made to tailor the curriculum to the needs of the individual student, including the student with special instructional needs who subsequently needs curricular alternatives. Such a practice enhances the probability of success, since the student is provided with an instructional program compatible with his individual learning styles as well as with his needs.

D. The Louisiana State Legislature in Regular Session during the summer of 1997 amended and reenacted R.S. 17:24.4(F) and (G)(1), relative to the Louisiana Competency-Based Education Program, to require the state Board of Elementary and Secondary Education (BESE) to adopt rules relative to the promotion of fourth and eighth grade students.

E. The amended Sections relate state content standards adopted for mathematics, English language arts, science, and social studies, to the Louisiana Educational Assessment Program (LEAP), and to the comprehensive pupil progression plans of each of the local educational agencies.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2169 (November 1999), amended LR 33:2061 (October 2007), LR 36:2001 (September 2010), LR 44:479 (March 2018).

Chapter 3. General Procedure for Development; Approval and Revision of a Pupil Progression Plan

§301. Development of a Local Plan

A. Committee of Educators

1. The state Board of Elementary and Secondary Education (BESE) and the DOE require assurances that the local education agency (LEA) Supervisors of Elementary and Secondary Education, Special Education, Career and Technical Education, Adult Education, Title I, teachers and principals and other individuals deemed appropriate by the local Superintendent are included in the development of the parish pupil progression plan.

B. Committee of Parents

1. A committee representing the parents of the school district shall be appointed by each city and parish school board. Procedures shall be established whereby this committee shall be informed of the development of the pupil

progression plan. Opportunities shall be provided for parents to have input into the development of the local plan.

2. Due process and equal protection considerations require the local board to include on the parent committee representatives of various disability groups, racial, socio-economic, and ethnic groups from the local district.

3. The local board shall provide staff support to the parent committee.

C. The LEA shall keep on file a written description of the method of selection, composition, function and activities of the local committees.

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 25:2170 (November 1999), amended LR 36:2002 (September 2010).

§303. Adoption Procedures

A. Initial Adoption by the Local School Board

1. Meetings of the local committees shall be conducted within the legal guidelines of Louisiana's Open Meeting Law.

2. The local pupil progression plan shall be adopted at a public meeting of the local board, notice of which shall be published pursuant to the Open Meetings Law. It shall be stated that once the plan has been adopted and approved, the policies in the local plan shall be incorporated into the policies and procedures manual of the local school board.

3. The statements defining the committee-selection process and the pupil progression plan are public documents that must be handled within the guidelines of the Public Records Act.

B. Locally Initiated Interim Revisions

1. LEAs will comply with the same procedure as for initial adoption by the local school board.

C. State Mandated Interim Revisions

1. School systems will be notified of any policy change that will affect their currently approved pupil progression plan within 15 working days after the Notice of Intent is passed by BESE.

2. LEAs shall develop a procedure for informing the public of the proposed policy change.

3. After final adoption as a rule by BESE, school boards shall adopt and incorporate the state mandated policy changes into their current pupil progression plan within 30 working days after notification of said changes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4; R.S. 42:4(2)(A); R.S. 44:1-42.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2170 (November 1999), LR 36:2002 (September 2010).

§305. Submission Process

A. Upon adoption for submission by the local school board, the plan along with a formal submission statement shall be submitted annually to the Department of Education. Documentation of input in the plans development by

educators and parents as well as public notice prior to local board approval and locally-initiated revisions (including dates and locations) must be submitted.

1. Interim revisions: locally-initiated and state-mandated.

a. Resubmission of the local board approved pages is made to the DOE.

b. Signatures of the local school board president and superintendent are required.

c. The revisions are incorporated into the pupil progression plan at both the local and state level.

2. BESE shall certify that the plan includes the requirements for students promoted to high school in the career diploma pathway.

B. A local charter authorizer shall allow a locally authorized charter operator to submit a pupil progression plan in accordance with federal law, state law and BESE policy.

1. Following adoption of the pupil progression plan by the non-profit charter school board of directors, the plan shall not require approval or adoption from the local charter authorizer.

2. A locally authorized charter operator shall submit their pupil progression plan to the local charter authorizer prior to the annual submission to the Department of Education.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 1999), amended LR 27:188 (February 2001), LR 27:1517 (September 2001), LR 36:2002 (September 2010), LR 44:479 (March 2018), LR 47:1493 (October 2021).

Chapter 5. Placement Policies—General Requirements

§501. General Requirements

A. Each local pupil progression plan shall contain written policies relative to regular placement and alternatives to regular placement. Such policies must conform to the requirements of these policies and procedures.

B. Each plan shall provide details on academic supports for struggling students, including but not limited to grade-level instruction that is aligned with state academic content standards.

C. Based upon local school board policy pursuant to these policies and procedures, each teacher shall, on an individualized basis, determine promotion or placement of each student. 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.

D. No school board member, school superintendent, assistant superintendent, principal, school counselor, other teacher, or other administrative staff members of the school

or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher.

E. For the 2020-2021 school year, student performance on the LEAP 2025 assessments shall not be considered in making placement decisions for fourth and eighth grade students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, and R.S. 17:414.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 1999), amended LR 3:2062 (October 2007), LR 36:2003 (September 2010), LR 44:479 (March 2018), amended LR 48:35 (January 2022).

§503. Regular Placement

A. Promotion—Grades K-12

1. Promotion from one grade to another for regular students and students with disabilities shall be based on the following statewide evaluative criteria.

a. Each plan shall include the school attendance requirements.

b. Each plan shall include the course requirements for promotion by grade levels.

c. Each plan shall include promotion requirements for students eligible to take LEAP alternate assessment, level 1 (LAA 1) or LEAP connect.

d. Each plan shall include promotion requirements for students with disabilities aligned to policies included in *Bulletin 1530—Louisiana’s IEP Handbook for Students with Exceptionalities*.

e. Each plan shall include other applicable requirements, including the high stakes policy requirements for entering students in fifth or ninth grade.

2. Every child, as a prerequisite to enrollment in any first grade of a public school, shall have attended at least a full-day public or non-public kindergarten for a full school year, and shall have satisfactorily passed an academic readiness screening administered by the school system prior to the time of enrollment for the first grade. Each school system shall establish the academic readiness level for its first grade based on criteria established by the system. Any child not able to meet kindergarten attendance requirements due to illness or extraordinary, extenuating circumstances as determined by the school governing authority, shall be required to satisfactorily pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade. In accordance with R.S. 17:221, any child below the age of seven who legally enrolls in school shall be subject to state laws regarding compulsory attendance and promotion requirements set forth by the school system in accordance with this bulletin.

B. Requirements for High School Students

1. Each plan shall include the following statements, that:

a. in addition to completing the required minimum number of Carnegie units of credits as presented by BESE, students must pass the required end-of-course tests or LEAP 2025 high school assessments to receive a high school diploma;

b. any first-time eighth grade student who does not meet the passing standard set forth in §703 of this bulletin and any student not eligible for any waiver pursuant to §707 of this Part, may be placed on a high school campus in transitional ninth grade;

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

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

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

f. the following shall govern the transitional ninth grade:

i. for any student who recently completed the eighth grade and is transferring into the LEA from another state or country after summer remediation, if summer remediation is offered, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

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

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

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

v. Students enrolled in transitional ninth grade shall receive dropout prevention and mentoring services based on proven strategies to retain and graduate at-risk students. The LDE shall make available to LEAs a list of recommended strategies and technical assistance needed to offer students such services.

C. Retention—Grades K-12

1. Retention of a student shall be based upon the student's failure to meet the criteria established by local boards for promotion and other criteria contained in these policies and procedures.

D. Acceleration

1. Grades K-8

a. The local school board shall establish written policies and procedures for the placement of students who evidence that they will benefit more from the instructional program at an advanced grade level.

2. Grades 9-12

a. The local school board shall follow the policies and procedures established in *Bulletin 741—Louisiana Handbook for School Administrators*, and other local requirements for student acceleration.

E. Transfer Students

1. The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

a. Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

b. Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17.7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2171 (November 2000), amended LR 26:1433 (July 2000), LR 26:1576 (August 2000), LR 27:188 (February 2001), LR 27:1006 (July 2001), LR 27:1682 (October 2001), LR 29:123 (February 2003), LR 30:407 (March 2004), LR 31:1974 (August 2005), LR 31:3103 (December 2005), LR 33:2063 (October 2007), LR 34:2389 (November 2008), LR 36:2003 (September 2010), LR 40:765 (April 2014), LR 40:1332 (July 2014), LR 40:2533 (December 2014), LR 41:1271 (July 2015), LR 44:480 (March 2018), LR 44:1003 (June 2018), LR 44:2131 (December 2018), LR 46:18 (January 2020), LR 48:1759 (July 2022).

§505. Other Placement Requirements

A. Progression—Students Participating in LEAP Alternate Assessment (LAA1) or LEAP Connect

1. Students with disabilities who participate in the LEAP alternate assessment or LEAP Connect shall have promotion decisions determined by the IEP team.

B. Alternative Schools/Programs

1. The local school board may establish alternative schools/programs/settings which shall respond to particular educational need(s) of its students.

C. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian.

2. Each local school board may adopt policies whereby it may review promotion and placement decisions in order to insure compliance with its local plan.

D. 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 LEA must assure that these procedures do not contradict the due process rights of students with disabilities as defined in the IDEA-Part B.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2172 (November 2000), amended LR 26:1433 (July 2000), LR 27:189 (February 2001), LR 27:1683 (October 2001), LR 29:123 (February 2003), LR 30:409 (March 2004), LR 33:2063 (October 2007), LR 36:2004 (September 2010), LR 44:481 (March 2018).

§507. Records and Reports

A. LEAs shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

B. Student records for the purposes of these guidelines shall include:

1. course grades;

2. scores on LEAP assessments;

3. scores on local testing programs and screening instruments necessary to document the local criteria for promotion;

4. information (or reason) for student placement (see definition of *placement*);

5. documentation of results of student participation in remedial and alternative programs;

6. special education documents as specified in the approved IDEA-Part B, LEA application;

7. a copy of the letter informing the parent of any planned academic support strategies to be provided to the student;

8. a statement regarding written notification to parent concerning retention and due process procedures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 27:189 (February 2001), LR 27:1683 (October 2001), LR 36:2004 (September 2010), LR 44:481 (March 2018).

§509. Local Options

A. In addition to the statewide mandatory criteria for student placement, local school boards, by written local policies, may also establish local criteria to be used in determining student placement. Such criteria shall be compatible with the statewide criteria established in Chapter 5, §501 and shall be submitted to the LDE as part of the local pupil progression plan.

B. At the option of local school systems, the plans may include other factors to be considered in pupil placements.

C. In conjunction with the enumerated legislated policies and DOE directives, LEAs may include evaluative criteria in their local pupil progression plans. If other criteria are used, the pupil progression plan must so specify.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2004 (September 2010).

§511. Legislative Guidelines

A. Local school systems are encouraged to develop local criterion-referenced testing programs for local assessment use.

B. Local criteria for K-12 must supplement the content standards approved by the BESE.

C. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17, R.S. 17:24.4, and R.S. 17:391.7(G).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2005 (September 2010).

§513. Local Testing Programs

A. Student scores on local testing programs may be used as additional criteria for determining pupil progression. Additional skills may be specified and tested for mastery at the local level as additional criteria for placement.

B. With reference to pupil placement, the local school system shall state the name of the instrument and publisher of other testing and screening programs to be used locally in grades K-12 for general education and exceptional students.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 36:2005 (September 2010), LR 44:481 (March 2018).

§515. Policies on Due Process

A. 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 assure that these procedures do not contradict the due process rights of students with disabilities as defined in the IDEA-Part B.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2173 (November 1999), amended LR 27:189 (February 2001), LR 27:1683 (October 2001).

Chapter 7. Promotion and Support Policy

§700. Support Standard for Grades Kindergarten-3

A. Beginning with the 2022-2023 school year and every school year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

B. The school shall notify the parents or legal custodian of students identified in part A of this subsection in writing regarding the student's performance within 15 days of identification. Such notification shall

1. Provide information on activities that can be done at home to support the student's literacy proficiency.

2. Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.

3. Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.

4. Provide information about the importance of being able to read proficiently by the end of the third grade.

C. The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in §700.A of this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17.7; R.S. 17:24.4; and R.S. 14:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:1760 (July 2022).

§701. Promotion and Support Standard for Grades 3-7

A. Beginning with the end of the 2022-2023 school year and at the end of each school year thereafter, each local education agency shall identify, based on a preponderance of evidence of student learning relative to literacy, a plan for third grade students who have scored below "basic" achievement level in English language arts and are identified as reading below grade level, that would enable them to successfully transition to the next grade level. Third grade students who have not met such an acceptable level of performance may be retained or promoted; but in either case shall be provided with an individual student literacy plan that adheres to the following requirements:

1. The school shall convene an in-person meeting with the student's parents or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual student literacy plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

2. The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.

3. The student requiring an individual student literacy plan shall be identified as such in the state student information system (SIS).

4. The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.

5. Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the pupil progression plan of the LEA and could include the following specific student supports; daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

6. The department may audit a random sampling of students in each local education agency identified pursuant to Subsection A of this Section each year.

B. Beginning with the end of the 2017-2018 school year and at the end of each school year thereafter, each local education agency shall identify a plan, based on a preponderance of evidence of student learning, fourth grade students who have scored below “basic” achievement level in at least two core academic subjects, including English language arts, mathematics, science, and social studies, that would enable them to successfully transition to the next grade level. Fourth grade students who have not met such an acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements.

1. The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

2. The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.

3. The student requiring an academic improvement plan shall be identified as such in the state student information system (SIS).

4. The student shall be afforded the opportunity to receive on-grade level instruction during the summer.

5. Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the pupil progression plan of the LEA.

6. The department shall audit a random sampling of students in each local education agency identified pursuant to Subsection A of this Section each year.

C. The department shall provide to each LEA a roster of third and fourth grade students who are eligible for consideration under Subsection A and B of this chapter. Such roster shall assist the LEA in making final determinations relative to students’ individual academic plans and/or individual literacy plans required pursuant to this Section.

1. The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with the local pupil progression plan. The department shall provide guidance to LEAs on retention considerations.

2. The individual literacy plan and/or academic improvement plan required in this Section shall continue to be in effect until such time as the student achieves a score of “basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan and/or literacy plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.7; R.S. 17:24.4; R.S. 17:24.9; and R.S. 17:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:481 (March 2018), LR 48:1760 (July 2022).

§703. Promotion and Support Standard for Grade 8

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 44:481 (March 2018), amended LR 44:1003 (June 2018).

§705. Supports for Students

A. Summer Remediation

1. LEAs may offer extended, on-grade level instruction through summer remediation to students who, based on a preponderance of evidence of student learning, are considered to be academically struggling, did not take the spring LEAP tests, and failed to meet the standard set forth in §701 and §703 of this Part. 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. Student with disabilities attending summer remediation shall receive special supports as needed.

3. Summer remediation programs shall meet all of the following requirements:

a. use curriculum determined by the department to fully align to Louisiana state standards (*Bulletin 141—Louisiana Standards for English Language Arts, Bulletin 142—Louisiana Standards for Mathematics, Bulletin 1962—Louisiana Science Content Standards, and Bulletin 1964—Louisiana Social Studies Content Standards*);

b. teachers shall be rated “effective: proficient” or “highly effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “effective:proficient” or “highly effective” on the most recent evaluation;

B. School Year Support

1. The individual academic plan for each student identified in §701 of this bulletin shall outline the responsibilities of each party for students who have failed to achieve the standard by the end of fourth grade.

2. LEAs shall design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which shall be documented in the individual academic improvement plan.

a. The student is placed in the classroom of a teacher who has been rated “highly effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “highly effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.

b. The student completes summer remediation in accordance with Subsection A of this Section.

c. Additional instructional time is provided during or outside of the school day to expose the student to high quality instruction. This shall not result in a student being removed from English language arts, mathematics, science, or social studies courses.

d. The student is provided access to on grade-level instruction that is aligned to Louisiana state standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.

3. Remediation programs used throughout the school day and school year shall not account for more than 35 percent of total instructional minutes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2005 (September 2010), amended LR 40:2533 (December 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020).

§707. Exceptions to Promotion and Support Policy for Eighth Grade Students

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 the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and

3. parental consent is granted.

B. U/B Waiver. The LEA may waive the state policy for students scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *basic* level in the other, provided that the following criteria are met:

1. the student scored *approaching basic* or above on the science and social studies components of LEAP;

2. the student had an overall 2.5 grade point average on a 4.0 scale;

3. the student had a minimum 92 percent attendance during the school year;

4. the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);

5. the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and

6. parental consent is granted.

C. AB/AB Waiver. An LEA, through its superintendent, may consider a waiver for a student who has scored at the *approaching basic* level on both the English language arts and mathematics components of LEAP. The LEA may grant the waiver in accordance with the local pupil progression plan provided the following criteria are met.

1. The student has attended a LEAP summer remediation program offered by the LEA.

D. LEP Waiver. Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state’s grade promotion policy for an LEP student.

E. Extenuating Circumstances Waiver

1. An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing because of one or more of the following extenuating circumstances as verified through appropriate documentation:

a. a physical illness or injury that is acute or catastrophic in nature;

- b. a chronic physical condition that is in an acute phase;
 - c. court-ordered custody issues.
2. Documentation

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

b. **Custody Issues.** Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

F. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2006 (September 2010), amended LR 40:2242 (November 2014), LR 44:482 (March 2018), LR 44:1004 (June 2018), LR 46:18 (January 2020).

Chapter 9. Appendix

[Formerly Chapter 11]

§901. Definition of Terms

[Formerly §1101]

A. As used in this bulletin, the terms shall be defined as follows.

1. State Terms

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 Bulletin 1508.

Alternate Assessment—the substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.

Alternative to Regular Placement—placement of students in programs not required to address the state content standards.

Content Standards—statements of what we expect students to know and be able to do in various content areas.

LEAP Summer Remediation Program—a summer school program offered by the LEA for the specific purpose of preparing students to achieve proficiency in English language arts, mathematics, science, and/or social studies.

Louisiana Educational Assessment Program (LEAP)—the state's testing program that includes grades 3 through 10 in the core academic subjects of English language arts, mathematics, social studies and science.

Promotion—a pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines.

Pupil Progression Plan—the comprehensive plan developed and adopted by each local education agency which shall be based, in significant part, on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by BESE.

Regular Placement—the assignment of students to classes, grades, or programs based on a set of criteria established in the pupil progression plan. Placement includes promotion, retention, remediation, and acceleration.

Remedial Programs—programs designed to assist students including students with disabilities and non/limited English proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.

Remediation—see *remedial programs*.

Retention—nonpromotion of a pupil from a lower to a higher grade.

2. Local Terms

a. The definition of terms used in a local school system plan must be clearly defined for use as the basis for interpretation of the components of the plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, and 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:2176 (November 1999), amended LR 27:190 (February 2001), LR 31:1976 (August 2005), LR 33:2064 (October 2007), amended LR 36: 2010 (September 2010), LR 44:483 (March 2018), LR 46:18 (January 2020).

Appendix C: Foreign Language Waiver Request

Submitted to Louisiana Department of Education – June 2022



BESE POLICY WAIVER REQUEST FORM

DATE OF REQUEST: 6/13/2022

REQUEST FOR SCHOOL YEAR: 2022-2023

LOCAL EDUCATION AGENCY: East Baton Rouge Parish School System

SUPERINTENDENT OR SYSTEM LEADER: Dr. Sito J. Narcisse, Superintendent of Schools

CONTACT NAME AND TITLE: Andrea O'Konski, Chief Accountability Officer

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REQUEST FOR WAIVER OF POLICY



Bulletin 741, *Louisiana Handbook for School Administrators*, §2313. Elementary Program of Studies, pertaining to BESE mandated elementary level foreign language programs in accordance with R.S. 17:272.

Waivers are granted from the date of approval and for a maximum of one academic year, unless approval is granted for a longer period of time based upon extenuating circumstances.

Bulletin number, title, and section:

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In the space below, please explain why the waiver is necessary and describe steps taken within BESE policy to address the situation thus far. Note also what would be the impact of denial of waiver request.

According to current BESE policy (Bulletin 741, Section 2313, Part D.), "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." The reason for this waiver request is as follows: Due to the shortage of foreign language teachers, the East Baton Rouge Parish School System requests a waiver at this time. The district will make every effort to secure certified foreign language teachers in all district schools. The district is requesting this waiver on behalf of all schools in the LEA that may be impacted.

Signature of superintendent or system leader:

Submit form, letter of request, and supporting documentation to the Louisiana Department of Education at EducationPolicy@la.gov. Deadline for submission of waiver requests is May 30 and October 30 prior to the start of the semester and/or school year in which the waiver is sought. Requests will be considered at the June and December regularly scheduled BESE meetings, pursuant to timelines for agenda items.

Appendix D: Graduation Requirements

Updated as of PPP Board Approval Date – Subject to Change by LDE via Bulletin 118
https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-university-course-requirements.pdf?sfvrsn=18be8f1f_47
https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-tech-course-requirements.pdf?sfvrsn=3dbe8f1f_22

TOPS UNIVERSITY

(College Diploma) Course Requirements

For Incoming Freshmen Beginning Fall 2014

ENGLISH = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
1 Unit from the following:	120333	✓		English III
	120329		✓	English III: Gifted
	120341		✓	English III: Honors
	120325		✓	English III: AP* English Language and Composition
	120403		✓	English III: IB* Literature
	120327		✓	English III: IB* Language & Literature
	120404		✓	English III: IB* Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
1 Unit from the following:	120334	✓		English IV
	120330		✓	English IV: Gifted
	120342		✓	English IV: Honors
	120326		✓	English IV: AP* English Literature and Composition
	120405		✓	English IV: IB* Literature
	120328		✓	English IV: IB* Language & Literature
	120406		✓	English IV: IB* Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama

Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	160321	✓		Algebra
1 Unit	160323	✓		Geometry
1 Unit	160322	✓		Algebra II
Note: Integrated mathematics I, II, and III, including the Cambridge IGCSE integrated mathematics sequence, may be substituted for the algebra I, geometry, and algebra II sequence.				
1 Unit from the following:	160375	✓		Algebra III
	160508	✓		Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160349	✓		Probability and Statistics
	165031	✓		Statistical Reasoning
	160367		✓	Probability and Statistics: Honors
	160352		✓	Probability and Statistics: AP* Statistics
	160509		✓	Math 1 (Probability and Statistics): Cambridge AICE (Honors)
	160356		✓	Probability and Statistics: DE- CMAT 1303 Introductory Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160372		✓	Pre-Calculus: Gifted
	160366		✓	Pre-Calculus: Honors
	160365		✓	Pre-Calculus: IB* Math Studies I
	160369		✓	Pre-Calculus: IB* Math Studies II
	160502		✓	Pre-Calculus: DE – CMAT 1233 or (CMAT 1213 & 1223) Algebra and Trigonometry
	160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	160326	✓		Calculus
	160368		✓	Calculus: Honors
	160357		✓	Calculus I: Gifted
	160358		✓	Calculus II: Gifted
	160511		✓	Math 2 Part 1: Cambridge AICE - A Level (Honors)
	160512		✓	Math 2 Part 2: Cambridge AICE - A Level (Honors)
	160327		✓	Calculus: AP* Calculus AB
	160328		✓	Calculus: AP* Calculus BC
	160359		✓	Calculus: IB* Mathematics SL I
	160370		✓	Calculus: IB* Mathematics SL II
	160360		✓	Calculus: IB* Mathematics HL I
	160371		✓	Calculus: IB* Mathematics HL II
	160504		✓	Calculus: DE - CMAT 2103 Applied Calculus
	160498		✓	Calculus: DE - CMAT 2113 Differential Calculus I
	160499		✓	Calculus: DE - CMAT 2116 Integral Calculus I
	160506		✓	Calculus: DE - CMAT 2113-5 Calculus I
	160507		✓	Calculus: DE - CMAT 2123-5 Calculus II
	160355		✓	Calculus: IB* Further Mathematics
	061175		✓	AP Computer Science A

Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		150301	✓		Biology I
		150321		✓	Biology I: DE - CBIO 1013 General Biology I
		150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit from the following:		150401	✓		Chemistry I
		150400		✓	Chemistry I: Honors
		150412		✓	Chemistry I: Gifted
		150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
		150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
		150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
2 Units from the following:	1 from:	150302	✓		Biology II
		150327		✓	Biology II: Gifted
		150307		✓	Biology II: AP* Biology
		150305		✓	Biology II: IB* Biology I
		150308		✓	Biology II: IB* Biology II
		149993		✓	Biology II: Cambridge AICE - AS (Honors)
		150323		✓	Biology II: DE - CBIO 1013 General Biology I
		150324		✓	Biology II: DE - CBIO 1033 General Biology I (Sci Majors)
		150325		✓	Biology II: DE - CBIO 1023 General Biology II
		150326		✓	Biology II: DE - CBIO 1043 General Biology II (Sci Majors)
		150303		✓	Biology II: Honors
		150334	✓		Human Anatomy & Physiology
		150330		✓	Anatomy: DE - CBIO 2213 Human Anatomy & Physiology I
		150331		✓	Anatomy: DE - CBIO 2214 Human Anatomy & Physiology I (Lec/Lab)
		150332		✓	Anatomy: DE - CBIO 2223 Human Anatomy & Physiology II
		150333		✓	Anatomy: DE - CBIO 2224 Human Anatomy & Physiology II (Lec/Lab)
		149995		✓	Microbiology: DE - BIOL 2102 - General Microbiology
	1 from:	150402	✓		Chemistry II
		150416		✓	Chemistry II: Gifted
		150410		✓	Chemistry II: AP* Chemistry
		150423		✓	Chemistry II: IB* Chemistry I
		150411		✓	Chemistry II: IB* Chemistry II
		150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
		150417		✓	Chemistry II: DE - CCEM 1003 General, Organic and Biochemistry
		150418		✓	Chemistry II: DE - CCEM 1013 General Chemistry Survey I
		150419		✓	Chemistry II: DE - CCEM 1103 Chemistry I
		150420		✓	Chemistry II: DE - CCEM 1123 Chemistry I (Sci Majors)
		150421		✓	Chemistry II: DE - CCEM 1113 Chemistry II
		150422		✓	Chemistry II: DE - CCEM 1133 Chemistry II (Sci Majors)
		150424		✓	Chemistry II: Honors
		150505		✓	Organic Chemistry: DE - CCEM 2213 - Organic Chemistry I
	1 from:	150901	✓		Earth Science
		150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
		150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
	1 from:	150310	✓		Environmental Science
		150914		✓	Environmental Awareness
		150328		✓	Environmental Science: Honors
		150913		✓	Environmental Science: Gifted
		150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	1 from:	150311		✓	Environment Science: AP* Environmental Science
		150312		✓	Environmental Science: IB* Environmental Systems

Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	1 from:	150802	✓		Physical Science
		150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
		110810	✓		Principles of Engineering
		110864	✓		(LSU Partnership) Principles of Engineering
		080109	✓		PLTW Principles of Engineering
	1 from:	010302	✓		Agriscience II ¹
	1 from:	150000 or 150700	✓		Physics I
		150699		✓	Physics: Honors
		150705		✓	Physics: Gifted
		149997	✓		Physics I: Cambridge IGCSE
		150724		✓	Physics: AP* Physics I - Algebra Based
	1 from:	150703		✓	Physics: IB* Physics I
		150725		✓	Physics: AP* Physics II - Algebra Based
		150794		✓	Physics: AP* Physics C - Electricity and Magnetism
		150795		✓	Physics: AP* Physics C - Mechanics
		150704		✓	Physics: IB* Physics II
		149999		✓	Physics II: Cambridge AICE - AS (Honors)
		150726		✓	Physics: DE - CPHY 2113 Physics I (Algebra/Trig Based)
		150727		✓	Physics: DE - CPHY 2114 Physics I (Lecture and Lab)
		150728		✓	Physics: DE - CPHY 2133 Physics I (Calculus Based)

¹ Agriscience I is a prerequisite of for Agriscience II and is an elective course

Social Studies = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		220403	✓		U.S. History
		220409		✓	U.S. History: Honors
		220406		✓	U.S. History: Gifted
		220404		✓	AP* U.S. History
		220405		✓	IB* History of the Americas I
		220407		✓	U.S. History: DE - CHIS 2013 American History I
		220408		✓	U.S. History: DE - CHIS 2023 American History II
1 Unit from the following:		220502	✓		American Government
		220505		✓	Government: Honors
		220513		✓	Government: Gifted
		220501	✓		Civics (1st semester)
		220504	✓		Civics (2nd semester)
		220604		✓	Government: AP* Government and Politics: Comparative
		220503		✓	Government: AP* Government and Politics: United States
		220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
		220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
		220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt
2 Units from the following:		220402	✓		Western Civilization
		220446		✓	Western Civilization: DE - CHIS 1013 Western Civilization I
		220447		✓	Western Civilization: DE - CHIS1023 Western Civilization II
		220410	✓		European History
		220449		✓	European History: Gifted
		220412		✓	European History: AP* European History
		220453		✓	History (European): Cambridge AICE - AS (Honors)
		220300	✓		World Geography
		220315		✓	World/Human Geography: Gifted
		220310		✓	World Geography: AP* Human Geography
		220311		✓	World Geography: IB* Geography
		220453		✓	Geography: Cambridge AICE - AS (Honors)
		220312		✓	World Geography: DE - CGRG 2113 World Regional Geography or DE-CGRC 2213 Physical Geography
		220401	✓		World History
		220400		✓	World History: Honors
		220413		✓	World History: AP* World History
		220414		✓	World History: IB* World History
		220411		✓	World History: IB* History of the America II
		220450		✓	World History: DE - CHIS 1113 World Civilization I
		220451		✓	World History: DE - CHIS 1123 World Civilization II
		220454		✓	History (International) : Cambridge AICE - AS (Honors)
		222009	✓		History of Religion
		222013		✓	History of Religion: DE - CPHL 2213 World Religions
		220201	✓		Economics
		220606		✓	Economics: Gifted
		220603		✓	Economics: AP* Macroeconomics
		220605		✓	Economics: AP* Microeconomics
		220610		✓	Economics: IB* Economics
		220517		✓	Economics: Cambridge AICE - AS (Honors)
		220202		✓	Economics: DE - CECN 2113 Economic Principles
		220608		✓	Economics: DE - CECN 2213 Macroeconomics
		220609		✓	Economics: DE - CECN 2223 Microeconomics
		222004		✓	Psychology: AP* Psychology
		225011		✓	Psychology: DE – CPSY 2013 Intro to Psychology *
		220512	✓		African-American History**
		220511		✓	African-American History: DE – CHIS 2103 African American History**

Foreign Language =2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
Foreign Language, both units in the same language, which may include the following:	123501	✓		Arabic I
	123502	✓		Arabic II
	123503	✓		Arabic III
	123504	✓		Arabic IV
	123507		✓	Arabic: IB* Language ab initio
	123508		✓	Arabic: IB* Language B
	123505		✓	Arabic: DE - CARB 1013/1014 Elementary Arabic I
	123506		✓	Arabic: DE - CARB 1023/1024 Elementary Arabic II
	123511		✓	Arabic Cambridge AICE - AS (Honors)
	121001	✓		French I
	121002	✓		French II
	121003	✓		French III
	121004	✓		French IV
	121009		✓	French III: Gifted
	121010		✓	French IV: Gifted
	121006		✓	French: AP* French Language and Culture
	121007		✓	French: IB* Language ab initio
	121008		✓	French: IB* Language B
	120999		✓	French: Cambridge AICE - AS (Honors)
	121011		✓	French: DE - CFRN 1013/1014 Elementary French I
	121012		✓	French: DE - CFRN 1023/1024 Elementary French II
	121013		✓	French: DE - CFRN 2013/2014 Intermediate French I
	121014		✓	French: DE - CFRN 2023 Intermediate French II
	121101	✓		German I
	121102	✓		German II
	121103	✓		German III
	121104	✓		German IV
	121107		✓	German III: Gifted
	121108		✓	German IV: Gifted
	121106		✓	German: AP* German Language and Culture
	121113		✓	German: IB* Language ab initio
	121114		✓	German: IB* Language B
	120115		✓	German: Cambridge AICE - AS (Honors)
	121109		✓	German: DE - CGRM 1013/1014 Elementary German I
	121110		✓	German: DE - CGRM 1023/1024 Elementary German II
	121111		✓	German: DE / CGRM 2013 Intermediate German I
	121112		✓	German: DE / CGRM 2023 Intermediate German II
	121601	✓		Latin I
	121602	✓		Latin II
	121603	✓		Latin III
	121604	✓		Latin IV
	121607		✓	Latin III: Gifted
	121608		✓	Latin IV: Gifted
	121606		✓	Latin: AP* Latin
	121613		✓	Latin: IB* Classical Language
	121609		✓	Latin: DE - CLTN 1013/1014 Elementary Latin I
	121610		✓	Latin: DE - CLTN 1023/1024 Elementary Latin II
	121611		✓	Latin: DE - CLTN 2013 Intermediate Latin I
	121612		✓	Latin: DE - CLTN 2023 Intermediate Latin II
	122501	✓		Spanish I
	122502	✓		Spanish II
	122503	✓		Spanish III
	122504	✓		Spanish IV
	122509		✓	Spanish III: Gifted
	122510		✓	Spanish IV: Gifted
	122506		✓	Spanish: AP* Spanish Language and Culture
	122507		✓	Spanish: IB* Language ab initio
	122508		✓	Spanish: IB* Language B
	122498		✓	Spanish: IB* Spanish IV
	122499		✓	Spanish: IB* Spanish V
	122600		✓	Spanish: Cambridge AICE - AS (Honors)
	122601		✓	Spanish Literature: Cambridge AICE - AS (Honors)
	122511		✓	Spanish: DE - CSPN 1013/1014 Elementary Spanish I

Foreign Language =2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	122512		✓	Spanish: DE - CSPN 1023/1024 Elementary Spanish II
	122513		✓	Spanish: DE - CSPN 1013/1014 Intermediate Spanish I
	122514		✓	Spanish: DE - CSPN 2023 Intermediate Spanish II
	123101	✓		Chinese I
	123102	✓		Chinese II
	123103	✓		Chinese III
	123104	✓		Chinese IV
	123108		✓	Chinese III: Gifted
	123109		✓	Chinese IV: Gifted
	123106		✓	Chinese: AP* Chinese Language and Culture
	123110		✓	Chinese: IB* Language ab initio
	123107		✓	Chinese: IB* Language B
	123124		✓	Chinese: Cambridge AICE - AS (Honors)
	121401	✓		Italian I
	121402	✓		Italian II
	121403	✓		Italian III
	121404	✓		Italian IV
	121407		✓	Italian III: Gifted
	121408		✓	Italian IV: Gifted
	121406		✓	Italian: AP* Italian Language and Culture
	121409		✓	Italian: IB* Language ab initio
	121410		✓	Italian: IB* Language B
	121501	✓		Japanese I
	121502	✓		Japanese II
	121503	✓		Japanese III
	121504	✓		Japanese IV
	121506		✓	Japanese III: Gifted
	121507		✓	Japanese IV: Gifted
	121505		✓	Japanese: AP* Japanese Language and Culture
	121508		✓	Japanese: IB* Language ab initio
	121509		✓	Japanese: IB* Language B
	121510		✓	Japanese: Cambridge AICE - AS (Honors)
	121200	✓		Hindi I
	121201	✓		Hindi II
	121202	✓		Hindi III
	121203	✓		Hindi IV
	121700	✓		Portuguese I
	121701	✓		Portuguese II
	121702	✓		Portuguese III
	121703	✓		Portuguese IV
	123520	✓		Vietnamese I
	123521	✓		Vietnamese II
	123522	✓		Vietnamese III
	123523	✓		Vietnamese IV
	123530	✓		Korean I
	123531	✓		Korean II
	123532	✓		Korean III
	123533	✓		Korean IV
	122001	✓		Russian I
	122002	✓		Russian II
	122003	✓		Russian III
	122004	✓		Russian IV
	123301	✓		Hebrew I
	123302	✓		Hebrew II
	123303	✓		Hebrew III
	123304	✓		Hebrew IV
	123201	✓		Greek I
	123202	✓		Greek II
	123203	✓		Greek III
	123204	✓		Greek IV
	123456	✓		American Sign Language I
	123457	✓		American Sign Language II

Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	030501	✓		Art I
	030502	✓		Art II
	030503	✓		Art III
	030504	✓		Art IV
	110560	✓		Art: Drafting
	030596		✓	Art History: Gifted
	030597		✓	Art: AP* Art History
	030595		✓	Art History: DE - CART 2103 Art History I
	030594		✓	Art History: DE- CART 2113 Art History II
	030514		✓	Studio Art Design: Talented Visual Arts I
	030515		✓	Studio Art Design: Talented Visual Arts II
	030516		✓	Studio Art Design: Talented Visual Arts III
	030517		✓	Studio Art Design: Talented Visual Arts IV
	030520		✓	Studio Art Design: DE - CART 1113 Art Structure/2-D Design
	030521		✓	Studio Art Drawing: DE - CART 2203 Beginning Drawing
	030509		✓	Art: AP* Studio Art: 2-D Design
	030508		✓	Art: AP* Studio Art: 3-D Design
	030519		✓	Art: AP* Studio Art: Drawing
	030522		✓	Art: IB* Visual Arts
	030360	✓		Applied Music
	030300	✓		Beginning Band
	190110	✓		Marching Band
	030310	✓		Beginning Choir
	030353	✓		Sectional Rehearsal
	030361	✓		Studio Piano I
	030362	✓		Studio Piano II
	030363	✓		Studio Piano III
	030480	✓		Studio Strings I
	030481	✓		Studio Strings II
	030482	✓		Studio Strings III
	030301	✓		Intermediate Band
	030311	✓		Intermediate Choir
	030439		✓	Music: Talented Choir: Intermediate
	030302	✓		Advanced Band
	030312	✓		Advanced Choir
	030440		✓	Music: Talented Choir: Advanced
	030320	✓		Beginning Orchestra
	030321	✓		Intermediate Orchestra
	030459		✓	Music: Talented Orchestra: Intermediate
	030322	✓		Advanced Orchestra
	030460		✓	Music: Talented Orchestra: Advanced
	030313	✓		Small Voice Ensemble
	030449		✓	Music: Talented Small Voice Ensemble II
	030303	✓		Wind Ensemble
	030304	✓		Jazz Ensemble
	030352	✓		Guitar Class
	030350	✓		Piano Class
	030341	✓		Music Theory I
	030342	✓		Music Theory II
	030318	✓		Music and Media
	030319	✓		Music and Technology
	030371		✓	Music: Talented Music I
	030372		✓	Music: Talented Music II

Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	030373		✓	Music: Talented Music III
	030374		✓	Music: Talented Music IV
	030365		✓	Music: IB* Music I
	030366		✓	Music: IB* Music II
	030332	✓		Fine Arts Survey
	030364		✓	Fine Arts Survey: AP* Music Theory
	030590		✓	Fine Arts Survey: DE - CMUS 1013 Music Appreciation
	030591		✓	Fine Arts Survey: DE - CDNC 1013 Dance Appreciation
	030592		✓	Fine Arts Survey: DE - CART 1023 Introduction to Visual Arts
	030593		✓	Fine Arts Survey: DE - CART 1013 Exploring the Arts
	030600	✓		Dance I
	030621	✓		Dance II
	030631	✓		Dance III
	030641	✓		Dance IV
	030719		✓	Dance: IB* Dance
	030700	✓		Theatre I
	030721	✓		Theatre II
	030731	✓		Theatre III
	030741	✓		Theatre IV
	030701	✓		Technical Theatre
	030702	✓		Theatre Design and Technology
	030710		✓	Theatre: Talented Theatre I
	030711		✓	Theatre: Talented Theatre II
	030712		✓	Theatre: Talented Theatre III
	030713		✓	Theatre: Talented Theatre IV
	030718		✓	Theatre: IB Theatre
	030709		✓	Theatre: Talented Introduction to Film Studies
	030706		✓	Theatre: IB Film Study I
	030707		✓	Theatre: IB Film Study II
	030708		✓	Theatre: IB Film Study III
	030715		✓	Theatre: DE - CTHE 2103 Acting I
	030716		✓	Theatre: DE - CTHE 2113 Acting II
	030717		✓	Theatre: DE - CTHE 1013 Introduction to Theatre
	030810	✓		Media Arts I
	030820	✓		Media Art II
	030830	✓		Media Arts III
	030840	✓		Media Arts IV
	312400	✓		Photography I
	312405	✓		Photography II
	312414	✓		Digital Photography
	040241	✓		Digital Storytelling (LSU Partnership)
	080020	✓		Sound Design (LSU Partnership)
	080021	✓		Digital Image and Motion Graphics (LSU Partnership)
	110860	✓		Engineering Design and Development
	110861	✓		Engineering Design and Development (LSU Partnership)
	051103	✓		Speech III ²
	051104	✓		Speech IV ²

² Speech III and IV (1 Unit Combined)

Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	190105	✓		Physical Education I
	190100	✓		Adapted Physical Education I ³
	170001	✓		JROTC I ⁴
	170002	✓		JROTC II ⁴
	170003	✓		JROTC III ⁴
	170004	✓		JROTC IV ⁴
½ Unit from the following:	190106	✓		Physical Education II
	190097	✓		Adapted Physical Education II ³
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team
½ Unit from the following:	190500	✓		Health Education
	170001	✓		JROTC I ⁵
	170002	✓		JROTC II ⁵

Electives = 3 Units	Electives
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Total Units = 24

³ Adapted physical education restricted to eligible special education students

⁴ In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education

⁵ JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law.

JUMP START TOPS TECH

(CAREER DIPLOMA) COURSE REQUIREMENTS

2014-2015 ENTERING 9TH GRADERS

ENGLISH = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
2 Units from the following:	120333	✓		English III
	120336	✓		Business English
	120350	✓		Technical Writing
	120329		✓	English III: Gifted and Talented
	120325		✓	English III: AP® English Language Arts and Composition
	120403		✓	English III: IB® Literature
	120327		✓	English III: IB® Language & Literature
	120404		✓	English III: IB® Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
	120341		✓	English III: Honors
	120334	✓		English IV
	120330		✓	English IV: Gifted and Talented
	120326		✓	English IV: AP® English Literature and Composition
	120405		✓	English IV: IB® Literature
	120328		✓	English IV: IB® Language & Literature
	120406		✓	English IV: IB® Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama
	120342		✓	English IV: Honors
	Note: Comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE			

Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	160321	✓		Algebra I
	160331	✓		Applied Algebra I
	160338	✓		Algebra I, Part 2 (the elective course Algebra I - Part 1 is a prerequisite)
3 Units from the following:	160323	✓		Geometry
	160322	✓		Algebra II ¹
	160351	✓		Math Essentials
	165040	✓		Transition to College Mathematics
	160345	✓		Financial Literacy (formerly Financial Math)
	040307	✓		Business Math
	165031	✓		Statistical Reasoning
	160375	✓		Algebra III
	160508	✓		Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE - CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160365		✓	Pre-Calculus: IB® Math Studies I
	160502		✓	Pre-Calculus: DE - CMAT 1233 Algebra and Trigonometry
	160366		✓	Pre-Calculus: Honors
	160349	✓		Probability and Statistics
	160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	Note: Or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.			

¹ Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for Algebra I, Geometry, and Algebra II sequence may be substituted for the Algebra I, Geometry, and Algebra II sequence

Science = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	150301	✓		Biology I
	150321		✓	Biology I: DE - CBIO 1013 General Biology I
	150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit from the following:	150401	✓		Chemistry I
	150412		✓	Chemistry I: Gifted and Talented
	150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
	150400		✓	Chemistry I: Honors
	150901	✓		Earth Science
	150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
	150310	✓		Environmental Science
	150913		✓	Environmental Science: Gifted and Talented
	150311		✓	Environment Science: AP® Environmental Science
	150312		✓	Environmental Science: IB® Environmental Systems
	150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	150328		✓	Environmental Science: Honors
	150802	✓		Physical Science
	150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✓		Principles of Engineering
	110864	✓		(LSU Partnership) Principles of Engineering
	080109	✓		PLTW Principles of Engineering
	010302	✓		Agriscience II ²
	150307		✓	Biology II: AP® Biology
	150305		✓	Biology II: IB® Biology I
	150308		✓	Biology II: IB® Biology II
	149993		✓	Biology II: Cambridge AICE - AS (Honors)
	150410		✓	Chemistry II: AP® Chemistry
	150423		✓	Chemistry II: IB® Chemistry I
	150411		✓	Chemistry II: IB® Chemistry II
	150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
	150000	✓		Physics I
	149997	✓		Physics I: Cambridge IGCSE
	149999		✓	Physics II: Cambridge AICE - AS (Honors)
	150724		✓	Physics: AP® Physics I - Algebra Based
	150725		✓	Physics: AP® Physics II - Algebra Based
	150703		✓	Physics: IB® Physics I
	150704		✓	Physics: IB® Physics II
	150794		✓	Physics: AP® Physics C - Electricity and Magnetism
	150795		✓	Physics: AP® Physics C - Mechanics

2 The elective course Agriscience I is a prerequisite

Social Studies = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	220403	✓		U.S. History
	220406		✓	U.S. History: Gifted and Talented
	220404		✓	AP® U.S. History
	220405		✓	IB® History of the Americas I
	220407		✓	U.S. History: DE - CHIS 2013 American History I
	220408		✓	U.S. History: DE - CHIS 2023 American History II
	220409		✓	U.S. History: Honors
1 Unit from the following:	220502	✓		American Government
	220513		✓	Government: Gifted and Talented
	220505		✓	Government: Honors
	220501	✓		Civics (1st semester) ½ Unit
	220504	✓		Civics (2nd semester) ½ Unit
	220604		✓	Government: AP® Government and Politics: Comparative
	220503		✓	Government: AP® Government and Politics: United States
	220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
	220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt

Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	190105	✓		Physical Education I
½ Unit from the following:	190106	✓		Physical Education II ³
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team
½ Unit from the following:	190500	✓		Health Education (JROTC I and II may be used to meet the health education requirement per Bulletin 741 §2347.)

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

Total Units = 23

³ Or Adapted Physical Education I and II for eligible special education students

Appendix E: LDOE 2022-2023 Pupil Progression Plan Guidance

<https://www.louisianabelieves.com/resources/library/school-policy>

Subject to Change by LDE – Updated Revision as of PPP Board Approval Date



2022-2023 Pupil Progression Plan Guidance

Introduction

Bulletin 1566 supports LEA flexibility with regard to student promotion and retention. However, students who struggle must be identified early and receive the necessary support to ensure their growth and ability to stay on track toward graduation.

Struggling students must be identified early and receive intensive support to ensure growth and the ability to stay on track towards graduation while the decision for promotion and retention remains a local decision.

The policy requirements in the 2022-2023 Pupil Progression Plan should reflect promotion, retention, and placement policies for students in grades K-12.

Policy Requirements

Grade 3 Requirements:

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

1

Updated 5/20/22

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual plan.

Grade 4 Requirements:

- Students who score below “Basic” in at least two core subjects (ELA, math, science, and social studies) at the end of Grade 4 must be placed on an [individual academic improvement plan](#).
- The plan must:
 - Address each core subject in which the student scored below “Basic”
 - Include at least two approved [intervention options](#) per core subject, including possible participation in summer school as an intervention if chosen by the student and parent
 - Be signed by the parent/legal guardian, following discussion of the plan
 - Continue until the student achieves “Basic” in the core subjects that led to the development of the plan

Grades 5-7 Requirements:

- Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves “Basic” in the *same core subjects* that led to the development of their individual academic improvement plan.

Promotion of students in Grade 4:

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.

- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall:
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.
- Resources to assist with support for literacy are available in the [Louisiana Literacy Library](#).

Grade 8 Requirements:

- Students shall score at least “Basic” in either ELA or math and “Approaching Basic” in the other subject to be promoted to Grade 9; Bulletin 1566 provides for waivers as well as placement in transitional ninth grade in certain circumstances.
- The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, no later than October 1 of each school year

Promotion and Support Policy Process for Grade 3

[Bulletin 1566 §701](#)

All steps in this process are required and should be repeated at the end of each school year.

Action Step 1: Identify students who are academically struggling			
Who	What	When	Goal
LEA	LEA will use their LEAP data to identify students exiting grades 3 who are identified as below “Basic” in ELA and below grade level in reading	End of school year (beginning end of 2022-2023 school year)	<ul style="list-style-type: none"> Identify students exiting grade 3 who scored below “Basic” in ELA and below grade level in reading and require an individual literacy plan.

**No action required for students in grades 4 through 7 who were not previously put on a plan in grade 4.*

Action Step 2: Engage parent/legal guardian and create a plan (required)			
Who	What	When	Goal
LEA and Parent/Legal Guardian	Attend planning meeting for each student exiting Grade 3 identified in action step 1	End of school year (beginning end of 2022-2023 school year)	<ul style="list-style-type: none"> Identify support for students (both at home and at school) using available literacy resources.[Ⓘ] Complete and sign the <i>individual literacy plan</i> and <i>parent/legal guardian agreement form</i>[Ⓘ] Maintain the plan and agreement form in the student’s file. <p>[Ⓘ]Resources will be available in the Louisiana Literacy Library in Winter 2022.</p>

Action Step 3: Determine retention or promotion status			
Who	What	When	Goal

LEA	Continue academic improvement plan and monitor student progress	Ongoing and as needed	<ul style="list-style-type: none"> The student meets expectations (reading on grade level and score basic or above on ELA LEAP). <p><i>If the student does not meet expectations, per pupil progression policy, determine retention or promotion status.</i></p>
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Promotion and Support Policy Process for Grade 4

[Bulletin 1566 §701 and §703](#)

All steps in this process are required and should be repeated at the end of each school year.

Action Step 1: Identify students who are academically struggling			
Who	What	When	Goal
LEA	Receive roster from LDOE of students exiting grades 4 who identify as below "Basic" in at least two core subjects	End of school year	<ul style="list-style-type: none"> Identify students exiting grade 4 who scored below "Basic" in at least two core subjects and require an individual academic improvement plan

**No action required for students in grades 5 through 7 who were not previously put on a plan in grade 4.*

Action Step 2: Engage parent/legal guardian and create a plan (required)			
Who	What	When	Goal
LEA and Parent/Legal Guardian	Attend planning meeting for each student exiting Grade 4 identified as below "Basic" in action step 1	End of school year	<ul style="list-style-type: none"> Select interventions from the list of options Populate and sign the individual academic improvement plan template and parent/legal guardian agreement form Maintain the plan and agreement form in the student's file
Action Step 3: Determine retention or promotion status			
Who	What	When	Goal

LEA	Continue academic improvement plan and monitor student progress	Ongoing and as needed	<ul style="list-style-type: none"> Student met expectations (i.e., Basic or above). <i>If student does not meet expectations, per pupil progression policy, determine retention or promotion status.</i>
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Intervention Options

If a student is identified as needing an [individual academic improvement plan](#), the school system is required to choose at least two interventions for each core academic subject from the list below. The parent/legal guardian shall sign an [agreement form](#) indicating the selected interventions.

Options	Requirements and Resources
Enrollment in a summer program <i>(Per state law, this option must be offered to parents/legal guardians)</i>	<p>Summer program uses instructional curricula or learning program aligned to Louisiana State Standards.</p> <p>Program taught by a Highly Effective or Effective Proficient teacher.</p> <p>No more than 35% of the instructional time can be made up of learning below the student's registered grade level.</p> <p>At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.</p>
Additional In-school support	<p>Additional learning minutes should come from free time during the school day or after school support.</p> <p>Student should never be pulled out of on grade level, core academic instruction with peers to receive below level instructional support.</p> <p>No more than 35% of the instructional time can be made up of learning below the student's registered grade level.</p> <p>At least 65% of instructional time should be targeted to help students access on grade level learning, which includes any additional instructional time.</p> <p>Additional in-school support resources: Louisiana Believes Teacher Support Toolbox (by grade and subject) K-12 Math Planning Resources: Helping students who struggle (by grade) Diverse Learners Guide and the Supports Flow Chart (ELA Guidebooks 2.0)</p>

Access to high quality, aligned curriculum	Use of a high quality curriculum aligned to Louisiana State Standards that includes built in instructional support.
Placement in classroom of a highly effective teacher	Student is placed in the classroom of a teacher rated highly effective overall or highly effective on value added model or has proven to grow academically struggling students in the past.

Promotion and Support Policy FAQs

Where can I find the related policy Bulletin 1566? You can find policies related to IAPs in [Bulletin 1566, Pupil Progression Policies and Procedures](#). In fact, LEAs can access all policies that BESE has adopted on the [BESE website](#).

- Will the template be required or can we use our own format?** Local school systems may use their own template as long as all components from the State template are addressed, if applicable.
- What documentation do you suggest the LEA keep on file locally?** The following items are required:
 - a formal submission statement signed by Principal & Board President See Section XI – LEA Assurances
 - a local/LEA 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
 - copies of the public notice of the PPP prior to approval of PPP (dates and location)
- Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade, unless the student is eligible for a waiver or is placed in transitional ninth grade. Does that mean that they must have AB in science and social studies too?** The 8th grade policy was not revised by BESE to address science and social studies.
- Do schools have to offer all four choices that are listed as allowable interventions?** No, the policy does not mandate this.
- When will the roster of 3rd and 4th grade students who scored below Basic in at least two subjects be provided?** This information can be extracted from the assessment score report file provided to district test coordinators annually in June.
- Will there be a template for individual academic improvement?** Yes, a [template](#) and supporting documents are available [in the School Policy library](#).

7. **Will there be a template for individual literacy plans?** Yes, a template and supporting documents will be released [in the Literacy Library](#) Winter 2022.
8. **How will the Individual Academic Improvement Plan change in order to incorporate the Individual Literacy Plan?** No change - the individual literacy plan will begin after grade 3 and go through the 4th grade. At the end of the 4th grade, the traditional 4th grade promotion policies commence.
9. **How will the IGP change in order to incorporate the Individual Academic Improvement Plan?** No change - the individual academic improvement plan will begin after grade 4 and go through the 8th grade. At the end of the 8th grade, the traditional 8th grade promotion/T9/IGP policies commence.
10. **What about attendance by teachers and parents in-person?** Many of our parents cannot attend in person as we serve families from all over the state. When parents do not have transportation or otherwise cannot attend IEP meetings in person, we conduct the meeting over the phone/video phone. Can we do the same for these review meetings? LEAs should work with parents to determine how best to have these conversations and obtain written affirmations of their participation. We suggest documenting the meeting date and time and obtaining an electronic signature on the parent agreement form to keep on file, if an in-person meeting is not possible.
11. **What if the school makes every attempt to contact the parent to get them at the meeting, but they don't attend?** Keep documentation showing multiple attempts to contact the parent, including but not limited to phone call, written note home, email, etc.
12. **If a parent refuses to allow a student to take the 8th grade LEAP, how will the promotion/placement decision be made?** Principals and superintendents should personally discuss the implications of non-participation with parents who make these requests or express concerns about testing. While federal law does call for the participation of "all students" in state testing, local school leaders should also work to accommodate and respect parent wishes for their children. Local pupil progression policies may address this as well, and where test scores are not available to guide promotion/placement decisions, the school should review the preponderance of evidence of student learning from that school year to make that decision.
13. **If a parent instructs a student to not test (opt out students), therefore they receive unsatisfactory, do they get an individual academic improvement plan?** The school shall work with the parent to consider all other available evidence of student learning to determine if an academic improvement plan is needed.
14. **What is the difference between academic supports and remediation? Can you provide examples?** Remediation is a form of academic support, although typically focused on content that is below grade level. In keeping with other language in this proposed regulation, we are requiring that academic supports contain content that exposes students and allows them to learn content that is on grade level. Remedial (below grade level) content should not comprise more than 35 percent of the instructional time.
15. **For math, there are Eureka Remediation tools aligned to the Modules and Topics in Eureka. What should be used for ELA?** There are two primary resources for supporting struggling students in ELA: [ELA Guidebooks Diverse Learners Guide](#) and [ELA Guidebooks Supports Flow Chart](#).

16. **What are the implications for those districts which may not be able to provide “highly effective” teachers for every class?** BESE, at its December 2017 board meeting, approved a policy revision which provides that summer school teachers be rated Highly Effective or Effective: Proficient pursuant to their most recent evaluation. This is one of four options that LEAs have to meet the needs of academically struggling students. LEAs need only provide two of the four required.
17. **For students with disabilities, can the IEP serve as the individual academic improvement plan if they add the needed components or should a separate plan be written?** The IEP is based on federally required components related to special education services. An [Individual Academic Improvement Plan](#) is required in addition to the IEP for students with disabilities. The two plans should work in tandem to support student learning and improvement.
18. **Do students with 504 plans or IEPs that do not meet the standard for promotion still need an Individual Academic Improvement Plan?** Yes, an [Individual Academic Improvement Plan](#) is required in addition to the 504 plan and IEP.
19. **How does this policy affect the April Dunn Act?** No change - all state laws continue to be in effect. Refer to Bulletin 1530 for specific regulations regarding promotion decisions for these students.
20. **Will all four subjects need to be offered during summer remediation?** Yes, the policy provides for remediation to be offered in each of the four core subjects where students may have weaknesses. The objective is to help students in the core academic subjects in which they’ve scored below Basic.
21. **Using only highly effective teachers narrows the summer school teacher pool down considerably. What if there are not enough HE teachers in the district to teach summer school?** BESE, at the December 2017 board meeting, approved a policy revision which provides that summer school teachers be rated Highly Effective or Effective: Proficient pursuant to his/her most recent evaluation. LEAs are encouraged to assemble the most effective group of educators to support students in addressing their academic weaknesses.
22. **How is “summer” defined for purposes of summer remediation?** The Legislature has not defined this term which is used in state law (R.S. 17:24.4). This past year, legislation was passed to allow summer remediation to be optional. LEAs that chose to offer summer remediation may offer it on the timeline that they believe works best for them.
23. **With the repeal of the 50-hour cap for each subject taught during summer remediation, won’t this increase local costs?** The 50-hour requirement in the previous policy was a minimum, not a cap, that BESE has since voted to repeal. LEAs can now determine the appropriate length of summer remediation programs needed to address students’ needs.
24. **Will LEAP scores come in at the end of May in order to be ready for summer school at the beginning of June?** 2022 results will likely not be available until July, per the LDOE Assessment team and test vendor.
25. **Can a resident or a first year teacher teach summer school or be the classroom teacher the following year for the struggling student?** No. The regulations require that the summer school teacher must have been rated Highly Effective or Effective: Proficient pursuant to his/her most recent evaluation. Thus, a teacher must have been formally evaluated in order to have such a rating.

26. **Are first-time eighth grade students not meeting the eighth grade promotion standard required to complete summer remediation before being placed on a high school campus in transitional ninth grade?** No, revisions to policy approved in January 2018 remove the requirement that a first-time eighth grade student who does not meet the eighth grade promotion standard complete summer remediation before being placed on a high school campus in transitional ninth grade. Beginning with the 2018-2019 school year, it was determined that transitional ninth grade placement decisions shall be based on both results of the eighth grade LEAP test and all other available evidence of student learning.
27. **Are LEAs allowed to offer summer remediation only to those students who have been identified as academically struggling, based on the results of state assessments?** The revisions approved in January 2018 continue to offer summer remediation to students who have been identified as academically struggling, but enable LEAs to identify such students based not only on the results of state assessments, but also on a preponderance of evidence of student learning available at the end of the school year.
28. **What high-quality science curricula should be used for students who need additional support?** Full reviews of science programs that have been identified as Tier 1 through the Department's Instructional Materials Review Process, meaning they exemplify quality alignment to standards, can be found on the [Curricular Resources Annotated Reviews](#) page. Additionally, information on high quality pilot programs and Sample Scope and Sequence Documents are included on the [Science Planning Page](#). Students who need additional support may also have extra time on three-dimensional science tasks such as those in [EAGLE and Science Sample Scope and Sequence Documents](#). According to intervention options outlined in the IAIP, no more than 35% of the instructional time can be made up of learning below the student's registered grade level. At least 65% of instructional time should be targeted to help students access on grade level work.
29. **Is summer remediation (or any other IAIP intervention) required for a subject area for which the IAIP was not originally written?** While not required, the school should strongly consider additional interventions in this subject area as part of the student's updated IAIP. Students who are struggling academically must be identified early and receive appropriate supports to ensure growth and the ability to stay on track towards graduation. If a student was identified as struggling academically in the prior year and is now struggling in a new content area, then supports should address current struggles.

Appendix F: LDOE 9th Grade Transition Policy Guidance

<https://www.louisianabelieves.com/resources/library/school-policy>

Subject to Change by LDE – Updated Revision as of PPP Board Approval Date



Transitional 9th Grade Promotion Policy Guidance 2021-2022 School Year

Update

ACT 53 (SB 31) of the 2020 Second Extraordinary Session provides that notwithstanding any provision of law to the contrary, for the 2020-2021 school year, the results from student assessments shall not be used for making placement decisions for fourth and eighth grade students.

The 9th grade transition is a critical time for high school students, often determining the likelihood of graduation; nearly 40% of overage 8th graders who are retained subsequently dropout of school. It is critical to acknowledge that struggling students need support beyond academic remediation. Struggling students need multi-faceted, intensive and customized support in all areas to achieve social, emotional, and academic progress.

As schools seek to address the challenges of 9th grade transition, it is critical to (a) ensure a smooth, well-planned transition for all students and (b) plan proper supports for struggling students who need additional academic remediation.

The document helps counselors (a) support school-wide student planning throughout Individual Graduation Plans and (b) implement Transitional 9th Grade for appropriate students. The following items are included to assist with Transitional 9th Grade Implementation:

- [Transitional 9th Grade Key Policies](#)
- [Step 1: Identify Students](#)
- [Step 2: Determine Placement of Non-Proficient Students](#)
- [Step 3: Plan for Student Support](#)
- [Step 4: Select Appropriate Curriculum](#)
- [Counselor Tools and Supports](#)
- [Accountability Implications](#)

TRANSITIONAL 9th GRADE KEY POLICIES

Policy contained in Bulletin 1566, [Pupil Progression Policies and Procedures](#), allows placement of students who are unable to meet the standard of proficiency in 8th grade in transitional 9th grade to improve the likelihood of high school graduation by providing the necessary remediation in a high school setting. The highlights of the transitional 9th grade policy include:

Support for Students

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

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7/27/2021

Local Decision-making: Placement in transitional 9th grade shall be at the discretion of the school where the student was enrolled in 8th grade. Schools are highly encouraged to use the transitional 9th grade placement option as data show that students placed on a high school campus are more likely to become high school graduates. The School Building Level Committee (SBLC)¹ at the sending school will review data such as standardized test scores, past coursework and student behavioral data to determine the most appropriate setting for each student. The SBLC team must consist of a school counselor, administrator, teachers familiar with the student and the student's guardian. Each LEA shall enroll students placed in transitional 9th grade, subject to any approved school admission requirements.

BESE Approved Language from Bulletin 1566, Pupil Progression Policies and Procedures:

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

Inclusion in High School Graduation Cohort: Students placed in transitional 9th grade is considered 8th graders for accountability purposes and are not included in the high school graduation cohort during their first year on the high school campus. These students can enroll in high school-level classes, including career education courses, which parents and schools deem appropriate (i.e. the student is capable of successfully passing the course). EOC test scores earned by students in transitional 9th grade shall be transferred or banked in the same manner as students who take LEAP 2025 exams in middle school. Students shall enter the high school cohort following one year in transitional 9th grade and become eligible to graduate in four years, provided the student meets graduation requirements within that time.

Students who have been outside a traditional public school setting for one calendar year may be placed in transitional 9th grade as long as they have never been enrolled previously in 9th grade. The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, no later than October 1 of each school year.

LEAs shall address how they will make transitional 9th grade placement decisions, as well as address remediation, in their Pupil Progression Plans.

STEP-BY-STEP PLANNING GUIDE

STEP 1: Identify Students

Identify eligible T9 students and the areas in which they are proficient or non-proficient. LEAs will determine appropriate placement criteria. Based on a review of local Pupil Progression Plans, most LEAs are basing these decisions on the following data points:

- Benchmark assessments
- Performance on classroom assessments
- Course grades

¹ Students with disabilities who meet the eligibility criteria in the April Dunn Act of the 2014 Legislative Session will have promotion decisions determined by their IEP team. More information on high school special education policies may be found in [this document](#).

- Student growth
- IEP goals
- Attendance

STEP 2: Determine Placement of Non-Proficient Students

The initial decision to place a student in the Transitional 9th Grade or to retain a student in the 8th grade shall be at the discretion of the local school or school system where the student was enrolled in 8th grade. However, schools are highly encouraged to make such placements, as data show that students placed on a high school campus are less likely to dropout. The School Building Level Committee (SBLC) at the middle school will review standardized test scores, past coursework, and student behavioral data to determine the most appropriate setting for each student.

- Data indicators for student placement include: 1) [Statewide assessments results](#); 2) student growth data and/or results from a teacher's SLT process; 3) results of benchmark assessments rated as Tier 1 or 2 through the [Instructional Materials Review](#) process and/or the state released ELA and math practice tests; 4) performance results on classroom assessments aligned to the state academic standards (e.g. unit assessments from Tier 1 curricula, teacher made assessments in [EAGLE](#)); 5) IEP goals; 6) course grades; 7) attendance; and 8) student graduation support profile.
- Student Profile Considerations (Employment, Career Inventory, Transient)
 - o Employment Considerations
 - o Readiness - Does the student have the necessary skills?
 - o Interests - Knowing what students find worthy of their time and their hobbies outside of school go a long way in establishing rapport and in building a higher interest level in subject matter.
 - o Anecdotal Information - offers important considerations about students in terms of their strengths and concerns.
 - o Career Inventory Considerations
 - o Career interest inventories typically describe or illustrate (often with pictures and videos) many occupations and job tasks and ask youth to rate how much they would enjoy doing each job or task. By rating their level of interest in a wide range of occupations, these inventories help young people recognize their predominant interests and preferences.
 - o Career interest inventories can be used in school classes, in afterschool and community youth programs, in workforce development programs, and at home.
 - o Explore free career interest inventory tools that youth can access on the Internet.
 - o Adapt methods and materials to suit individual youth needs.
 - o Use the career interest inventory results as a starting point for engaging youth in exploration and planning for careers and postsecondary education.
 - o Transient Considerations
 - o Provide solid transition programs for mobile students
 - o Include administrative procedures that increase the overall quality of the school
 - o Implement flexible classroom strategies
 - o Incorporate collaborative support and effective communication

STEP 3: Plan for Student Support

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

The [National College Attainment Network \(NCAN\)](#), provides an [advisor training module](#) for school counselors to create a comprehensive [early awareness program](#) for college and career readiness.

Career counseling, a part of career development, is a focused effort starting in middle school and accelerating in high school to help students: 1) identify the career they might pursue; 2) attain the competencies and certifications they need to secure entry-level employment; and 3) build the habits and life skills necessary to be productive adults.

Effective career counseling should:

- encourage all teachers in each pathway to become de facto career counselors in their specialty, an informal-but-powerful strategy;
- reinforce emphasis on joint curricular planning between academic and CTE teachers;
- retain career counseling capacity (in-person or online) to provide all students with some form/modality of one-on-one career and college planning in both 10th and 12th grades;
- form (or expand) career-technical student's organizations (CTSOs) in targeted job sectors, relying on teacher-advisors and industry partners to mentor the student-members of these organizations;
- develop region-wide teacher professional development (PD) modules emphasizing Jump Start and specific high-demand job sectors that can be implemented in every school district;
- recruit "near-peer" mentors (i.e., recent graduates who are gainfully employed in targeted industries), with the option of "importing" and "exporting" some of these young success stories to outlying parishes that may lack this population; and
- hold multi-school district industry mentoring events where students from different high schools can meet with industry partners who can then perhaps provide informal mentoring or help form CTSOs.

Determine how often this structure should evaluate an individual student's progress, specifying the data the support team will use to identify student progress and gaps

- Quarterly support team meetings are recommended as interim progress checks
- Review course grades
- Review common assessments
- Review attendance records
- Review discipline reports
- Review teacher/mentor evaluations

Evaluate student growth and identify next steps

- Review academic data to determine if student is progressing
- Assess whether the student has socially acclimated to the high school campus and matured in his/her academic life (attendance, course work, homework, class participation and study habits)
- Plan ongoing counseling and mentoring
- Create an Individualized Graduation Plan that will support the student in the 9th grade cohort based on his/her ongoing needs

Provide Career Readiness Course Opportunities

Career development is a lifelong process that students begin in middle school and accelerate in high school. Career

development includes:

- a) developing an understanding of different career opportunities;
- b) learning the foundational academic skills necessary to attain and succeed in employment;
- c) developing the behavioral skills necessary to attain and succeed in employment;
- d) learning about different college options (types of schools, programs and schedules); and
- e) developing individual plans to guide learning and career searches, during and after high school.

A Middle School/Transitional 9th Grade Career Readiness opportunity includes:

- ✓ Career Exploration - career fairs, career presentations, Career Awareness course (including Financial Literacy, student interest testing)
- ✓ College Awareness - school posters, college representative's presentations, college

campus visit(s) **STEP 4: Select Appropriate Curriculum**

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical those materials fully align to state standards and are high quality if teachers are to provide meaningful instruction. No program is a silver bullet, so principals must support their teachers to choose and use each program in a way that supports the unique students in their building.

Review the posted [instructional resource reviews](#).

Hundreds of titles have been reviewed by educators and experts from across the state. The Department tiers programs so that schools can easily see which programs are more and less aligned to Louisiana's academic standards. The [rubrics](#) for these reviews are available so that districts can review the materials on their own as needed as well.

Through these reviews, the Department has also identified a number of trends in missing curricular components and has released a series of resources to help districts select high-quality curricula. These include:

- [Teacher toolbox](#): Comprehensive set of tools for educators and districts. Teachers can also access [grade specific libraries](#) for easier use.
- [English Language Arts \(ELA\) planning resources](#): Classroom-ready daily lesson plans for grades 3-12. Each unit includes three culminating tasks and lessons that prepare students for those tasks, integrating rich texts and all standards.
- [Math planning resources](#): Includes resources to support math remediation and guides for using the Eureka math curriculum with Louisiana's math standards.
- [Social Studies planning resources](#): Includes scope and sequence documents and instructional tasks.

Once a strong curriculum is chosen, principals must ensure all teachers receive professional development on how to implement the curriculum. Using the [curriculum implementation scale](#), principals should observe teachers, review classroom assessment data, and look at student work to determine the level of support teachers need with implementing the curriculum effectively. Principals should also use the series of collaboration sessions ([session 1](#), [session 2](#), [session 3](#), and [session 4](#)) to learn how to develop a better professional development plan for their teachers around curriculum implementation.

Schedule Student Coursework

Subject	Foundational Skills Core/T9 Credits	Example Courses
English	2	English I, English II
Math	2	Algebra I, Geometry
Physical Education	1.5	Physical Education
Health	.5	Health
Science	2	Biology I, Environmental Science, or Physical Science
Social Studies	2	Civics, U.S. History
Remedial/Intervention Courses (if applicable)	2	Remedial or Intervention English / Math Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes
Electives	2	Career Readiness, Agriculture, Business, Family and Consumer Science, Art, Choir, Etc.
Total	14	English I, English II

COUNSELOR TOOLS AND SUPPORTS

Individual Graduation Plans

Students enrolled in transitional ninth grade shall receive appropriate academic support in any subject in which they have not scored at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's [Individual Graduation Plan](#) (IGP). The IGP provides a record of course selection, career exploration, personal strengths and academic highlights. By the end of the 8th grade, every student (with the assistance of school guidance personnel, a professional counselor and a parent or legal custodian) or IEP team (when applicable) shall begin to develop an IGP.

Pupil Progression Plans

The local [Pupil Progression Plan](#) is the comprehensive plan developed and adopted by each LEA which shall be based in

part, on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the competency-based education program and which supplement standards approved by BESE.

ACCOUNTABILITY IMPLICATIONS

Inclusion in High School Graduation Cohort

Students placed in Transitional 9th Grade shall not be included in the high school's graduation cohort during their first year on the high school campus. These students can enroll in high school-level classes, including career education courses, that parents and schools deem appropriate, with a goal of keeping them on track for on-time graduation. Following one year in Transitional 9th Grade, students shall enter the high school cohort. Offering remediation in an age-appropriate setting is critical to the success of low-performing students, particularly during the transition to high school. The student is automatically placed in 9th grade the year after T9 – this means that students who dropout in T9 will be in the graduation cohort.

Dropout Credit Accumulation Index (DCAI)

The transition from 8th to 9th grade is critical for student success. Schools with an 8th grade earn points for the numbers of credits students accumulate by the end of the 9th grade (and Transitional 9th Grade, where applicable). This encourages a successful transition to high school by allowing students access to Carnegie credits early and often. Points are awarded as follows:

Note: Credit accumulation for transitional 9th graders include through the end of T9 (e.g., transitional 9th graders do not have two years, transitional 9th and 9th grade, to earn credits for DCAI).

Carnegie Course Credits (earned by the end of 9 th grade or Transitional 9 th)	DCAI Points Per Student
7+	150 pts.
6.5	125 pts.
6	100 pts.
5.5	75 pts.
5	50 pts.
4.5	25 pts.
4	0 pts.
3.5	0 pts.
3 or less	0 pts.
3 year 8 th grade student	0 pts.

Dropout	0 pts.
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End-of-Course (EOC) tests: Students in T9 are encouraged to take EOCs. If they score below proficient, they may retest without penalty to the school. If they score proficient, then the score shall count in the high school, just as it would for an 8th grader who was successful on an EOC. April Dunn Act eligible students in grades 9-12 are required to take all EOCs corresponding to the courses in which they are enrolled. Points are awarded for scores of Good or higher.

Appendix G: LDOE Dual Enrollment Policy Guidance

https://www.louisianabelieves.com/docs/default-source/teaching/dual-enrollment-policy-jan-2020.pdf?sfvrsn=e3409a1f_4

Subject to Change by LDE – Updated Revision as of PPP Board Approval Date



2020 Dual Enrollment Policy Guidance

PURPOSE

To provide local school systems with an overview of the newly passed **Board of Regents** dual enrollment policy which ensures the quality and transferability of dual enrollment courses beginning January 1, 2020 and beyond.

Dual Enrollment (DE) is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is: (1) an on-site or online college course taught by the postsecondary institution, or (2) a specially scheduled college course taught at the high school. **Postsecondary institutions must adhere to Board of Regents Policy and must comply with all SACSCOC accreditation requirements for awarding credit.*

COURSE CONTENT, RIGOR

Collaborative agreements between secondary and postsecondary institutions for the delivery of dual enrollment courses should address curricular oversight and rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work. **Postsecondary institutions must adhere to Board of Regents Policy and must comply with all SACSCOC accreditation requirements for awarding credit.*

- Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching high school course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
- Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript if the HS measures differ from those of the college/university.
- Academic (General Education/transfer) courses must be listed on the [Master Articulation Matrix](#), with the Common Course Number listed on the syllabus so that students will know where and how the course will transfer. (Exceptions may be made for students who have advanced beyond the matrix.)

INSTRUCTOR REQUIREMENTS

There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom.

If the individual delivering or facilitating DE instruction is not a regular member of the postsecondary institution's on-campus faculty, he or she must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. The teacher/facilitator must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes. **Postsecondary institutions must adhere to Board of Regents Policy and must comply with all SACSCOC accreditation requirements for awarding credit.*

STUDENT MIX

College courses offered for dual enrollment credit should be **differentiated from regular high school courses in content and performance expectations**. All high school students participating in the course should be fully participating at the **college level**. If a dual enrollment course includes students not taking the course for college credit, local school systems should be prepared to offer a compelling explanation as to how the **collegiate level rigor** of the course is ensured.

STUDENT ELIGIBILITY

Academic Courses (Master Articulation Matrix): With the goal of concentrating on the core foundation and college readiness upon graduation, high school students in need of remediation in mathematics or English/writing must be making progress to complete all required remediation to enroll in any courses on the Master Articulation Matrix.

Updated January 28, 2020

MINIMUM REQUIREMENTS FOR ACADEMIC COURSES (on the Master Articulation Matrix) ¹		
Effective January 1, 2020, as established by the Louisiana Board of Regents, the minimum requirements for Dual Enrollment are as follows.		
Academic Requirement: 2.5 cumulative high school GPA, verified by the high school, to initiate or continue dual enrollment		
	ENGLISH	MATHEMATICS ²
For students with ACT or SAT scores (may use alternate measures for ACT score earned before 10 th grade)		
ACT (≥ 19 Composite Score)	18	19
SAT (≥ 980 Total Score)	25 WL	500
For students who have taken the ACT/SAT after the 9 th grade (with a Composite Score ≥ 19) and seek an alternate measure in English or Math.		
ACCUPLACER	86 Sentence Structure	65 (Elementary Algebra) 40 (College-Level Math) ³
For High School Dual Enrollment (students who have not yet taken the ACT in high school) ⁴		
ASPIRE (≥ 430 Composite Score) (≥ 430 Composite Score)	433	431
MAP (≥ 490 Language+Math Scores)	245	265
Pre-ACT (≥ 19 Composite Score)	18	19
Pre-SAT (≥ 980 Total Score)	25 WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025 ⁵	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above and completion of Algebra II w/C or better for enrollment in College Algebra.
<ol style="list-style-type: none"> 1. Postsecondary institutions may set higher scores for placement in particular courses or for high school enrollment in college courses. 2. For College Algebra, >20 ACT, 435 Aspire, 270 MAP, 22 Pre-ACT Math, 770 Algebra I or 760 Geometry EOC is recommended. 3. For College Algebra: ≥ 70 Accuplacer College-Level Math is recommended. 4. ACT confirms that ASPIRE & Pre-ACT are predictive measures to aid in focusing HS instruction & do not replace ACT. If a student has taken the ACT or SAT in HS, the ACT/SAT score must be used as the placement measure. 5. Regent's staff will conduct analytical studies in 2022 to validate or adjust use of LEAP 2025 scores in this policy. 		

Technical/Work Skills Courses (Not on the Articulation Matrix): A technical/work skills course is a course in a skill or occupational training area that contributes to a declared Career Area of Concentration and/or leads to a recognized industry-based certification, certificate, or diploma. It is not a transferable General Education course or listed on the Master Course Articulation Matrix. High school

Updated January 28, 2020

students seeking to enroll in a technical/work skills course must demonstrate an ability to benefit as defined by the Management Board and its member campuses.

ADDRESSING DEFICIENCIES			
Weak Area	Student may enroll in	Anticipated Outcome*	Guidelines
<18 English	DE math courses if concurrently addressing reading/writing deficiencies	Student is college-ready in English by spring of senior year	Students may concurrently address deficiencies in several ways: <ul style="list-style-type: none">● continuing to complete core classes;● participating in online subject area reviews before retaking the assessment; or● enrolling in a BESE-approved high school transition or college developmental course for which a grade \geqC will be considered equivalent to the required ACT (after completing at least three core English/math courses)
<19 Mathematics	DE English, foreign language, history, introductory social sciences, humanities, or arts survey courses if concurrently addressing mathematics deficiencies	Student is college-ready in Math by spring of senior year	

* Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the senior year, a student must be able to demonstrate college readiness in both English and mathematics.

Notice: The Board of Regents voted to postpone implementation of the 2.75 HS GPA eligibility requirement for dual enrollment in Academic courses that were scheduled, as a minimum requirement in policy, for Fall 2019.

For more information, please email HighSchoolAcademics@la.gov.

Appendix H: EBR Exceptional Student Services HS Diploma Alternate Assessment Jumpstart Portfolio Rubric for Exiting Seniors

<https://drive.google.com/file/d/1lqpB1WvBpS3k34fuiXmURF3NAYEbaFVw/view?usp=sharing>

Exceptional Student Services Department HS Diploma Alternate Assessment JumpStart Portfolio (for ELA, Math, Science, and Social Studies) Rubric for Exiting Seniors					
Name of the Student: _____	School: _____			Date: _____	
Assessment Ratings:	0	1	2	3	Score
Sources of Learning (Alignment to Louisiana Connectors and/or Tier 1 Curriculum)	0- 48 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	49-96 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	97- 144 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	145- 192 of artifacts are aligned to the Louisiana Connectors and/or Tier 1 Curriculum.	
Artifacts of Learning (ELA, math, science, and social studies Classwork)	0-48 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	49-96 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	97-144 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	145-192 of the required classwork artifacts: a. are provided; 2. are dated; 3. are graded.	
Artifacts of Learning (ELA & math IEP Progress Report)	0-8 of the required number of IEP progress reports are provided.	9-16 of the required number of IEP progress reports are provided.	17-24 of the required number of IEP progress reports are provided.	25-32 of the required number of IEP progress reports are provided.	
Proficiency on Content and Skills (Academic Achievement in ELA, math, science, and social studies)	0-25% of data show student growth and academic achievement.	26-50% of data show student growth and academic achievement	51-75% of data show student growth and academic achievement	76-100% of data show student growth and academic achievement	
Proficiency on Content and Skills (ELA and math IEP Goals Attainment)	0-25% of data show student growth and sufficient progress and/ or IEP goals attainment.	26-50% of data show student growth and sufficient progress and/ or IEP goals attainment.	51-75% of data show student growth and sufficient progress and/ or IEP goals attainment.	76-100% of data show student growth and sufficient progress and/ or IEP goals attainment.	
Overall Assessment	The passing cut score for a passing portfolio is 10 with a score of at least 1 in each of the 5 assessment criteria.				Total:
CERTIFICATION My signature below certifies that the student above has _____ (met or not met) the HS Diploma Alternate Assessment JumpStart portfolio requirement as set by the East Baton Rouge Parish School System. This certifies further that the IEP team may use the portfolio to meet the testing requirement for graduation via this pathway. <div style="text-align: center;">_____</div> Director, Exceptional Student Services					

Overview:

The portfolio is used to meet the testing requirement for graduation for students on the HS Diploma Alternate Assessment JumpStart. The IEP team of students who have not earned at least a Level 2 on the LEAP Connect may submit a portfolio that illustrates academic achievement and attainment of IEP goals that will be reviewed and certified by the Director of Exceptional Student Services. A portfolio is required for every HS Community-based student.

Procedures:

1. This portfolio rubric is given to all high school principals and Community-based teachers at the beginning of the school year.
2. The school counselor will provide the ESS teacher, the IEP teams, and the school principal with a copy of the transcript audit sheets of all HS community-based students by the first week of September. For seniors, the audit sheet should also reflect whether or not a portfolio is needed for graduation. The IEP team will discuss the plans on how to move forward.

Note: a. A portfolio is required for every HS Community-based student.

b. All portfolios for 9th, 10, 11th, & non-exiting 12th graders will be audited using a general checkpoint timeline. Portfolios for the exiting seniors will follow a different audit timeline. The checkpoint schedules will be provided.

c. During the IEP meeting and the counselor-student meeting, the portfolio must be reviewed and discussed.

3. By February 1st, the IEP team must submit the portfolio of the exiting seniors to the school's instructional support specialist for preliminary review. Before the portfolio is submitted to the director of ESS, the school counselor, the principal, ESS ISS assigned to the school and a Transition Facilitator will review the portfolio. They will sign off on the submission of the exiting senior's portfolio to the ESS office. The portfolio must pass the preliminary review that will focus on organization, presentation, and completeness.

Presentation: The portfolio is correctly filed with dates chronologically arranged.

Organization: All artifacts are filed within the designated section or divider.

Completeness: All components of the portfolio have been filed including artifacts for all four core classes (ELA, math, science, and social studies).

4. Each portfolio is assessed based on the following criteria:

a. Sources of Learning

The portfolio contains artifacts that are aligned to the Louisiana Connectors and/ or the Tier 1 curriculum. These artifacts include work from the district-adopted curriculum, **Unique Learning curriculum and/or work that have been directly adapted from the district-adopted Tier 1 curriculum content and assessment.** The artifacts from other sources are considered supplementary and will not be included in the scoring of this criterion. Each artifact should reflect the Louisiana Connector (Unique Learning) or Louisiana Student Standards (Tier 1 curriculum)

b. Artifacts of Learning (Classwork)

The portfolio contains the required number of artifacts that support demonstration of learning outcomes. The artifacts in ELA, math, science and social studies include at least **three GRADED and DATED** artifacts aligned to criterion above **per 9 week period over the course of 4 years.** Each artifact should reflect the Louisiana Connector (Unique Learning) or Louisiana Student Standards (Tier 1 curriculum).

c. Artifacts of Learning (IEP Goals)

The portfolio contains the required number of artifacts that support demonstration of learning outcomes. The artifacts include the **printed and signed IEP progress report for ELA and Math per 9 week grading period over the course of four years.** .

d. Proficiency on Content and Skills (Academic Achievement in ELA, math, science, and social studies)

The portfolio contains data illustrating academic achievement through passing scores based on the district wide grading scale as stipulated on the district Pupil Progression Plan.

e. Proficiency on Content and Skills (ELA and math IEP Goals Attainment)

The portfolio contains data illustrating IEP goal attainment or sufficient progress in ELA and math as documented in the data included in the progress reports.

5. By March 1st, the ESS ISS assigned to the school will submit the portfolio of the exiting senior to the ESS Office via the ESS Supervisor.
6. One day after the end of the 3rd 9 week period, the school will provide the ESS office with a copy of the 3rd 9 weeks artifacts (the required classwork and the IEP progress reports).
7. The Office of the ESS Director will release the results via the certification rubric by the last week of April.
8. In the event that the portfolio is not certified, the IEP team has an opportunity to appeal the decision. Please notify your ESS ISS in writing one day after the results have been released if an appeal is to be made. The results of the appeal process, if applicable, will be announced by the first week of May.

Appendix I: LDOE LEAP 2025 High School (End of Course) Conversion Charts
https://louisianabelieves.com/docs/default-source/assessment/high-school-leap-2025-grade-conversion-table.pdf?sfvrsn=bfb6911f_4

Subject to Change by LDE – Updated Revision as of PPP Board Approval Date

LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (*Bulletin 741, Section 2318*). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
US History	Advanced	774-850	93-100	A
	Mastery	750-773	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	711-724	67-74	D
	Unsatisfactory	650-710	0-66	F
Biology	Advanced	772-850	93-100	A
	Mastery	750-771	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	707-724	67-74	D
	Unsatisfactory	650-706	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework, and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the *Mastery* achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is $87 \times 0.20 + 89 \times 0.80 = 88.6$, which is a B.

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	99	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	98	A
Advanced	839	98	A
Advanced	838	98	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	97	A
Advanced	832	97	A
Advanced	831	97	A
Advanced	830	97	A
Advanced	829	97	A
Advanced	828	97	A
Advanced	827	96	A
Advanced	826	96	A
Advanced	825	96	A
Advanced	824	96	A
Advanced	823	96	A
Advanced	822	96	A
Advanced	821	95	A
Advanced	820	95	A
Advanced	819	95	A
Advanced	818	95	A
Advanced	817	95	A
Advanced	816	95	A
Advanced	815	95	A
Advanced	814	94	A
Advanced	813	94	A
Advanced	812	94	A
Advanced	811	94	A
Advanced	810	94	A
Advanced	809	94	A
Advanced	808	93	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	807	93	A
Advanced	806	93	A
Advanced	805	93	A
Mastery	804	92	B
Mastery	803	92	B
Mastery	802	92	B
Mastery	801	92	B
Mastery	800	91	B
Mastery	799	91	B
Mastery	798	91	B
Mastery	797	91	B
Mastery	796	91	B
Mastery	795	91	B
Mastery	794	91	B
Mastery	793	91	B
Mastery	792	90	B
Mastery	791	90	B
Mastery	790	90	B
Mastery	789	90	B
Mastery	788	90	B
Mastery	787	90	B
Mastery	786	90	B
Mastery	785	90	B
Mastery	784	89	B
Mastery	783	89	B
Mastery	782	89	B
Mastery	781	89	B
Mastery	780	89	B
Mastery	779	89	B
Mastery	778	89	B
Mastery	777	89	B
Mastery	776	88	B
Mastery	775	88	B
Mastery	774	88	B
Mastery	773	88	B
Mastery	772	88	B
Mastery	771	88	B
Mastery	770	88	B
Mastery	769	87	B
Mastery	768	87	B
Mastery	767	87	B
Mastery	766	87	B
Mastery	765	87	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Mastery	764	87	B
Mastery	763	87	B
Mastery	762	87	B
Mastery	761	86	B
Mastery	760	86	B
Mastery	759	86	B
Mastery	758	86	B
Mastery	757	86	B
Mastery	756	86	B
Mastery	755	86	B
Mastery	754	86	B
Mastery	753	85	B
Mastery	752	85	B
Mastery	751	85	B
Mastery	750	85	B
Basic	749	84	C
Basic	748	84	C
Basic	747	83	C
Basic	746	83	C
Basic	745	83	C
Basic	744	82	C
Basic	743	82	C
Basic	742	81	C
Basic	741	81	C
Basic	740	81	C
Basic	739	80	C
Basic	738	80	C
Basic	737	80	C
Basic	736	79	C
Basic	735	79	C
Basic	734	78	C
Basic	733	78	C
Basic	732	78	C
Basic	731	77	C
Basic	730	77	C
Basic	729	77	C
Basic	728	76	C
Basic	727	76	C
Basic	726	75	C
Basic	725	75	C
Approaching Basic	724	74	D
Approaching Basic	723	74	D
Approaching Basic	722	73	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Approaching Basic	721	73	D
Approaching Basic	720	73	D
Approaching Basic	719	73	D
Approaching Basic	718	72	D
Approaching Basic	717	72	D
Approaching Basic	716	72	D
Approaching Basic	715	71	D
Approaching Basic	714	71	D
Approaching Basic	713	71	D
Approaching Basic	712	71	D
Approaching Basic	711	70	D
Approaching Basic	710	70	D
Approaching Basic	709	70	D
Approaching Basic	708	69	D
Approaching Basic	707	69	D
Approaching Basic	706	69	D
Approaching Basic	705	68	D
Approaching Basic	704	68	D
Approaching Basic	703	68	D
Approaching Basic	702	68	D
Approaching Basic	701	67	D
Approaching Basic	700	67	D
Unsatisfactory	699	66	F
Unsatisfactory	698	65	F
Unsatisfactory	697	63	F
Unsatisfactory	696	62	F
Unsatisfactory	695	61	F
Unsatisfactory	694	59	F
Unsatisfactory	693	58	F
Unsatisfactory	692	57	F
Unsatisfactory	691	55	F
Unsatisfactory	690	54	F
Unsatisfactory	689	53	F
Unsatisfactory	688	51	F
Unsatisfactory	687	50	F
Unsatisfactory	686	48	F
Unsatisfactory	685	47	F
Unsatisfactory	684	46	F
Unsatisfactory	683	44	F
Unsatisfactory	682	43	F
Unsatisfactory	681	42	F
Unsatisfactory	680	40	F
Unsatisfactory	679	39	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
ALGEBRA I - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Unsatisfactory	678	38	F
Unsatisfactory	677	36	F
Unsatisfactory	676	35	F
Unsatisfactory	675	34	F
Unsatisfactory	674	32	F
Unsatisfactory	673	31	F
Unsatisfactory	672	30	F
Unsatisfactory	671	28	F
Unsatisfactory	670	27	F
Unsatisfactory	669	26	F
Unsatisfactory	668	24	F
Unsatisfactory	667	23	F
Unsatisfactory	666	22	F
Unsatisfactory	665	20	F
Unsatisfactory	664	19	F
Unsatisfactory	663	18	F
Unsatisfactory	662	16	F
Unsatisfactory	661	15	F
Unsatisfactory	660	13	F
Unsatisfactory	659	12	F
Unsatisfactory	658	11	F
Unsatisfactory	657	9	F
Unsatisfactory	656	8	F
Unsatisfactory	655	7	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	3	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	100	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	99	A
Advanced	838	99	A
Advanced	837	99	A
Advanced	836	99	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	98	A
Advanced	830	98	A
Advanced	829	98	A
Advanced	828	98	A
Advanced	827	98	A
Advanced	826	97	A
Advanced	825	97	A
Advanced	824	97	A
Advanced	823	97	A
Advanced	822	97	A
Advanced	821	97	A
Advanced	820	97	A
Advanced	819	97	A
Advanced	818	97	A
Advanced	817	97	A
Advanced	816	96	A
Advanced	815	96	A
Advanced	814	96	A
Advanced	813	96	A
Advanced	812	96	A
Advanced	811	96	A
Advanced	810	96	A
Advanced	809	96	A
Advanced	808	96	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Mastery	764	88	B
Mastery	763	88	B
Mastery	762	88	B
Mastery	761	87	B
Mastery	760	87	B
Mastery	759	87	B
Mastery	758	87	B
Mastery	757	87	B
Mastery	756	86	B
Mastery	755	86	B
Mastery	754	86	B
Mastery	753	86	B
Mastery	752	85	B
Mastery	751	85	B
Mastery	750	85	B
Basic	749	84	C
Basic	748	84	C
Basic	747	83	C
Basic	746	83	C
Basic	745	83	C
Basic	744	82	C
Basic	743	82	C
Basic	742	81	C
Basic	741	81	C
Basic	740	81	C
Basic	739	80	C
Basic	738	80	C
Basic	737	80	C
Basic	736	79	C
Basic	735	79	C
Basic	734	78	C
Basic	733	78	C
Basic	732	78	C
Basic	731	77	C
Basic	730	77	C
Basic	729	77	C
Basic	728	76	C
Basic	727	76	C
Basic	726	75	C
Basic	725	75	C
Approaching Basic	724	74	D
Approaching Basic	723	74	D
Approaching Basic	722	73	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Approaching Basic	721	73	D
Approaching Basic	720	73	D
Approaching Basic	719	73	D
Approaching Basic	718	72	D
Approaching Basic	717	72	D
Approaching Basic	716	72	D
Approaching Basic	715	71	D
Approaching Basic	714	71	D
Approaching Basic	713	71	D
Approaching Basic	712	71	D
Approaching Basic	711	70	D
Approaching Basic	710	70	D
Approaching Basic	709	70	D
Approaching Basic	708	69	D
Approaching Basic	707	69	D
Approaching Basic	706	69	D
Approaching Basic	705	68	D
Approaching Basic	704	68	D
Approaching Basic	703	68	D
Approaching Basic	702	68	D
Approaching Basic	701	67	D
Approaching Basic	700	67	D
Unsatisfactory	699	66	F
Unsatisfactory	698	65	F
Unsatisfactory	697	63	F
Unsatisfactory	696	62	F
Unsatisfactory	695	61	F
Unsatisfactory	694	59	F
Unsatisfactory	693	58	F
Unsatisfactory	692	57	F
Unsatisfactory	691	55	F
Unsatisfactory	690	54	F
Unsatisfactory	689	53	F
Unsatisfactory	688	51	F
Unsatisfactory	687	50	F
Unsatisfactory	686	48	F
Unsatisfactory	685	47	F
Unsatisfactory	684	46	F
Unsatisfactory	683	44	F
Unsatisfactory	682	43	F
Unsatisfactory	681	42	F
Unsatisfactory	680	40	F
Unsatisfactory	679	39	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Geometry - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Unsatisfactory	678	38	F
Unsatisfactory	677	36	F
Unsatisfactory	676	35	F
Unsatisfactory	675	34	F
Unsatisfactory	674	32	F
Unsatisfactory	673	31	F
Unsatisfactory	672	30	F
Unsatisfactory	671	28	F
Unsatisfactory	670	27	F
Unsatisfactory	669	26	F
Unsatisfactory	668	24	F
Unsatisfactory	667	23	F
Unsatisfactory	666	22	F
Unsatisfactory	665	20	F
Unsatisfactory	664	19	F
Unsatisfactory	663	18	F
Unsatisfactory	662	16	F
Unsatisfactory	661	15	F
Unsatisfactory	660	13	F
Unsatisfactory	659	12	F
Unsatisfactory	658	11	F
Unsatisfactory	657	9	F
Unsatisfactory	656	8	F
Unsatisfactory	655	7	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	3	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	100	A
Advanced	845	99	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	99	A
Advanced	838	99	A
Advanced	837	98	A
Advanced	836	98	A
Advanced	835	98	A
Advanced	834	98	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	98	A
Advanced	830	98	A
Advanced	829	97	A
Advanced	828	97	A
Advanced	827	97	A
Advanced	826	97	A
Advanced	825	97	A
Advanced	824	97	A
Advanced	823	97	A
Advanced	822	97	A
Advanced	821	96	A
Advanced	820	96	A
Advanced	819	96	A
Advanced	818	96	A
Advanced	817	96	A
Advanced	816	96	A
Advanced	815	96	A
Advanced	814	96	A
Advanced	813	95	A
Advanced	812	95	A
Advanced	811	95	A
Advanced	810	95	A
Advanced	809	95	A
Advanced	808	95	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	807	95	A
Advanced	806	95	A
Advanced	805	94	A
Advanced	804	94	A
Advanced	803	94	A
Advanced	802	94	A
Advanced	801	94	A
Advanced	800	94	A
Advanced	799	94	A
Advanced	798	94	A
Advanced	797	93	A
Advanced	796	93	A
Advanced	795	93	A
Advanced	794	93	A
Mastery	793	92	B
Mastery	792	92	B
Mastery	791	92	B
Mastery	790	92	B
Mastery	789	91	B
Mastery	788	91	B
Mastery	787	91	B
Mastery	786	91	B
Mastery	785	91	B
Mastery	784	91	B
Mastery	783	90	B
Mastery	782	90	B
Mastery	781	90	B
Mastery	780	90	B
Mastery	779	90	B
Mastery	778	90	B
Mastery	777	89	B
Mastery	776	89	B
Mastery	775	89	B
Mastery	774	89	B
Mastery	773	89	B
Mastery	772	89	B
Mastery	771	88	B
Mastery	770	88	B
Mastery	769	88	B
Mastery	768	88	B
Mastery	767	88	B
Mastery	766	88	B
Mastery	765	87	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Mastery	764	87	B
Mastery	763	87	B
Mastery	762	87	B
Mastery	761	87	B
Mastery	760	87	B
Mastery	759	86	B
Mastery	758	86	B
Mastery	757	86	B
Mastery	756	86	B
Mastery	755	86	B
Mastery	754	86	B
Mastery	753	85	B
Mastery	752	85	B
Mastery	751	85	B
Mastery	750	85	B
Basic	749	84	C
Basic	748	84	C
Basic	747	83	C
Basic	746	83	C
Basic	745	83	C
Basic	744	82	C
Basic	743	82	C
Basic	742	81	C
Basic	741	81	C
Basic	740	81	C
Basic	739	80	C
Basic	738	80	C
Basic	737	80	C
Basic	736	79	C
Basic	735	79	C
Basic	734	78	C
Basic	733	78	C
Basic	732	78	C
Basic	731	77	C
Basic	730	77	C
Basic	729	77	C
Basic	728	76	C
Basic	727	76	C
Basic	726	75	C
Basic	725	75	C
Approaching Basic	724	74	D
Approaching Basic	723	74	D
Approaching Basic	722	73	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Approaching Basic	721	73	D
Approaching Basic	720	73	D
Approaching Basic	719	73	D
Approaching Basic	718	72	D
Approaching Basic	717	72	D
Approaching Basic	716	72	D
Approaching Basic	715	71	D
Approaching Basic	714	71	D
Approaching Basic	713	71	D
Approaching Basic	712	71	D
Approaching Basic	711	70	D
Approaching Basic	710	70	D
Approaching Basic	709	70	D
Approaching Basic	708	69	D
Approaching Basic	707	69	D
Approaching Basic	706	69	D
Approaching Basic	705	68	D
Approaching Basic	704	68	D
Approaching Basic	703	68	D
Approaching Basic	702	68	D
Approaching Basic	701	67	D
Approaching Basic	700	67	D
Unsatisfactory	699	66	F
Unsatisfactory	698	65	F
Unsatisfactory	697	63	F
Unsatisfactory	696	62	F
Unsatisfactory	695	61	F
Unsatisfactory	694	59	F
Unsatisfactory	693	58	F
Unsatisfactory	692	57	F
Unsatisfactory	691	55	F
Unsatisfactory	690	54	F
Unsatisfactory	689	53	F
Unsatisfactory	688	51	F
Unsatisfactory	687	50	F
Unsatisfactory	686	48	F
Unsatisfactory	685	47	F
Unsatisfactory	684	46	F
Unsatisfactory	683	44	F
Unsatisfactory	682	43	F
Unsatisfactory	681	42	F
Unsatisfactory	680	40	F
Unsatisfactory	679	39	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
English II - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Unsatisfactory	678	38	F
Unsatisfactory	677	36	F
Unsatisfactory	676	35	F
Unsatisfactory	675	34	F
Unsatisfactory	674	32	F
Unsatisfactory	673	31	F
Unsatisfactory	672	30	F
Unsatisfactory	671	28	F
Unsatisfactory	670	27	F
Unsatisfactory	669	26	F
Unsatisfactory	668	24	F
Unsatisfactory	667	23	F
Unsatisfactory	666	22	F
Unsatisfactory	665	20	F
Unsatisfactory	664	19	F
Unsatisfactory	663	18	F
Unsatisfactory	662	16	F
Unsatisfactory	661	15	F
Unsatisfactory	660	13	F
Unsatisfactory	659	12	F
Unsatisfactory	658	11	F
Unsatisfactory	657	9	F
Unsatisfactory	656	8	F
Unsatisfactory	655	7	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	3	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	100	A
Advanced	845	100	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	99	A
Advanced	838	99	A
Advanced	837	99	A
Advanced	836	99	A
Advanced	835	99	A
Advanced	834	99	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	98	A
Advanced	830	98	A
Advanced	829	98	A
Advanced	828	98	A
Advanced	827	98	A
Advanced	826	98	A
Advanced	825	98	A
Advanced	824	98	A
Advanced	823	98	A
Advanced	822	97	A
Advanced	821	97	A
Advanced	820	97	A
Advanced	819	97	A
Advanced	818	97	A
Advanced	817	97	A
Advanced	816	97	A
Advanced	815	97	A
Advanced	814	97	A
Advanced	813	97	A
Advanced	812	96	A
Advanced	811	96	A
Advanced	810	96	A
Advanced	809	96	A
Advanced	808	96	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	807	96	A
Advanced	806	96	A
Advanced	805	96	A
Advanced	804	96	A
Advanced	803	96	A
Advanced	802	96	A
Advanced	801	95	A
Advanced	800	95	A
Advanced	799	95	A
Advanced	798	95	A
Advanced	797	95	A
Advanced	796	95	A
Advanced	795	95	A
Advanced	794	95	A
Advanced	793	95	A
Advanced	792	95	A
Advanced	791	95	A
Advanced	790	94	A
Advanced	789	94	A
Advanced	788	94	A
Advanced	787	94	A
Advanced	786	94	A
Advanced	785	94	A
Advanced	784	94	A
Advanced	783	94	A
Advanced	782	94	A
Advanced	781	94	A
Advanced	780	94	A
Advanced	779	93	A
Advanced	778	93	A
Advanced	777	93	A
Advanced	776	93	A
Advanced	775	93	A
Advanced	774	93	A
Mastery	773	92	B
Mastery	772	92	B
Mastery	771	91	B
Mastery	770	91	B
Mastery	769	91	B
Mastery	768	90	B
Mastery	767	90	B
Mastery	766	90	B
Mastery	765	90	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Mastery	764	89	B
Mastery	763	89	B
Mastery	762	89	B
Mastery	761	88	B
Mastery	760	88	B
Mastery	759	88	B
Mastery	758	87	B
Mastery	757	87	B
Mastery	756	87	B
Mastery	755	87	B
Mastery	754	86	B
Mastery	753	86	B
Mastery	752	86	B
Mastery	751	85	B
Mastery	750	85	B
Basic	749	84	C
Basic	748	84	C
Basic	747	83	C
Basic	746	83	C
Basic	745	83	C
Basic	744	82	C
Basic	743	82	C
Basic	742	81	C
Basic	741	81	C
Basic	740	81	C
Basic	739	80	C
Basic	738	80	C
Basic	737	80	C
Basic	736	79	C
Basic	735	79	C
Basic	734	78	C
Basic	733	78	C
Basic	732	78	C
Basic	731	77	C
Basic	730	77	C
Basic	729	77	C
Basic	728	76	C
Basic	727	76	C
Basic	726	75	C
Basic	725	75	C
Approaching Basic	724	74	D
Approaching Basic	723	73	D
Approaching Basic	722	73	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Approaching Basic	721	72	D
Approaching Basic	720	72	D
Approaching Basic	719	71	D
Approaching Basic	718	71	D
Approaching Basic	717	70	D
Approaching Basic	716	70	D
Approaching Basic	715	69	D
Approaching Basic	714	69	D
Approaching Basic	713	68	D
Approaching Basic	712	68	D
Approaching Basic	711	67	D
Unsatisfactory	710	66	F
Unsatisfactory	709	65	F
Unsatisfactory	708	64	F
Unsatisfactory	707	63	F
Unsatisfactory	706	62	F
Unsatisfactory	705	61	F
Unsatisfactory	704	59	F
Unsatisfactory	703	58	F
Unsatisfactory	702	57	F
Unsatisfactory	701	56	F
Unsatisfactory	700	55	F
Unsatisfactory	699	54	F
Unsatisfactory	698	53	F
Unsatisfactory	697	52	F
Unsatisfactory	696	51	F
Unsatisfactory	695	50	F
Unsatisfactory	694	48	F
Unsatisfactory	693	47	F
Unsatisfactory	692	46	F
Unsatisfactory	691	45	F
Unsatisfactory	690	44	F
Unsatisfactory	689	43	F
Unsatisfactory	688	42	F
Unsatisfactory	687	41	F
Unsatisfactory	686	40	F
Unsatisfactory	685	39	F
Unsatisfactory	684	37	F
Unsatisfactory	683	36	F
Unsatisfactory	682	35	F
Unsatisfactory	681	34	F
Unsatisfactory	680	33	F
Unsatisfactory	679	32	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
US History - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Unsatisfactory	678	31	F
Unsatisfactory	677	30	F
Unsatisfactory	676	29	F
Unsatisfactory	675	28	F
Unsatisfactory	674	26	F
Unsatisfactory	673	25	F
Unsatisfactory	672	24	F
Unsatisfactory	671	23	F
Unsatisfactory	670	22	F
Unsatisfactory	669	21	F
Unsatisfactory	668	20	F
Unsatisfactory	667	19	F
Unsatisfactory	666	18	F
Unsatisfactory	665	17	F
Unsatisfactory	664	15	F
Unsatisfactory	663	14	F
Unsatisfactory	662	13	F
Unsatisfactory	661	12	F
Unsatisfactory	660	11	F
Unsatisfactory	659	10	F
Unsatisfactory	658	9	F
Unsatisfactory	657	8	F
Unsatisfactory	656	7	F
Unsatisfactory	655	6	F
Unsatisfactory	654	4	F
Unsatisfactory	653	3	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	850	100	A
Advanced	849	100	A
Advanced	848	100	A
Advanced	847	100	A
Advanced	846	100	A
Advanced	845	100	A
Advanced	844	99	A
Advanced	843	99	A
Advanced	842	99	A
Advanced	841	99	A
Advanced	840	99	A
Advanced	839	99	A
Advanced	838	99	A
Advanced	837	99	A
Advanced	836	99	A
Advanced	835	99	A
Advanced	834	99	A
Advanced	833	98	A
Advanced	832	98	A
Advanced	831	98	A
Advanced	830	98	A
Advanced	829	98	A
Advanced	828	98	A
Advanced	827	98	A
Advanced	826	98	A
Advanced	825	98	A
Advanced	824	98	A
Advanced	823	98	A
Advanced	822	97	A
Advanced	821	97	A
Advanced	820	97	A
Advanced	819	97	A
Advanced	818	97	A
Advanced	817	97	A
Advanced	816	97	A
Advanced	815	97	A
Advanced	814	97	A
Advanced	813	97	A
Advanced	812	97	A
Advanced	811	97	A
Advanced	810	96	A
Advanced	809	96	A
Advanced	808	96	A

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Advanced	807	96	A
Advanced	806	96	A
Advanced	805	96	A
Advanced	804	96	A
Advanced	803	96	A
Advanced	802	96	A
Advanced	801	96	A
Advanced	800	96	A
Advanced	799	95	A
Advanced	798	95	A
Advanced	797	95	A
Advanced	796	95	A
Advanced	795	95	A
Advanced	794	95	A
Advanced	793	95	A
Advanced	792	95	A
Advanced	791	95	A
Advanced	790	95	A
Advanced	789	95	A
Advanced	788	94	A
Advanced	787	94	A
Advanced	786	94	A
Advanced	785	94	A
Advanced	784	94	A
Advanced	783	94	A
Advanced	782	94	A
Advanced	781	94	A
Advanced	780	94	A
Advanced	779	94	A
Advanced	778	94	A
Advanced	777	93	A
Advanced	776	93	A
Advanced	775	93	A
Advanced	774	93	A
Advanced	773	93	A
Advanced	772	93	A
Mastery	771	92	B
Mastery	770	92	B
Mastery	769	91	B
Mastery	768	91	B
Mastery	767	91	B
Mastery	766	90	B
Mastery	765	90	B

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Mastery	764	90	B
Mastery	763	89	B
Mastery	762	89	B
Mastery	761	89	B
Mastery	760	88	B
Mastery	759	88	B
Mastery	758	88	B
Mastery	757	87	B
Mastery	756	87	B
Mastery	755	87	B
Mastery	754	86	B
Mastery	753	86	B
Mastery	752	86	B
Mastery	751	85	B
Mastery	750	85	B
Basic	749	84	C
Basic	748	84	C
Basic	747	83	C
Basic	746	83	C
Basic	745	83	C
Basic	744	82	C
Basic	743	82	C
Basic	742	81	C
Basic	741	81	C
Basic	740	81	C
Basic	739	80	C
Basic	738	80	C
Basic	737	80	C
Basic	736	79	C
Basic	735	79	C
Basic	734	78	C
Basic	733	78	C
Basic	732	78	C
Basic	731	77	C
Basic	730	77	C
Basic	729	77	C
Basic	728	76	C
Basic	727	76	C
Basic	726	75	C
Basic	725	75	C
Approaching Basic	724	74	D
Approaching Basic	723	74	D
Approaching Basic	722	73	D

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Approaching Basic	721	73	D
Approaching Basic	720	72	D
Approaching Basic	719	72	D
Approaching Basic	718	72	D
Approaching Basic	717	71	D
Approaching Basic	716	71	D
Approaching Basic	715	70	D
Approaching Basic	714	70	D
Approaching Basic	713	69	D
Approaching Basic	712	69	D
Approaching Basic	711	69	D
Approaching Basic	710	68	D
Approaching Basic	709	68	D
Approaching Basic	708	67	D
Approaching Basic	707	67	D
Unsatisfactory	706	66	F
Unsatisfactory	705	65	F
Unsatisfactory	704	64	F
Unsatisfactory	703	62	F
Unsatisfactory	702	61	F
Unsatisfactory	701	60	F
Unsatisfactory	700	59	F
Unsatisfactory	699	58	F
Unsatisfactory	698	57	F
Unsatisfactory	697	55	F
Unsatisfactory	696	54	F
Unsatisfactory	695	53	F
Unsatisfactory	694	52	F
Unsatisfactory	693	51	F
Unsatisfactory	692	50	F
Unsatisfactory	691	48	F
Unsatisfactory	690	47	F
Unsatisfactory	689	46	F
Unsatisfactory	688	45	F
Unsatisfactory	687	44	F
Unsatisfactory	686	42	F
Unsatisfactory	685	41	F
Unsatisfactory	684	40	F
Unsatisfactory	683	39	F
Unsatisfactory	682	38	F
Unsatisfactory	681	37	F
Unsatisfactory	680	35	F
Unsatisfactory	679	34	F

LEAP 2025 HS Tests Scale Score to Grade Scale Conversion Tables			
Biology - 93 85 75 67 0			
LEAP 2025 Achievement Level	LEAP 2025 SCALE SCORE	GRADE SCALE SCORE	GRADE
Unsatisfactory	678	33	F
Unsatisfactory	677	32	F
Unsatisfactory	676	31	F
Unsatisfactory	675	29	F
Unsatisfactory	674	28	F
Unsatisfactory	673	27	F
Unsatisfactory	672	26	F
Unsatisfactory	671	25	F
Unsatisfactory	670	24	F
Unsatisfactory	669	22	F
Unsatisfactory	668	21	F
Unsatisfactory	667	20	F
Unsatisfactory	666	19	F
Unsatisfactory	665	18	F
Unsatisfactory	664	17	F
Unsatisfactory	663	15	F
Unsatisfactory	662	14	F
Unsatisfactory	661	13	F
Unsatisfactory	660	12	F
Unsatisfactory	659	11	F
Unsatisfactory	658	9	F
Unsatisfactory	657	8	F
Unsatisfactory	656	7	F
Unsatisfactory	655	6	F
Unsatisfactory	654	5	F
Unsatisfactory	653	4	F
Unsatisfactory	652	2	F
Unsatisfactory	651	1	F
Unsatisfactory	650	0	F

