



Louisiana Believes

UNION PARISH Pupil Progression Plan

**Dr. George Cannon
Superintendent of Schools**

August 2015 – May 2016

Louisiana State Board of Elementary and Secondary Education

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) was updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

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

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

***Please note: The following page numbers do not indicate the location of sections in the plan. They are the page numbers for the original template. Continue to page iii for the Table of Contents.

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Pupil Progression Plan

for

Union Parish School System

for

(2015 – 2016)

Submitted to Louisiana Department of Education

December 15, 2015

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SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

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

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

Formal Submission Statement

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Carol W. Smith

Telephone Number (318) 368-9715, ext: 131

E-mail Address: smithc@unionpsd.org

If Applicable:

LEA Contact Person (Secondary) _____

Telephone Number (_____) _____

E-mail Address _____

(Primary Signature)

(Date)

List of Committee of educators appointed by the Superintendent:

Carol Smith, Federal Programs, School Improvement & Accountability Coordinator
Cynthia Gatson, Elementary Supervisor
Charles Gray, Supervisor of Child Welfare and Attendance
Patsy Terral, Secondary Supervisor
Rhonda Davis, Special Education Supervisor
Kristy Auger, Principal
William Fields, Principal

Misty Echols, Guidance Counselor
Kamala Matthews, College & Career Counselor
Richard Roy, Teacher

List of Parents appointed by the Union Parish School Board Staff:

Kristy Gatson
Nadia Farris
Terry & Misty Jones

MEETING DATES

New information to be included in the 2015– 2016 Pupil Progression Plan was gathered throughout the 2014 – 2015 school year as changes were made to Louisiana requirements or as upcoming programs were introduced. Committee members also made suggestions during staff meetings. The committee met on October 15, 2015 for final decisions. On November 13, 2015 the committee was given copies of the revised plan to review the most recent revisions. The plan was adopted by the Union Parish School Board on Monday, December 14, 2015.

Input and Publication of the Pupil Progression Plan prior to Board approval:

Copies of public notice of the Pupil Progression Plan prior to approval of the plan are attached. Notification through the local newspaper *The Gazette*, was published on November 18, 2015, and December 2, 2015. Public display notification was posted at the Union Parish School Board Office from November 16 through December 12, 2015. The plan was available for public examination throughout these dates.

SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):

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

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

The child shall be administered the Developing Skills Checklist (DSC) and the iReady Diagnostic Assessment. After completion of screening, teacher observation, parent conferences and the study of other available information, student placement will be determined. Student placement alternatives are:

- a) Grade 1 – Placement: Demonstration of successful performance on the above screening instrument
- b) Kindergarten – Placement: Demonstration of unsatisfactory performance as determined through the evaluative criteria described above.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)

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

upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

Union Parish has no policy in place for early entrance into kindergarten.

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

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

Scoring at the Benchmark or Strategic level on DIBELS Next and grade level proficiency on the iReady diagnostic assessment shall be the determining factor for whether a student is placed in Kindergarten or First Grade.

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

► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

All students shall be administered the Developing Skills Checklist (DSC) as required by Act 146 of the 1986 Louisiana Legislature (R.S. 17:39.11).

B. Transfer Students

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

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

b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
 - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
 - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

► Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

Students transferring into local school systems after the LEAP summer retest but prior to February 15th are required to take the state selected form of The IOWA Test of Basic Skills for grade placement if these students have not taken LEAP.

Students taking the IOWA Test are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the Student Assistance Team (SAT).

The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

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

Students in grade nine transferring to the public school system from any in state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to take the IReady Diagnostic Assessment in ELA and math to determine appropriate grade level placement. Students who score on grade level or one grade level below will be placed in classes to earn Carnegie Units. Students who score two or more grade levels below will be placed in the 9th grade transitional program.

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

- Approved schools within the state (public/nonpublic)

Students shall provide proper records to document grade level placement.

- Students transferring from a state-approved school will be allowed credit for work successfully completed in the former school provided a properly certified copy of the student’s cumulative record (K-8) or transcript (9-12) is received by the Union Parish Schools System. This record/transcript must show the student’s record of attendance, achievement, immunization records and/or units of credit earned.
- In the absence of certified records/transcript, the student shall be administered the iReady diagnostic assessment for grade placement.

Students transferring from schools within the state must present discipline records from the previous schools before they can be admitted.

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

- All transfer students’ records and test scores are analyzed and students are placed in the proper grades.
- If no records are available, students are placed temporarily until records are received. Within a two-week period, teachers involved will make recommendations if necessary to ensure proper placement. Credits shall be granted for work done in approved schools that meet the requirements outlined in Bulletin 741 for awarding Carnegie Units. If no records are received students receive Carnegie credits or fail based only on grades earned in Union Parish according to the Promotion-Retention Policy.
- In the absence of certified records/transcript, the student shall be administered the iReady diagnostic assessment for grade placement.

Students transferring from out-of-state schools must present discipline records from the previous schools before they can be admitted.

- Home Study and Unapproved schools (public/nonpublic)
 - Provisions for PARCC/LEAP/iLEAP Students
 - Names of the entrance tests used to determine grade placement
 - The procedure used for determining Carnegie credit for high school students

Students transferring from non-public schools must present discipline records from the previous schools before they can be admitted.

Provisions for PARCC/LEAP/iLEAP Students:

Students in Grades 5 and 9 transferring to public school systems from any in-state nonpublic school or any home schooling program, or any Louisiana resident transferring from any out-of-state school shall be required to take the 4th and 8th grade PARCC English Language Arts and Mathematics Tests and score at the required achievement levels. The following guidelines shall apply:

- Students may take PARCC at either the spring or summer administration prior to enrollment. It is the responsibility of the parents to contact the District Test Coordinator to register for the tests.
The nonpublic school and parent (or home schooling parent) is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standardized testing accommodations.
- Students with disabilities who have current 1508 evaluations will participate in on-level testing. Promotion decisions for these students will adhere to those policies as outlined in the High Stakes Testing Policy.
- School systems may charge fees for the testing of nonpublic and home schooling students. This testing fee shall be refunded upon a student's enrollment in that public school system during the semester immediately following the testing.
- Students who participate in the spring administration and score at the unsatisfactory achievement level are eligible to retake the PARCC at the summer administration. (See Waiver)

Local school systems shall offer PARCC summer remediation to nonpublic/home schooling 4th and 8th grade students who score at the unsatisfactory PARCC achievement level and to those who did not test in the spring, but wish to prepare for the summer administration. School systems may charge fees, not to exceed \$100.00 per student for this attendance. This summer remediation fee shall be refunded upon a student's enrollment in that public school system during the semester immediately following summer remediation.

Students who score at the unsatisfactory achievement level are not required to attend summer school offered by the local school system to be eligible to take the summer retest. However, students must attend the LEA offered summer school to be eligible for the appeal process or the policy override.

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

Students in grades K-8 enrolling in Union Parish Schools from Home Study Programs or unapproved schools will be screened for their instructional level using one of the assessments listed on the following page:

DSC, DIBELS, iReady diagnostic assessment, PARCC/LEAP/iLEAP tests; ITED, Correlated Exam.

The SAT will then convene to review all available data and make a decision for appropriate classroom placement.

Grades 9 – 12: Validation tests developed by teachers that are similar to final exams for the courses will be administered to students for screening purposes { EOC Exams, Plato assessments} If the student has no documentation of having been enrolled in an educational program, the student will be classified as a freshman and enrolled in the corresponding courses.

Students transferring into local school systems after the PARCC summer retest but prior to February 15th are required to take the state selected form of The IOWA Test for grade placement if these students have not taken PARCC.

Students taking the IOWA Test are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the Student Assistance Team (SAT).

The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

A. ACHIEVEMENT TESTING

Arrangements for achievement testing of students are the responsibility of the parents.

Testing can be arranged through the local school board office, or contracted privately through professionals with that expertise.

Parents should contact their local school board office during the first part of FEBRUARY to learn the dates of the end-of-year testing in the school system. (Ask for the district test coordinator.) Parents may make arrangements to have their children tested at that time. Testing dates are posted on the Department of Education website.

B. RE-ENTRANCE INTO SCHOOL SYSTEM

Parents who choose to enter their children in public, private, or parochial schools after having been home schooled **ARE RESPONSIBLE** for **ALL** educational documentation and/or verification required by the local school system. The Home Study Section, Louisiana Department of Education, **WILL NOT** offer an opinion as to a student's grade level, achievement level, or appropriate academic placement. Testing/evaluation of student(s) will be conducted by the local school system or private school to determine the student's proper grade level or Carnegie credit.

If a student wishes to return to the public schools, the parent should contact the local school system for information/procedures concerning grade placement and for information regarding high school Carnegie credits.

C. PARCC TEST REQUIREMENTS

Students in **grades 5 and 9** transferring to the **public school system** from Home Study Program shall be **required** to meet High Stakes Testing requirements.

D . SPECIAL EDUCATION

A home study program administered pursuant to R.S. 17:236.1 does not qualify as attendance at a “school” as the term is defined in R.S. 17:236, and thus, home study students do not qualify for services under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. &1400, et seq., nor do such programs qualify students for modifications and/or accommodations under 504 of the Rehabilitation Act or the Americans with Disabilities Education Act.

Transfer from Home Study Program, Grades 9-12

- a. Parents who choose to enter their children in public schools after having been enrolled in an SBESE-Approved Home Study Program are responsible for all educational documentation and/or verification required by the Union Parish School System. Students must comply with all school or district requirements.
- b. All transfer students’ records are analyzed and students are administered: Validation tests developed by teachers that are similar to final exams for the courses, EOC Exams, Plato assessments.
- c. Candidates seeking to enter high school from home schooling must pass the 8th grade PARCC or the ITED exam correlated to the PARCC. The local school system must conduct testing or evaluation of the student(s) to determine the student’s proper grade level or Carnegie credits.
- d. Consideration will be given to students’ ages and length of time spent in Home Study Programs. If a student is 17 years of age or has been in Home Study Program two years or more, it is recommended he/she enter the Adult Education Program or GED program.
- e. All students shall pass the appropriate EOC test as required by Bulletin 741.
- f. Students returning from Home Study Program, grades 10-12 **shall not** be eligible for graduation honors unless students complete Carnegie Unit requirements.

Note: A Louisiana resident transferring from any out-of-state school is defined as a student living in Louisiana but attending school in an adjacent state.

Transfer from Non-Approved School, Grades 9-12

- ***All students shall pass the appropriate EOC tests, PARCC/LEAP tests or ITED correlated exam.
- Students transferring from non-approved schools shall not be eligible for academic/graduation honors.

C. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

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

All students entering Union Parish School System for the first time must complete in the original application a home language survey to identify minority students.

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

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

All students entering Union Parish School System for the first time must complete in the original application a home language survey to identify minority students. Students who, by their Home Language Survey, indicate being Asian, Hispanic, or any minority group and speak a language other than English at home, will be screened for English language proficiency through the ESL program. The language test used in this parish is Language Assessment Scale (Pre/LAS, and LAS). This test will be given no later than 30 days from the date the student is registered. When a student speaks only Spanish, the language proficiency test will be given in Spanish to determine the student's proficiency of the native language in all areas. The results will be used to assess properly and to provide effective instruction.

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

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

IDENTIFICATION AND PLACEMENT

The student that scores as being limited or non-English speaking on the Pre/LAS or LAS Test scale will be referred to the ESL Program. The ESL Coordinator will notify the parents of the test results and inform them of the services available in the school that will benefit the student. A form will be signed by the parent to consent to or reject the services within 30 days of detecting the student's language limitations. A student information form will be filled with the student's personal information, educational background, and goals for the current year. **Students identified as LEP will be coded LEP in the Student Information System (SIS).**

EXIT CRITERIA

An ELL student will reach English proficiency when he/she attains levels of English proficiency in listening, speaking, reading, writing and comprehension. The exit criteria developed by the Louisiana Department of Education provides the guidelines for ELL students exiting the ESL program.

A. To be considered English proficient and exit limited English proficient (LEP) status, an LEP student must score as follows:

1. For grades K-2:

- a. Two years at composite level 5 on the English Language Development Assessment (ELDA); or
- b. One year at composite level 5 on ELDA and one year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DIBELS Next.

2. For grades 3-12:

- a. composite level 5 on ELDA; or
- b. one year at composite level 4 on ELDA and one year at proficient on English language arts portion of the iLEAP, LEAP, PARCC, EOC, LAA 1 or LAA2.

B. Students with disabilities who are unable to meet the above criteria to exit after 4 years or more in LEP status because of their disability, as decided only by consensus of the members of the Student Assistance Team (SAT), may be exited from LEP status (but will still be required to take statewide assessments).

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

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

Because ELL students are mainstreamed, educational programs will be the same as for regular students. Regular teachers that have ELL students will be informed of specific instruction and accommodations that ELL students need to be able to participate and learn meaningfully and successfully. ESL teachers will be available in the schools to provide students with instruction and support in pull out settings if required.

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

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

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

D. Review of Placement

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

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

- A. Review of promotion and placement decisions may be initiated by the local board, superintendent, principal, teacher and/or parent or guardian (Act 750; R.S. 17:244G). Promotion and placement decisions are monitored periodically by Central Office Personnel. As changes occur, the plan will be updated and faculty members will be informed of the changes.
- B. It shall be the responsibility of the local school principal to ensure that promotion, retention, and placement policies are implemented in accordance to the Pupil Progression Plan. Principals are also responsible for informing parents of the provisions of the plan and any changes that are adopted.
- C. Any exceptions made to these policies, whether made by the teacher, principal, or supervisor, shall include parental involvement.
- D. The Board follows the standard problem solving procedure if a review of the promotion or placement decision is necessary.
- E. Safeguards are placed in promotion and retention policies to insure proper decision making.

F. Procedure for Filing a Placement Grievance

1. The following procedure shall be used when a parent, guardian or student has a grievance in relation to services being rendered to them by the Union Parish Schools.
2.
 - a. The complaint is to be written, dated, signed and hand delivered through the appropriate channel.
 - b. If the complaint is not resolved at this level within five days, the same procedure should be followed at the next level.
 - c. Each reply to the complaint shall be in writing.

3. The channel for resolving a complaint is as follows:
 - a. Principal
 - b. Supervisor of their area
 - c. Superintendent
 - d. Board
4. All complaints to the Board shall be delivered to the Superintendent's office within five days of the Board meeting.
5. The purpose of this policy is to maintain a channel of communication so that each parent, guardian or student will be assured the liberty of making his/her grievance known and giving each person involved an opportunity to work on resolving the problem.

II. Attendance Policy

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

Schools shall administer attendance regulations in accordance with state and locally adopted policies. **Kindergarten thru 8th grades** shall be in **attendance** a minimum of **60,120 minutes** a school year. **Grades 9-12** shall be in **attendance** a minimum of **30,060 minutes** per semester.

- a. Students will bring Temporary and Extenuating Circumstances **excuse within three days** following the absence.
- b. The due process procedure will be conducted by the Principal, Supervisor of Pupil Personnel Services and Superintendent.
- c. It is the responsibility of the student to secure his/her make-up work assignments and the student will be given one day for each day of absence to complete make-up work. Make up days begin on the first day following the day student returns from absence.
- d. The Supervisor of Pupil Personnel services will be notified when a high school student has three (3) absences in a semester and an elementary student has six (6) absences in a semester. The school shall contact the parent advising the parent of the absences and the attendance requirement.
- e. If the temporary excused number of absences causes a student to be in violation, the parent may appeal through the due process procedure.

- f. High school students must be in attendance a minimum of **81 days per semester** per class in order to receive credit for that semester's work. Once a high school student has missed six (6) unexcused periods during the semester grading period that student will not receive credit for that semester's work.
- g. Elementary students must be in attendance **164 days** in a school term in order to receive grades for that term. Elementary students who have missed eleven (11) unexcused days will not receive credit for that term of work.
- h. The only exception to the attendance regulation will be extenuating circumstances that are verified by the Principal and the Supervisor of Child Welfare and Attendance. Extenuating circumstances must be cleared within five school days of the student's return to school.
- i. Attendance policy in regard to semester exams. **Students in grades 9 – 12 will not be exempt from semester exams.**

III. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2015-2016 school year, placement decisions for fourth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)
4. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of the LEA shall provide written justification to the state superintendent.

5. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)

6. IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior, the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)

7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)

8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).

9. Students with disabilities who participate in the LEAP Alternate Assessments, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)

10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

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

The Student Assistance Team is comprised of the school principal, referring teacher, classroom teacher (s), coordinating teacher, parent (optional), and other school personnel as needed. A chairman will be selected to facilitate all activities of the SAT. The activities and responsibilities are to address regular education problems and to serve as a vehicle for assisting teachers experiencing problems with individual students. The SAT will develop pre-referral intervention strategies; refer the student for Support Services or Individual Evaluations as needed. For decisions regarding promotion or retention, the SAT will review student work samples, teacher recommendations, student records, and extenuating circumstances and will recommend retention or promotion according to the best educational interest for the student. No recommendation for promotion can be made for students who were removed from schools as a result of expulsion during the course of the school year. This committee of knowledgeable people will also oversee procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973 and students identified as dyslexic.

► Describe how the SBLC determines the progression of students with disabilities participating in the LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC.

1. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1), shall have promotion decisions determined by the SAT.

- a. These students will be promoted to the grade appropriate for his/her chronological age (e.g., within a 2 year age span) unless there is a preponderance of evidence to suggest retaining the student will be of educational benefit to the student (e.g., the student will make extensive progress on the Louisiana Extended Standards, the student will make significant gains to better enable him/her to master grade level work).

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

WAIVER FOR 2015-2016 ONLY

Because Louisiana is transitioning to higher expectations for students and schools will not receive PARCC test results until fall, for the 2015-2016 school year only, Union Parish will use the following criteria for promoting or retaining students in the 4th and 8th grade who do not reach their proficiency goals on the ELA/Math portions of the spring iReady Diagnostic Assessment:

The criteria to be considered include:

1. Students must attend summer school and attend 17 of the 20 days.
2. Students must reach proficiency goals on the iReady Diagnostic Assessment.
3. Students must have a "D" average or higher for the year in Reading/Math.
4. Students must have a 95% attendance rate for the regular school term.
5. Previous retentions will be considered, also.

The SAT will consider each student on a case-by-case basis.

► Describe the LEA's procedure for determining if a 4th or 8th grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

Exceptions to the High Stakes Testing policy may include:

A. Policy Override

The local school system (LEA) may override 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

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the Student Assistance Team (SAT);
- the student has participated in **both** the spring and summer administrations of LEAP 21 and has attended the summer remediation program offered by the LEA (the student shall participate in the summer

- retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

► Describe the LEA's procedure for determining if an 8th grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

Modification for 8th grade students only – In addition to the current override, the local school system (LEA) may override the State policy for 8th grade students scoring at the *UNSATISFACTORY* level in English language arts or mathematics, if a student scores at the *BASIC* level in the other, provided that the following criteria are met:

- the student scores APPROACHING BASIC or above in Science or Social Studies
- the student has an overall 2.5 GPS on a 4.0 scale
- the student has 92% attendance and
- the student has participated in **both** the spring and summer administrations of LEAP 21 and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration).

Exceptional students and 504 students participating in LEAP must have accommodations as noted in their I.E.P or I.A.P.

► Describe the LEA's criteria for determining if an 8th grade student will receive a *AB/AB* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8th grade student who has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of PARCC. The LEA may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

- The student may be promoted to the 9th grade, provided he or she has scored at the *Approaching Basic* level on **both** the English Language Arts and Mathematics components of PARCC, has attended the PARCC summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on PARCC.

A. The decision to retain a student in the 4th grade more than once as a result of his/her failure to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of PARCC shall be made by the LEA in accordance with the local Pupil Progression Plan which shall include the following:

- A student who **has repeated** the 4th grade may be promoted to only the 5th grade.
- A district may apply for a waiver from this part of the policy if their specific plan is presented to the Department of Education, and the State Superintendent of Education approves it.

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

A student who **has repeated** the 4th grade and who is 12 years old on or before September 30th may be promoted according to the local Pupil Progression Plan which refers the student to the SAT for a promotion decision.

- A student who **has repeated** the 4th grade in a fourth grade transition program may be promoted to only the 6th grade if all requirements for passing are met according to BESE policy and the local Pupil Progression Plan.

► Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

After the summer retest, a school system, through its superintendent, may consider granting an appeal on behalf of individual students, provided all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer PARCC must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the PARCC summer remediation program.
- The student must have taken the PARCC retest given after the PARCC summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.

- The principal and the Student Assistance Team (SAT) must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in the subject for which the appeal is being considered.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

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

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

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

- a) The student must score at the *Approaching Basic/Approaching Basic* achievement level on the English language arts and Mathematics components of PARCC;
- b) The student must have met all requirements for promotion from the fourth grade as outlined in the local pupil progression plan; and
- c) The student must participate in both the summer remediation program offered by the LEA and the summer retest.

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

- a) The student must be provided remediation in the subject area(s) on which the student scored below **Basic** on PARCC as well as instruction in the fifth grade curriculum;
- b) the student must score a minimum of *Basic/Approaching Basic* on English language arts and Math and a minimum of *Approaching Basic/Approaching Basic* in science and social studies on the fourth grade PARCC; and
- c) the student must have met all requirements for promotion from the fifth grade as outlined in the local Pupil Progression Plan.

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

- a. Students in 4th or 8th grade must participate in both the spring and summer administrations of high stakes testing and must have 80% attendance at the summer remediation program offered by the LEA (the student shall participate in the summer retest only in the subject area that he/she scored at the *UNSATISFACTORY* achievement level during the spring test administration);

- b. High school students must attend 17 of 20 days of summer remediation to be eligible to take the summer retest for an EOC assessment.

2. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of the LEA shall provide written justification to the state superintendent.

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

A team comprised of 6 teachers and the guidance counselor will be responsible for giving support to the transitional 9th grade students. The team members will be assigned students for whom they will be responsible. These teachers and counselor will meet with their students weekly for progress updates, both academic and personal.

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

Official progress reports will be used to track student progress for grades, attendance and behavior. Support team members will also send out weekly progress report forms to teachers which will be discussed with the students in their weekly meetings.

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

Students will be required to take the Journey to Careers class in their 9th grade year. They will also be required to choose a pathway through the JumpStart program and enroll in classes related to their pathway.

- ▶ How will an appropriate T9 curriculum be identified and implemented?

Transitional 9th grade students will be enrolled in remedial math and English classes in order to provide a review of essential skills needed to succeed in 9-12 classes.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)

2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their students' achievement of the standards. (Bulletin 741 §2301)
4. Each LEA will provide instruction aligned to BESE-approved standards or locally-developed and approved curriculum. (Bulletin 741 §2301)
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

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

Students in grade K-8 must complete the course requirements for elementary students as listed in Bulletin 741, Handbook for School Administrators:

Grades 1-8: Cannot fail more than 1 core subject e.g. Reading, Math, English, Social Studies and Science. Two Failures will result in retention. Students who fail to meet the promotion criteria as outlined in the Pupil Progression Plan shall be retained. Students may be referred to SAT when educational performance and promotional concerns arise. A student may be retained only one time in grades 1-3. In grades 4-7 a student may be retained only one time unless the retention is a result of failure of the PARCC.

Students who are identified as Dyslexic receive combined instruction in the Basal program and a multi-sensory structural language program (Core Knowledge Foundational Program). Promotion criteria include grades in either/or both programs.

Exceptional students participating in PARCC must be provided with accommodations as noted in the student's IEP (Individual Education Program). 504 students must be afforded the accommodations as noted on the IAP (Individual Accommodation Plan). The promotion of students with disabilities will be made in accordance with the SBESE policies and the local Pupil Progression Plan. Special Education preschool shall be provided to eligible student's ages 3-5 years.

Kindergarten

The minimum age for kindergarten shall be five years of age on or before September 30th of each year.

The LEA will implement a local kindergarten developmental readiness screening program in response to ACT 249 of the 2011 Regular Legislative Session of Louisiana.

Screening with the approved instrument (Developing Skills Checklist) shall occur within 30 days after the opening of school. The results shall be used in placing children within the regular kindergarten classroom setting and planning their instructional programs to meet identified needs. The results of the screening will be used to measure student readiness for kindergarten and shall not be used to exclude any child who meets the established age requirements for entering kindergarten. Parents and guardians shall be advised of their children's levels of readiness.

For students not attending kindergarten, a score of Benchmark or Strategic on the fall administration of DIBELS Next shall be the determining factor of whether the student is placed in First Grade or Kindergarten.

1st Grade

Children attaining the age of six on or before September 30 of each school year may enter first grade at the beginning of the term or session.

The student must have either (1) attended at least a full day public or private kindergarten for a full year or (2) satisfactorily passed academic readiness screening by the local school system at the time of enrollment for first grade.

2nd Grade

Students may be promoted to 2nd grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the first grade. State attendance regulations must also be met.

3rd Grade

Students may be promoted to 3rd grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the second grade. State attendance regulations must also be met.

4th Grade

Students may be promoted to 4th grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the third grade. If this creates a second retention for the student, a referral will be made to the SAT.

4th graders will be required to score *BASIC* on either the English Language Arts or Mathematics components of PARCC and *APPROACHING BASIC* on the other in order to move to the fifth grade. *Note exceptions outlined in the High Stakes*

Testing Policy in Appendix C. Exceptional students and 504 students participating in LEAP must have accommodations as noted in their I.E.P or I.A.P. A student cannot fail more than one core subject: Reading, Mathematics, English, Science and Social Studies. Failing two subjects results in retention. If this creates a second retention for a student, a referral will be made to the SAT. State attendance regulations must also be met.

5th Grade

Students may be promoted to 5th grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the fourth grade and met the requirements of the High Stakes Testing policy as outlined in the previous paragraph. If this creates a second retention for a student, a referral will be made to the SAT. State attendance regulations must also be met.

6th Grade

Students may be promoted to 6th grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the fifth grade. If this creates a second retention for a student, a referral will be made to the SAT. State attendance regulations must also be met.

7th Grade

Students may be promoted to 7th grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the sixth grade. If this creates a second retention for a student, a referral will be made to the SAT. State attendance regulations must also be met.

8th Grade

Students may be promoted to 8th grade if they did not fail more than one core subject: Reading, Mathematics, English, Science and Social Studies in the seventh grade. If this creates a second retention for a student, a referral will be made to the SAT. State attendance regulations must also be met.

8th graders will be required to score *BASIC* on either the English Language Arts or Mathematics components of PARCC and *APPROACHING BASIC* on the other in order to move to the ninth grade. *Note exceptions outlined in the High Stakes Testing Policy in Appendix C.*

Modification for 8th grade students only – In addition to the current override, the local school system (LEA) may override the State policy for 8th grade students scoring at the *UNSATISFACTORY* level in English language arts or mathematics, if a student scores at the *BASIC* level in the other, provided that the following criteria are met:

- the student scores APPROACHING BASIC or above in Science or Social Studies
- the student has an overall 2.5 GPS on a 4.0 scale
- the student has 92% attendance and
- the student has participated in **both** the spring and summer administrations of PARCC and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration).

Exceptional students and 504 students participating in PARCC must have accommodations as noted in their I.E.P or I.A.P.

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

A waiver has been granted for full implementation of the required Foreign Language Program at grades 4-8. The request is due to budget deficiencies..

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

Academically able students (Grade 5 -8) are those students who have met the promotion requirements for the preceding grade level and have scored *BASIC* or above on the state mandated PARCC and iLEAP.

IV. Promotion 9 – 12

A. Carnegie Credit and Credit Flexibility

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

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

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

Promotion requirements to the next highest grade level shall be recommended for students complying with local/state attendance requirements, successfully completing the state mandated course requirements for graduation and related programs of studies, participating in class periods meeting state time requirements and complying with the parish grading policy.

Another requirement for high school graduation (besides completing required state course requirements) for those students who were freshmen before 2010-2011 is successfully passing the state's mandated high school GEE examination. Students who become freshmen in 2010-2011 or after must pass three End-of-Course (EOC) Tests. Each student must pass: **1)** English II or English III; **2)** Algebra I or Geometry and **3)** Biology I or United States History.

No student will be allowed to participate in graduation ceremonies unless he/she has completed ALL requirements for graduation.

Classification of high school students is determined by the following criteria:

TOPS University Diploma Requirements for Incoming Freshmen Beginning Fall 2014	24 Units
ENGLISH = 4 Units	(1)1 Unit of English I; (2)1 Unit of English II; (3)1 Unit from: English III, AP English Language Arts and Composition, IB Literature, IB Language & Literature, or IB Literature & Performance; (4) 1 Unit from: English IV, AP English Literature and Composition, IB Literature, IB Language & Literature, or IB Literature & Performance
MATH = 4 Units	(1)1 Unit of Algebra I; (2)1 Unit of Geometry I; (3) 1 Unit of Algebra II: (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence); (4) 1 Unit from: Algebra III, Advanced Math-functions and Statistics, Advanced Math-Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, AP Calculus BC, Probability and Statistics, AP Statistics, IB Mathematics SL, or IB Mathematics HL.
SCIENCE = 4 Units	(1)1 Unit of Biology I; (2)1 Unit of Chemistry I; (3 ,4) 2 Units from: Earth Science; Environmental Science; AP Environmental Science or IB Environmental Systems; Physical Science, Agriscience I and Agriscience II, (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP Chemistry, IB Chemistry I or IB chemistry II; Physics I, or IB Physics I; one of AP Physics C; Electricity and Magnetism, AP Physics C. Mechanics, or IB Physics II AP Physics, AP Physics II; one of Biology II, AP Biology, IB biology I, or IB Biology II

SOCIAL STUDIES = 4 Units	(1) 1 Unit from: U.S. History, AP U.S. History, IB History of the Americas I; Government, AP U.S. Government and Politics: Comparative, (2) 1 Unit from: AP U.S. Government and Politics: United States, or Civics. (3, 4) 2 Units from: 1 of Western Civilization, European History, or AP European History; 1 of World Geography, AP Human Geography, or IB Geography; World History or AP World History; IB History of the Americas II; Government, Economics; AP Macroeconomics; AP Microeconomics; or IB Economics.
FOREIGN LANGUAGE = 2 Units – Both Units in the same language which may include:	B Language ab initio: Arabic, IB Language B: Arabic; AP French Language and Culture, IB Language ab initio: French, IB Language B: French, French III, French IV; AP German Language and Culture, IB Language ab initio: German, IB Language B: German, German III, German IV; AP Latin, IB Classical Language, Latin III, Latin IV; AP Spanish Language and Culture, IB Language ab initio: Spanish, IB Language B: Spanish, Spanish III, Spanish IV; AP Chinese, Chinese III, Chinese Culture, IB Language ab initio: Chinese, or IB Language B: Chinese, Chinese III, Chinese IV; AP Italian Language and Culture, IB Language ab initio: Italian, IB Language B: Italian, Italian III, Italian IV; AP Japanese Language and Culture, IB Language an initio: Japanese, IB Language B: Japanese, Japanese III, Japanese IV.
ART = 1 Unit	Visual Arts courses (Bulletin 741 §2333) Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting
Health/Physical Education = 2 Units	(1) 1 Unit from Physical Education I; (1/2) ½ Unit from Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams; (1/2) ½ Unit from Health Education (JROTC I and II may be used to meet the Health Ed)
	*JROTC may be substituted for PE.)
ELECTIVES = 3 Units	Electives
TOTAL UNITS = 24	

The graduation requirements for incoming freshmen from 2008-2009 through 2013-2014 can be found in section §2313 and §2319 within Bulletin 741.

Core 4 Diploma	– 24 Carnegie Units
Grade 9	<u>0-7 Carnegie units.</u> Must take English I, Algebra I, Physical Science, Civics and four additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 10	<u>8-14 Carnegie units.</u> English II, Geometry, Biology, World Geography, Spanish I, and three additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 11	<u>15-21 Carnegie units.</u> English III, Algebra II, Chemistry, United States History, Spanish II, Fine Arts Survey, and two additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 12	<u>22-32 Carnegie units.</u> English IV, Advanced Math, World History, 1 Advanced Science (Biology II, Chemistry II, or Physics), and additional credits chosen from the student's individual graduation plan.

Basic Core Diploma	24 Carnegie Units
**This diploma path can only be entered after the student has completed the second year of high school.	
Grade 9	<u>0-7 Carnegie units.</u> English I, Algebra I, Physical Science, Civics, and four additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 10	<u>8-14 Carnegie units.</u> English II, Geometry, Biology, World Geography, Spanish I and three additional credits chosen from the student's individual graduation plan. Student Must pass all core requirements for promotion to the next grade.
Grade 11	<u>15-21 Carnegie units.</u> English III, Financial Math, Core Science, United States History, and four additional credits chosen from the student's individual graduation plan to meet promotion to the next grade.
Grade 12	<u>22-32 Carnegie units.</u> English IV, Math Essentials and any additional credits chosen from the student's individual graduation plan to meet Career Pathway requirements for graduation.
**Students must complete an Area of Concentration in the chosen Career Pathway in order to receive a Basic Core Diploma.	

Career Diploma	23 Carnegie units
9th Grade	<u>0-7 Carnegie units.</u> English I, Algebra I, Physical Science, Civics and four additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
10th Grade	<u>8-14 Carnegie units.</u> English II, Geometry, Biology, World Geography, Spanish I and three additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 11	<u>15-21 Carnegie units.</u> English III, Financial Math, Core Science, United States History, and four additional credits chosen from the student's individual graduation plan to meet promotion to the next grade.
Grade 12	<u>22-32 Carnegie units.</u> English IV or Business English, Math Essentials and any additional credits chosen from the student's individual graduation plan to meet Career Pathway requirements for graduation.
**Students must complete an Area of Concentration in the chosen Career Pathway in order to receive a Basic Core Diploma.	

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

Jump Start TOPS Tech (Career Diploma) Course Requirements begins with 2014-2015 9th Graders	23 Carnegie Units
ENGLISH = 4 Units	(1) 1 Unit of English I; (2) 1 Unit of English II; (3 & 4) 2 more Units from: English III, English IV; AP or IB English courses, business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education
MATH = 4 Units	(1) 1 Unit of Algebra I, Algebra I Part One and Algebra I Part Two or an applied or hybrid Algebra course; and (2, 3, 4) 3 more from Geometry, Math Essentials, Financial Literacy (formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math – Functions and Statistics, Advanced Math – Pre-Calculus, Pre-Calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.
Substitutions	*Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II for three mathematics credits.
SCIENCE = 2 Units	(1) 1 Unit of Biology I and (2) 1 Unit from: Chemistry I, Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II (one unit combined), or AP or IB Science courses
SOCIAL STUDIES = 2 Units	(1) 1 Unit from U.S. History, AP U.S. History, IB History of the Americas I; (1/2) ½ Credit from: Government, AP U.S. government and politics: Comparative, or AP U.S. Government and Politics: United States; (1/2) ½ Credit from: Economics, AP Macroeconomics, or AP Microeconomics
	*(One credit of Civics may be substituted for any two of the one-half credit Social Studies courses specified.)
Health/Physical Education = 2 Units	(1) 1 Unit of Physical Education I; (1/2) 1/2 Unit from: Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams; (1/2) ½ Unit from: Health Education (JROTAC I and II may be used to meet the Health Ed) requirement.
	JROTC may be substituted for PE.
Jump Start Courses = 9 Units	9 Units from Jump Start course sequences, workplace experiences, and credentials as approved in Regional Jump Start proposals.
TOTAL = 23 Units	

A student shall complete a regionally-designed, district-implemented series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. Each student's Jump Start graduation pathway shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements, and other courses (including career electives) that the Jump Start regional team determines are appropriate for the career pathway.

Note: In order to meet the current Tops Tech requirement students will need to complete an additional 3rd unit of science, 3rd unit of social studies, and a credit in a basic computer course. (The LDOE will be working with the Legislature during the next session in an attempt to harmonize the requirements of Jump Start and TOPS Tech.)

Switching Pathways

Before any student will be allowed to switch from the College and Career Diploma Pathway to the Career Diploma Pathway or vice versa the following must occur:

1. Student shall have written permission of his/her parent after a consultation with the school guidance counselor or other school administrator.
2. Student and parent must be informed of the advantages and disadvantages of the different diploma pathways.
3. Principal shall also sign the form acknowledging appropriate counseling has taken place.

Credit Recovery

Students may participate in the parish credit recovery program to regain credits lost in previously failed subjects. Credit recovery is available to all students upon recommendation by the students' principal. The student can recover Carnegie Unit credit after achieving a passing score on the state approved exam for the particular course. Union Parish implements the e2020 credit recovery program to help students regain credits in previously failed classes only.

Graduation Classification (minimum: Basic Core Diploma)

19 credits in required subjects

5 credits in electives

Successfully completed the GEE / required EOC assessments or eligible for Special Education GEE/EOC Waiver

(see guidelines in Special Education: Alternate Assessment page 32, item C)

Graduate: Any student who has completed all the required courses for a high school diploma (as prescribed by the LEA) including passage of GEE or EOC as required by the Louisiana State Department of Education. Students must pass all required state assessments before they are eligible to participate in any graduation ceremonies. Any student who has successfully completed the GED program offered by the Union Parish school district may participate as an equal in graduation ceremonies.

Honors Program Overview

At Union Parish High School, honors courses are available in English language arts, mathematics, certain sciences, and certain social studies. The purpose of the honors program is to provide rigorous curricula for students desiring intense academic preparation for high school and beyond.

Generally, honors courses are taught at a more accelerated pace so that students cover more content at a greater depth than in the general education program. In addition, teachers require more independent and long-term assignments from honors students

Eligibility for Enrolling in Honors Program

Any student wishing to pursue more rigorous coursework and who has parental support to do so, may enroll in the honors program. Students are encouraged to aspire to succeed in the highest academic program possible; however, the following qualifications must be met to enroll without special permission from the school principal:

- Student has shown a history of academic and citizenship excellence:
- GPA in core classes of 2.5 or higher
- No excessive behavior referrals (as determined by the honors committee)
- A demonstrated willingness to work hard and produce high quality work
- Above average standardized test scores
- Excellent teacher recommendations
- Student completes and returns the application packet by the due date to UPHS

If any of the above criteria are questionable, teacher recommendations and parental agreement to requirement will be considered by the honors selection committee. Late applications will only be considered for students transferring from outside of Union Parish School District.

Requirements for Remaining in Honors Program

To remain in the honors program, each student must;

- Maintain a “C” or better in ALL classes (earn no grades of D or F in any class) and
- Receive no behavior referrals for major disciplinary infractions (including but not limited to: uses profane and/or obscene language, instigates or participates in fights, etc.
- Complete summer reading assignments.

Failure to maintain the above requirements will result in removal from the honors program and placement in an appropriate general education course.

Required Documentation

1. 8th grade PARCC Scores or EOC test scores
2. Most recent report card
3. Two current teacher recommendations (form attached)
4. Student/Parent Contract (form attached)
5. Answers to essay questions typed or in black ink on loose-leaf paper.

****See Appendix G for Honors Program application and essay questions.**

Honor graduates

Honor graduates must have at least a 3.0 GPA, completed all honors classes offered by Union Parish High School and have completed all requirements for the LA TOPS Tech/Opportunity Awards Program effective with 2007-2008 incoming freshman (See *Appendix B for LA TOPS requirements*) and all other requirements mandated by the Louisiana Department of Education and the local LEA.

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

1. A district may choose to award ½ credit or 1 credit for a remedial course (Note: to earn Carnegie credit for 8th Grade PARCC remediation a student must score at or above the *Basic* achievement level on the PARCC, retake and pass a PARCC remedial course).
2. Students may earn ½ credit for successful completion of courses as designated in Bulletin 741 §2318 and §2319.
3. One half-unit is awarded for successfully completing one semester's work for a given subject. To award ½ unit of credit for either semester, the average of two nine weeks grades must be at least 70%.

B. High School Graduation Requirements

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

4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade in 2014-15 and beyond
5. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma (Bulletin 741 §2318 and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA2 and either the Science or Social Studies components of the GEE or LAA2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318B and §2319B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End –of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA2 participation and have entered high school in 2013-2014 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA2 and either the science or social studies component of LAA2.
 - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

V. Retention Policy

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

A student may be retained only one time in grades 1-3. In grades 4-7 a student may be retained only one time unless the retention is a result of failure of the PARCC

- ▶ Describe any additional LEA policies that may determine student retention.

Students who fail to meet the promotion criteria as outlined in the Union Parish Pupil Progression Plan shall be retained. Students may be referred to SAT when educational performance and promotional concerns arise. The following contributing causes may result in retention:

- Failing to pass the PARCC tests in grades 4 or 8.
- Failure of more than one core subject in grades 1-8 (Reading, Math, English, Social Studies and Science).
- Excessive Absences

Grades 9 – 12: Students who score proficiency on state-mandated End of Course (EOC) tests, but fail the class shall be referred to the SAT to be considered for promotion. The SAT decision may be either:

- a. The student passes the class or
- b. The student repeats the class.

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

Students are only retained one time in grades 1-3 or in grades 4-7 unless the retention is the result of PARCC failure. Instruction is data driven and based on multiple sources. Intensive remediation is provided through the 3-tiered model of Response to Intervention (RTI) program for at risk students in reading and math. Union Parish Elementary provides a 4-T program for 4th grade students in the parish who took the LEAP for the first time, attended summer school, took the summer retest and scored Approaching Basic/Approaching Basic in ELA and Math.

VI. Acceleration

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

The Union Parish School Board provides a lateral accelerated program for students who might benefit from instruction beyond that which is offered in the regular instructional program. Services in the form of gifted classes are provided for students identified as gifted by the criteria set forth in Bulletin 1508 in grades 3 – 12. Earlier identification is possible. Advanced placement consideration is

given for students in grade 3 – 12 who meet stated criteria. There is no acceleration program in Union Parish for students in K-2.

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

The SAT must review ALL completed criteria.

- The student's custodial parent submits formal written request to the SAT for advanced placement.
- Parent must submit a written statement detailing and explaining the reasons why they believe their child warrants advanced placement.
- Student must submit a written statement detailing and explaining the reasons why they believe they warrant advanced placement.
- Student must obtain a national percentile rank of 99 on the Composite of the most recent statewide assessment.
- Student has a 4.0 final GPA for the year (based on all subjects).
- Student has a satisfactory attendance record.
- All of the student's current teachers (including Gifted teacher if applicable) must complete the Teacher Questionnaire for Advanced Placement and unanimously recommend promotion.

REQUESTS WILL BE ACCEPTED WITHIN THE FIRST TWO WEEKS OF THE FALL SEMESTER OR TWO WEEKS PRIOR TO THE END OF THE SPRING SEMESTER.

NO STUDENT SHALL SKIP 4TH or 8th GRADE.

NO STUDENT SHALL SKIP MORE THAN ONE GRADE LEVEL IN GRADES K – 8;

9 – 12 STUDENTS MAY COMPLETE THE REQUIRED COURSES OF STUDY TO MEET GRADUATION REQUIREMENTS IN LESS THAN THE NORMAL FOUR-YEAR PERIOD BY SUCCESSFULLY COMPLETING AVAILABLE COURSE PROGRAMS LISTED AND APPROVED IN BULLETIN 741.

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

The identification of students and the recommendation to promote students to higher grades, which results in the student skipping a grade, for reasons other than academics will be made by the SAT in accordance with SAT guidelines.

- ▶ Describe any policies governing services for gifted students.

Identification of gifted students begins at the 3rd or 4th grade level at the request of teachers and/or parents. Earlier identification is possible for students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude. All accelerated curriculum for the gifted program must be in accordance with Section 2311 in Bulletin 741.

A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years. (Bulletin 741 §2317)
 - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

- ▶ Describe the components and requirements of the local early graduation program.

9 – 12 STUDENTS MAY COMPLETE THE REQUIRED COURSES OF STUDY TO MEET GRADUATION REQUIREMENTS IN LESS THAN THE NORMAL FOUR-YEAR PERIOD BY SUCCESSFULLY COMPLETING AVAILABLE COURSE PROGRAMS LISTED AND APPROVED IN BULLETIN 741.

VII. Remediation

A. Legal Authorization

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

B. Purpose

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

C. State Mandatory Requirements

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

D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.

The Union Parish plan for the remedial education program has been developed according to the “Regulations for the Implementation of Remedial Education Programs related to the state mandated assessments program.”

All students, regular education and identified exceptional, grades 4-12, who fail to attain the passing score on state mandated assessments in either Language Arts, Math or Writing Composition and Science or Social Studies, and students in grades 3 – 8 who fail to attain a proficient score on the state mandated assessments in either Language Arts, Math or Writing Composition and Science or Social Studies, will be provided remediation that complies with regulations adopted by the SBESE and Union Parish School Board. Students in grades 9 – 12 who fail to attain a proficient score on an EOC test in English II or English III, Algebra I or Geometry or Biology or United States History, will be **offered** 30 hours of remediation that complies with regulations adopted by the SBESE and Union Parish School Board. Remediation will include 30 hours of scheduled remediation during the school day for students who failed to obtain passing scores on an EOC assessment.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
 - Any student, regular education or identified exceptional, grades 4, and 8-12, who does not meet the performance standards established by the Louisiana Department of Education and approved by SBESE, as measured by the criterion-referenced state mandated assessments will receive remediation services through either regular or summer school. The Remedial Education Student Profile for the PARCC provided by the Louisiana Department of Education shall be used for providing remediation for each eligible student.
 - b. Special Education students who fail to attain required performance standards on PARCC test may not qualify for extended special education programs. Special education students will be eligible to participate in summer school as required by Louisiana Accountability mandates.
 - c. All students receiving services directed toward educational deficits identified through the state testing program, including students receiving Special Education services will be eligible for funding under R.S. 17:398 (B).
 - d. The testing supervisor will maintain a systematic procedure for identifying eligible students who do not meet the performance standards established by the State Department of Education and approved by BESE. A list of those students eligible for remedial education services as measured by the PARCC test will be maintained at the Central Office level with the individual school list maintained at the building level.
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?

The 4th through 8th grade levels remediation will be addressed during the regular school day. Four options for remediation will be available as follows:

a) **Exploratory Class Elective**

Exploratory class electives for remediation in Language Arts/Writing and Math will be incorporated into the regular curriculum contingent on teacher and student availability. Nine weeks of concentrated studies in each of the two areas will be offered during the first semester of the school year. A student will have an opportunity to receive remediation in areas in which they did not attain a passing score. Evaluation will be consistent with Union Parish School Board policies. Contact time for each student will be 63 minutes per day four days a week for thirty weeks. A certified teacher will provide remediation.

b) **Additional minutes allotted by SBESE for Remediation**

Allotment of additional minutes will be used to provide concentrated remediation in the skills identified through PARCC. This element of remediation will be managed by the regular teachers. Re-teaching of skills not mastered will be addressed during the minutes allotted for remediation. Evaluation will consist of monitoring of skills mastered. A checklist for each student will indicate skills not attained and skills mastered. Contact time will be contingent on SBESE policy.

c) **Homogenous Remediation Classes-Leveled Instruction Program**

Union Parish School Board Policy requires that students be scheduled to accommodate continuous academic progress in language arts and mathematics. Classes will be structured to address PARCC skills in all four core areas. Evaluation will be consistent with Union Parish School Board Policy for regular class promotion and with Bulletin 741.

d) **Title I Resource Paraprofessional Tutorial Service**

Title I paraprofessionals, when available, will work with all eligible students in the regular classroom setting. Their responsibilities will include reinforcing instruction by the regular teacher and helping students to maintain growth attained through remediation

- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
 - Student Profile – The State Generated Student PARCC report for parents and the iReady Diagnostic Test will be used to identify remediation needs of eligible students.
 - Coordination with Other Programs – Communication will occur on a regular basis among all who provide instruction for a student receiving remedial instruction as evidenced by lesson plans.
 - Instruction will be based on student deficits identified in PARCC student profiles or iReady profiles and will include re-teaching of prerequisite skills in the areas of deficiency as indicated by individual student profiles. Instruction will include the methods and the materials included in the standards-based curriculum guide and will be in accordance with UPSB policies. Remedial methods and materials shall supplement and reinforce

those methods used in the regular program and will be in accordance with UPSB policies.

- Each student achieving mastery criteria will continue receiving instruction for maintenance of content appropriate skills through ongoing review that is appropriate for individual student needs and in accordance with UPSB policies. The amount of instruction shall be based on student needs. (R.S. 17:395.E)

➤ Describe the form of documentation collected from students/parents who refuse school year remediation services.

- Students who fail to attain proficiency on the PARCC and their parents or guardians will be informed in writing about remediation opportunities.
- Students who fail to attain proficiency on the PARCC and their parents or guardians will sign and return to the school principal prior to the beginning date for remediation, a letter of intent to either participate or not participate in remediation.

➤ Describe how science and social studies remediation is implemented.

Remediation shall be provided in reading, math, writing, science and social studies using best practices of methodology to all eligible students in either the summer or during the regular school year. (R.S. 17:2404 G; 395 B and C and Board Policy.)

➤ Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

1. State, Federal and Local funds allocated for remediation will be coordinated to ensure effective use of such funds and documented through appropriate program budgets.

2. Coordination and communications shall occur on a regular basis among all who provide instruction for a student receiving remedial instruction (SBESE Policy).

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

1. An evaluation of the remediation program using the approved department guidelines will be submitted to the State Superintendent annually, by the testing coordinator if requested.

2. Results will include specific means to examine and document:

- a. Student Performance
- b. Coordination with other programs as appropriate
- c. Instruction
- d. The evaluation will be conducted in accordance with UPSB policy

► Summer Remediation Program

- List the objectives for your summer remediation program.

The Union Parish plan for the summer remedial education program has been developed according to “Regulations for the Implementation of Remedial Education Programs related to the PARCC Program.”

All students, regular education and identified exceptional, grades 4-12, who fail to attain the passing score on PARCC in either Language Arts, Math or Writing Composition will be provided remediation that complies with regulations adopted by the SBESE and Union Parish School Board. Remediation will include summer remediation for students in the identified grades who failed to obtain passing scores on PARCC and EOC.

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Any students in grades 4 or 8 who do not reach proficiency goal on iReady and fail ELA and/or Math shall attend summer school. To be considered for promotion, students must attend 17 of 20 days and reach proficiency goal on iReady.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

The 4th and 8th grade levels remediation will be addressed during PARCC summer remediation program.

LEAs shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English Language Arts and Mathematics at no cost to students who did not take the spring PARCC tests or who scored Approaching Basic and/or Unsatisfactory on the English Language Arts and/or Mathematics component(s) on the spring tests.

- A student who failed to achieve the *Basic/Approaching Basic* combination is not required to attend the LEA offered PARCC summer remediation program in order to be eligible for the summer retest.
- All students with disabilities who participate in PARCC should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
- Students with disabilities who participate in PARCC Alternate Assessment, Level 1 (LAA1) are not eligible to attend PARCC summer remediation programs.
- Students with disabilities who participate in PARCC Alternate Assessment, Level 2 (LAA2) are eligible to attend PARCC summer remediation programs.

Secondary LEAP remediation will be addressed:

- At the secondary level, EOC remediation will be addressed through tutorials as needed. Each student not attaining a passing score on the EOC will be provided an opportunity to attend remediation.
- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

The 4th and 8th grade levels remediation will be addressed during the LEAP summer remediation program. The program will begin May 26, 2016 and conclude with the 2016 summer re-test schedule on June 30-July 2, 2016.. Students will attend classes from 7:10 – 12:10 p.m. daily.

- LEAs shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English Language Arts and Mathematics at no cost to students who did not take the spring PARCC tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English Language Arts and/or Mathematics component(s) on the spring tests.
- Describe the materials and methodology to be used throughout the district in summer remediation.

Materials and Methodology to be used

- 1) Student Profile – The State Generated Student PARCC report, as well as, the iReady Diagnostic Assessment Profile for parents will be used to identify remediation needs of eligible students.
- 2) Coordination with Other Programs – Communication will occur on a regular basis among all who provide instruction for a student receiving remedial instruction as evidenced by lesson plans.
- 3) Instruction will be based on student deficits identified in PARCC student profiles or iReady Diagnostic profiles and will include re-teaching of prerequisite skills in the areas of deficiency as indicated by individual student profile. Instruction will include the methods and the materials included in the standards-based curriculum guide and will be in accordance with UPSB policies. Remedial methods and materials shall supplement and reinforce those methods used in the regular program and will be in accordance with UPSB policies.
- 4) Each student achieving proficiency criteria will continue receiving instruction for maintenance of content appropriate skills through ongoing review that is appropriate for individual student needs and in accordance with UPSB policies. The amount of instruction shall be based on student needs. (R.S. 17:395.E)

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

Students who fail to attain mastery in the PARCC and their parents or guardians will be informed in writing about remediation opportunities.

- Students who fail to attain proficiency on the PARCC and their parents and guardians will sign and return to the school principal prior to the beginning date for remediation, a letter of intent to either participate or not participate in remediation.
- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
 1. State, Federal and Local funds allocated for remediation will be coordinated to ensure effective use of such funds and documented through appropriate program budgets.
 2. Coordination and communications shall occur on a regular basis among all who provide instruction for a student receiving remedial instruction (SBESE Policy)
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
 1. An evaluation of the remediation program using the approved department guidelines will be submitted to the State Superintendent annually by the testing coordinator, if requested.
 2. Results will include specific means to examine and document:
 - a. Student performance
 - b. Coordination with other programs as appropriate
 - c. Instruction
 - d. The evaluation will be conducted in accordance with UPSB policy.

► EOC Remediation

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

The Union Parish plan for the remedial education program has been developed according to the "Regulations for the Implementation of Remedial Education Programs related to the PARCC Program."

All students, regular education and identified exceptional, in grades 9 – 12 who fail to attain a proficient score on an EOC test in English II or English III, Algebra I or Geometry or Biology or United States History, will be **offered** 30 hours of remediation, which may include participation in *Plato Credit Recovery*, which complies with regulations adopted by the SBESE and Union Parish School Board.

- Program Description

1. Student selection criteria:

Every student not attaining a passing score an EOC test will be provided an opportunity to attend remediation.

2. Pupil/Teacher ratio:

Union Parish follows the Pupil/teacher ratio in accordance with Bulletin 741 and Bulletin 1508.

3. Instructional time:

Students who fail to meet EOC requirements shall be offered a remediation course as an elective course during the school day, or after school tutoring two or more hours per week, or 50 or more hours of summer school remediation and retest opportunities at no cost to students who did not take the EOC exam or did not receive a passing score on the EOC exam. Students who did not score proficient on an EOC test will be **offered** 30 hours of remediation as an elective course during the school day with retest opportunities provided.

4. Selection criteria for teachers and/or paraprofessionals:

Regular classroom certified teachers who possess the appropriate certification/qualifications as required by SBESE will provide remediation. Teachers will be compensated for duties performed outside regular work hours when they provide remedial instruction. An instructional para-professional will work in the classroom setting under the immediate supervision of a regularly certified teacher.

5. Materials and methodology to be used:

- 1) Student Profile –The State generated EOC Student Profile Report will be used to identify needs of students who are eligible for EOC remediation.

- 2) Coordination with Other Programs – Communication will occur on a regular basis among all who provide instruction for a student receiving remedial instruction as evidenced by lesson plans.

- 3) Instruction will be based on student deficits identified in EOC student profiles and will include re-teaching of prerequisite skills in the areas of deficiency as indicated by individual student profile. Instruction will include, the methods and the materials included in the standards-based curriculum guide and will be in accordance with UPSB policies. Remedial methods and materials shall supplement and reinforce those methods used in the regular program and will be in accordance with UPSB policies.

- 4) Each student achieving proficiency criteria will continue receiving instruction for maintenance of content appropriate skills through ongoing review that is appropriate for individual student needs and in accordance with UPSB policies. The amount of instruction shall be based on student needs. (R.S. 17:395.E)

5. Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply:
Remediation will be provided through remediation courses, Response to Intervention strategies (RTI), after-school tutoring and summer school.

7. Documentation of students' and parents' refusal to accept remediation:

Students who fail to attain proficiency in the EOC and their parents or guardians will be informed in writing about remediation opportunities.

- Students who fail to attain proficiency on the PARCC or an EOC and their parents and guardians will sign and return to the school principal prior to the beginning date for remediation, a letter of intent to either participate or not participate in remediation.
- Plan for coordination of state, federal, and local funds for remediation:
 1. State, Federal and Local funds allocated for remediation will be coordinated to ensure effective use of such funds and documented through appropriate program budgets.
 2. Coordination and communications shall occur on a regular basis among all who provide instruction for a student receiving remedial instruction (SBESE Policy).
- Evaluation plan for documenting evidence of achievement/growth of students
 1. An evaluation of the remediation program using the approved department guidelines will be submitted to the State Superintendent annually, by the testing coordinator, if requested.
 2. Results will include specific means to examine and document:
 - a. Student Performance
 - b. Coordination with other programs as appropriate
 - c. Instruction
 - d. The evaluation will be conducted in accordance with UPSB policy.

➤ Response to Intervention (RTI)

Students in kindergarten through eighth grade shall be provided interventions in Reading and/or Mathematics when they are identified as having deficits in either area according to the Union Parish Response to Intervention Program.

A. Program Objectives:

The Union Parish plan for Response to Intervention has been developed according to Louisiana BESE policy. (Bulletin 741 §2308)

All students, regular education and identified exceptional, grades Pre-k through 8th who score below grade level on a universal screener for

Reading and/or Mathematics will be provided with intervention services that comply with regulations adopted by the LA BESE and the Union Parish School Board.

B. Program Description

1. **Student selection criteria** – All students not attaining grade level on the universal screener will be placed in intervention groups based on tiers of instruction and extent of deficiencies.
2. **Pupil/Teacher ratio** – Union Parish follows the Pupil/teacher ratio in accordance with Bulletin 741 § 2308.
3. **Instructional time** – Students shall be given interventions daily during intervention sessions based on level of deficiency and Union Parish policy requirements according to Bulletin 741 §2308.
4. **Selection criteria for teachers and/or paraprofessionals** – Regular classroom certified teachers who possess the appropriate certification/qualifications as required by LA BESE will provide interventions. Instructional paraprofessionals who possess the appropriate certification/qualifications will also provide interventions under the supervision of a regularly certified teacher.
5. **Materials and methodology to be used** –
 - a. Individual reports from universal screenings administered during the first month of school -- generated through on-line screening and/DIBELS NEXT will be used to identify intervention needs of eligible students and to group them as Tier I, Tier II or Tier III accordingly.
 - b) Coordination with other programs – communication will occur on a regular basis among all who provide instruction for a student receiving interventions as evidenced by lesson plans and/or coaches and interventionists schedules and logs.
 - c) Instruction will be based on student deficits identified on universal screening reports and will include re-teaching of prerequisite skills in the areas of deficiency as indicated by individual student profiles. Intervention methods and materials shall supplement and reinforce those methods used in the regular program and will be in accordance with UPSB policies.
 - d) Each student will be evaluated regularly through content appropriate progress monitoring as established in UPSB policy and instruction will be adjusted as needed based on monitoring results.

- e) Universal screenings will be administered to all students at mid-year to assess growth and adjust student groupings within tiers.
- f) The instruction of students in tiers and the progress monitoring cycle will continue until the completion of the school term as set forth in the UPSB RTI plan.
- g) Universal screenings will be administered to all students near the end of the school term as set forth in the UPSB RTI plan. Student growth and effectiveness of instruction and interventions will be measured using screening results

C. Plan for coordination of state, federal, and local funds for remediation through RTI.

- 1. State, Federal and Local funds allocated for remediation will be coordinated to ensure effective use of such funds and documented through appropriate program budgets.
- 2. Coordination and communications shall occur on a regular basis among all who provide instruction for a student receiving RTI. (LA BESE Policy)

D. Evaluation plan for documenting evidence of achievement/growth of students.

- 1. An evaluation of the RTI program using data from universal screeners will be submitted to the Louisiana Department of Education annually by testing coordinators, if requested.
- 2. Results will include specific means to examine and document:
 - a. Student Performance
 - b. Instruction
 - c. Coordination with other programs as appropriate
 - d. The evaluation will be conducted in accordance with UPSB policy.

VIII. Alternative Schools/Programs/Settings

A. Definition

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

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

School Away From School - Notwithstanding any other provision or policy contained in the policy manual of the Union Parish School Board, its rules and regulations, and the handbooks, rules and regulations of any individual school, any student in grades 3 through 12, and any student 9 years of age or older in any elementary grade, including special education students attending those schools, subject to the specific requirements for the discipline of special education students, who receives a third suspension in a school year for any offense(s), shall be recommended by the principal of the school for expulsion for the remainder of the school year to be readmitted on a probationary basis to the school-away-from school under the terms and conditions herein set out and pursuant to the guidelines, rules and regulations adopted by the Union Parish School Board and the school-away-from school. The student will be assigned to the school-away-from school for a minimum of one (1) week and a maximum of the remainder of the school year. *Note policy outlined in Appendix D for full details.*

Special Education: Alternate Assessment

Students participating in the LAA I alternative assessment will address the state's academic Extended Standards and functional academic and life skills. Individual student needs will be met.

- a. The students participating in the alternate assessment will progress from one grade level to the next if they meet the following assurances:
 - 1) the student has met attendance requirements according to Bulletin 741.
 - 2) the student has completed 70% of his/her annual goals.
 - 3) transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher.
 - 4) the student participated in the alternate assessment.

The students participating in alternate assessment (LAA1) will be eligible to receive **certificates of achievement** if they have achieved certain competencies and have met the following specified conditions to receive Certificates of Achievement. Students who earn GEDs and/or Skill Certificates are allowed to participate in the graduation ceremonies held at their schools.

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.

- 1) the student has a disability under the mandated criteria.
- 2) the student has participated in LEAP Alternate Assessment (LAA)
- 3) the student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16)

- 4) the student has met attendance requirements.
 - 5) the student has addressed the general education curriculum as reflected on the student's IEP.
 - 6) transition planning for the student has been completed and documented.
- b. Students with disabilities seeking standard high school diplomas are eligible for **EOC waivers** if they meet the following criteria: if he/she passes all but one required component of the EOC; meets all other graduation requirements; has the documentation for the waiver request, including evidence that supports the disability(ies) that impacted the student's ability to pass the assessment; and the approval of the State Superintendent of Education. The student should have attempted to pass the English Language Arts and Mathematics components seven (7) times and the Science and/or Social Studies components four (4) times prior to the submission of the waiver request, in writing, to the State Superintendent of Education. The student should have participated in every EOC remediation or tutoring opportunity offered by the school district and/or provide documentation of private tutoring that addresses the student's deficits in the failed EOC component.
- c. Students with disabilities for whom the parish grading policy is not appropriate to adequately denote progress or the lack thereof may be subject to an alternate grading guideline. *(See Appendix F for Alternate Grading criteria and guidelines.)*

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

Union Parish operates a School-Away-From-School campus located on the grounds of the Union Parish Junior High School property. This school is for any students in grades 3 through 12, and any student 9 years of age or older in any elementary grade, including special education students, subject to the specific requirements for the discipline of special education students, who receives a third suspension in a school year for any offense(s), and are recommended by the principal of the school for expulsion for the remainder of the year. A student may also be recommended for expulsion for a first or second suspension for a serious infraction. The primary goal of the program is to provide an appropriate educational setting for the at-risk child and to enhance the possibilities of that child becoming a productive citizen. The assignment to the school-away from-school shall be for a minimum one week period and a maximum of the remainder of the school year. Students in the alternative school will be evaluated using the parish grading policies. All parish and state mandated testing procedures will also be followed. If a student's behavior, class work, attendance and behavior modification checklist show satisfactory progress in the opinion of the director of the school-away-from-school, then that student may re-enroll and be readmitted into the school from which he/she came. Note: *(See School-Away-From-School Policy in Appendix B)*

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

Effective at the conclusion of school year 2011-2012 the Pre-GED/Skills Options Program was discontinued. Union Parish school guidance counselors will provide information about available adult education programs to any students who are eligible or interested.

IX. Other Policies and Procedures

A. Policies on Due Process

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

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

- Regular education students

1. The following procedure shall be used when a teacher, parent, guardian or student, including regular and special education, has a grievance in relation to services being rendered to them by the Union Parish Schools.

- a. The complaint is to be written, dated, signed and hand delivered through the appropriate channel.
- b. If the complaint is not resolved at this level, within five days, the same procedure should be followed at the next level.
- c. Each reply to the complaint shall be in writing.

2. The channel for resolving a complaint is as follows:

- a. Principal
- b. Supervisor in their area
- c. Superintendent
- d. Board

3. All complaints to the board shall be delivered to Superintendent's Office within five days of the Board meeting.

- Students with disabilities

Due process procedures for exceptional students are consistent with those described in the approved Individual's with Disabilities Education Act (IDEA)

- Section 504 students

Due process procedures for qualified disabled students are consistent with those defined in Section 504 of the Rehabilitation Act of 1973. The

procedures are consistent with those described for grievance in relation to services being rendered to qualified disabled students by the Union Parish School Board.

SECTION III

LOCAL POLICIES

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

APPENDICES

This section should include the following:

Definition of Terms

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

APPENDIX A: DEFINITION OF TERMS

A. State Terms

1. Acceleration – Advancement of pupil at a rate faster than usual in or from a grade or course. This may include gifted students identified according to Bulletin 1508.
2. Alternate Assessment – An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by the IEP team.
3. Content standards – Statements of what we expect students to know and be able to do in various content areas.
4. Certificate of Achievement - An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions. (See Page 39)
5. Credit Recovery - Credit Recovery is traditionally defined as a way to “recover” credit for a course a student was previously unsuccessful in earning academic credit towards graduation. It differs greatly from programs that allow students to earn “first time credit” in that students having already satisfied seat time requirements for a course in which they were unsuccessful can focus on earning credit based on competency of the content standards for the particular course. Credit Recovery programs, in general, have a primary focus of helping students stay in school and graduate on time.
6. DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
7. LAA1 – Louisiana’s assessment for students with significant cognitive disabilities. It is a performance assessment designed for students who meet the eligibility criteria.
8. PARCC Summer Remediation Program – The summer school remediation program offered by the LEA for the specific purpose of preparing students to pass the PARCC summer retest in English language arts or mathematics.

9. Partnership for Assessment of Readiness of College and Careers (PARCC) - The State's testing program includes the criterion reference tests for grades 3,4,5,6,7 and 8.
10. Promotion – A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
11. Pupil Progression Plan – The comprehensive plan developed and adopted by each parish or city school board based on student performance with goals and objectives that are compatible with the Louisiana competency-based education program. Particular emphasis shall be placed upon the student's mastery of the basic skills or Reading, Writing, Mathematics, Science and Social Studies before he or she would be recommended for promotion or placement provided that other factors shall be considered. (Act 750)
12. 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, compensatory programs, and/or remediation and acceleration.
13. Remedial Programs – 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.
14. Remediation – See Remedial Programs
15. Retention – Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these Guidelines.
16. State Content Competencies – Specific levels of attainment of skills identified in standards-based curricula and objectives based on state curriculum frameworks/benchmarks.
17. Extra Curricular Activities – Those activities which are not directly related to the program of studies and which are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of the student.
18. Co-Curricular Activities – Those activities that are relevant, supportive and an integral part of the course study in which the student is enrolled and which are under the supervision and/or coordination of the school instructional staff.
19. Grade Level – Grades K-12 as recognized by Bulletin 741 of the State Board of Elementary and Secondary Education, i.e., System standard 1.009.06. Each "level" refers to a specific grade, (e.g., K, 1, 2, etc.).

B. Local Terms

1. Accommodation – Any technique that changes the academic setting or environment.
2. ACT – American College Testing (Program). A test required for entrance into state colleges and universities.
3. Ancillary Methods – Auxiliary materials to support the basal program.
4. Alternate Grading Guidelines (K-8) – A systematic method of reporting educational growth for students with special needs for whom the parish grading policy is not appropriate.
5. At Risk – Students identified as exhibiting one or more of the following factors:
 - Have been retained academically one or more years;
 - Have exhibited excessive absenteeism;
 - Have been adjudicated as delinquents

- Are pregnant and/or parents
 - Have achieved less than a 2.0 grade point average on 4.0 scale;
 - Come from low socioeconomic level.
6. Basal Material – Preplanned, sequential, organized, detailed material and methods used to teach and to learn the skills of a developmental program. Often this is the textbook the student uses.
 7. Bulletin 741 – Handbook for School Administrators—a comprehensive guidebook issued by the State Department of Education.
 8. Bulletin 1508 – Pupil Appraisal Handbook
 9. Career and Technical Education – Organized educational programs specifically designed to provide students with skills necessary for success at the post-secondary level as well as in the world of work. Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational course clusters affords students an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
 10. Continuum of Skills – A collection of skills, together with mastery criteria, organized to structure teaching and learning.
 11. Criteria - A test by which something can be judged.
 12. Criterion Reference Test – A test constructed to yield measurements that are directly related to curriculum performance standards.
 13. Curriculum – A fixed series of studies.
 14. Standards Based Curriculum – A continuous program of standards based skills and concepts planned for sequential courses and grade levels. It is more descriptive and specific than a course outline.
 15. Developmental Model – Plan of instruction based upon a child’s capacity for growth and learning in which instruction is appropriate for individual needs and level of development.
 16. Honors Academic Program – An accelerated, secondary academic program designed for students who chose to pursue higher and more difficult standards
 17. Individual Accommodation Plan (IAP) – An educational plan required by the La Department of Education for students receiving 504 services in the regular classroom.
 18. Individual Education Plan (IEP) – A written education program which sets forth the approach that will be taken to insure that each child with a disability will be provided a free and appropriate education.
 19. Individual Learning Plan (ILP) – An individual educational plan developed for a regular education student based on his/her strengths and weaknesses as identified by a diagnostic screening assessment. All learning goals and activities should target the weaknesses of the individual student and should promote academic growth.
 20. Lateral Acceleration – Enrichment through the use of high affective and cognitive skills while dealing with content appropriate to the assigned grade level.
 21. Methodology – An orderly arrangement of teaching
 22. Modification – any technique that alters the work required in some way that makes it different from the work required of other students in the same class.
 23. Proficiency Level – Established observable indicators which determine when a skill is considered learned.

- 24. [Pupil Appraisal Services](#) – Providing related services or multi-disciplinary, individual evaluations for each student suspected of having a disability.
- 25. [Readiness Screening](#)– The process of identifying the performance levels, skills and abilities of young children, emotional and social development.
- 25. [Skills Check List](#) – Skills listed in the continuum of skills
- 26. [Strategies](#) – Use of multi-sensory approaches in the performing of the learning task.

APPENDIX B: GRADING POLICY

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)
- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

METHODS FOR OBTAINING GRADES (Grades 1 – 6)

1) Individual Marking Periods

At least nine (9) independent grades (including, but not limited to: teacher made tests [equal to a test grade], student projects, story retellings, performance assessments, unit assessments, section tests, portfolio assessments, average of all quiz grades, average of all homework assignments, etc. excluding daily participation and/or conduct) in each subject during each marking period shall account for 100% of the grade for that period.

2) Final Grades For Each Subject

The final grade for the school year shall be computed by adding the percentages for the four marking periods and dividing the sum by 4.

- ▶ Describe grading policies for grades/courses for which letter grades are not used.

Union Parish does not offer any courses for which letter grades are not used.

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

A. Students who participate in **Advanced Placement** and **Honor’s Courses** will be graded according to the Louisiana Grading Scale.

B. Credit Recovery Grade Conversion Scale

UPSD		LA Virtual School Score
D	=	50-58
C	=	59-76
B	=	77-90
A	=	91-100

C. SPECIAL EDUCATION GRADING POLICY for SELF-CONTAINED SETTINGS

Grading Criteria - Grading on growth/improvement rather than grade level
 A - represents excellent growth, 85% or above on designated skills during the marking period
 B - represents good growth, 60% - 84% on designated skills during the marking period
 C - represents moderate growth, 40% - 59% on designated skills during the marking period
 D - represents little growth, below 40% on designated skills during the marking period
 F - represents no growth on designated skills during the marking period

NOTE: These percent levels correlate with state-wide assessment performance specifications

- 1 - indicates skills and understanding at the approaching basic level (below grade level)
- 2 - indicates skills and understanding at the basic level (at grade level)
- 3 - indicates skills and understanding at the mastery level (above grade level)
- 4 - indicates refusal to participate in any assigned activity

Students would receive a grade of B1 or C3, etc. This would communicate to parents student progress according to particular personal goals on the IEP.

NOTE: The letter grades represent progress or growth on a student’s individual functioning level, not effort!

a. Grades K-12

- i. Implement the grading scale mandated by the LDOE.
- ii. **Assigning grades for special education students:** in an inclusive classroom the grade is assigned by the regular education teacher; if the student is in the general education classroom with no inclusion services, the grade in that subject(s) is assigned by the classroom teacher; if the student is pulled out of the general education classroom and receives all instruction from the special education teacher, that teacher assigns the grade and appears on the report card as the teacher of record for that subject(s).
- iii. Special Education students taking the LAA1 alternate assessment will be graded using an alternate grading policy.
- iv. A statement of how each special education student will be graded **must** be included on the student's IEP. This decision must be an IEP committee decision and may include grading adaptations. The *Alternate Grading Decision IEP Documentation Checklist* must be completed and attached to the final IEP.
- v. A minimum of **nine** grades per subject per grading period. **Four** of these grades **must** be formal assessments (not daily work or homework). In 1st and 2nd grades, this policy only applies to English, Spelling, Reading, and Math.
- vi. When a student is absent, the student has an equal number of school days to make-up missed assignment without penalty
- vii. Late work will be accepted up to five days from the date due with a penalty of 2% of the grade each day. This only applies to assignments for major grades (i.e., projects, research papers, assignments requiring more than one day to complete, etc.), not homework or daily work. This does not apply to work being made up due to absences unless the work is not submitted within the time frame established in **vi**.
- viii. If a student earns a failing grade on a major assignment, he/she will be given the opportunity to re-do the assignment within five days. **At the teacher's discretion, the scores may be averaged, weighted or the higher of the two scores will be recorded.**
- ix. Special education teachers will complete Progress Screening Report Forms (see Appendix) for any special education student who has a failing grade in any subject after the first four weeks of **each** nine week's grading period and again at the end of the grading period. The special education teacher will provide a copy of the completed form to the general education teacher and the principal, as well as keeping a copy on file in the classroom. The special education teacher will also send a copy of the completed form to the parent and the Special Education Supervisor at the central office. The supervisor will follow up for the necessary assistance.

b. Grading When Accommodations/Adaptations are Used:

- i. If a special education student receives a grade without the benefit of his/her accommodation/adaptation in place, the student will be allowed to re-do the assignment with the necessary accommodations/adaptations. The grade from the adapted assignment will be the grade recorded.
- ii. Special education students taking the LAA1 alternate assessment will be graded as explained on the following page.
- iii. The IEP committee will decide on any grading adaptation at the beginning.

c. Grading for LAA2 Students Who Take EOC Exams

- i. For LAA2 students who take EOC exams, course grades will be made up of 5% EOC assessments and 95% local assessments.

► Describe grading policies for grades/courses for which letter grades are not use

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

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

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

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

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

Union Parish High School’s grading policy now requires EOC tests count **30%** of **general education first-time testers’** final grades. If a student must repeat a class and retake the EOC assessment again, that EOC score shall count 15% of the final grade. Downsville Charter School requires that EOC tests count 25% of **general education first-time final grades**. The following calculations shall be used for all classes when finals or EOC tests are administered during the 2015-2016 school term:

EXAMPLE:

Average for 1 st nine weeks is 88.	88 x 2 = 176
Average for 2 nd nine weeks is 95.	95 x 2 = 190
1 st Semester Test Grade is 90.	$\begin{array}{r} + \quad 90 \\ \hline 456 \end{array}$

456 divided by 5.	456/5 = 91
<u>First Semester Grade = 91 B</u>	

Average for 3 rd nine weeks is 98.	98
Average for 4 th nine weeks is 96.	$\begin{array}{r} + \quad 96 \\ \hline 194 \end{array}$

194 divided by 2.	194/2 = 97
<u>Second Semester Grade = 97 A</u>	

Add 1 st semester grade and second semester grade.	91
	$\begin{array}{r} + \quad 97 \\ \hline 188 \end{array}$

Divide 188 by 2.	188/2 = 94
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Coursework average = 94 A.	70% x 94 = 66
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Suppose the EOC scaled test grade was 75.	30% x 75 = 23
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Final Grade equals:	66 + 23 = 89 B
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For students who have previously scored Needs Improvement on an EOC test(s), subsequent EOC testings, will count only 15% of the student’s class grade.

Union Parish's grading policy **for LAA2 students** who take EOCs requires EOC tests count **5%** of students' final grades. The following calculations shall be used for classes when finals or EOC tests are administered during the 2015-2016 school term:

EXAMPLE:

Average for 1st nine weeks is 88. $88 \times 2 = 176$

Average for 2nd nine weeks is 95. $95 \times 2 = 190$

1st Semester Test Grade is 90.
$$\begin{array}{r} + 90 \\ \hline 456 \end{array}$$

456 divided by 5. $456/5 = 91$

First Semester Grade = 91 B

Average for 3rd nine weeks is 98. 98

Average for 4th nine weeks is 96.
$$\begin{array}{r} + 96 \\ \hline 194 \end{array}$$

194 divided by 2. $194/2 = 97$

Second Semester Grade = 97 A

Add 1st semester grade and second semester grade. 91

$$\begin{array}{r} + 97 \\ \hline 188 \end{array}$$

Divide 188 by 2. $188/2 = 94$

Coursework average = 94 A. $95\% \times 94 = 89$

Suppose the **EOC scaled test** grade was 75. $5\% \times 75 = 4$

Final Grade equals: $89 + 4 = 93$

APPENDIX C: K through 12 Promotion Chart

Kindergarten	None
Core Subjects for Elementary Grades 1-8:	Math, English, Reading, Science & Social Studies
Grades 1,2,3	Cannot fail more than 1 core subject
Grade 4	Cannot fail more than 1 core subject and Must meet High Stakes Testing Requirements
Grades 5,6, 7	Cannot fail more than 1 core subject
Grade 8	Cannot fail more than 1 core subject and Must meet High Stakes Testing Requirements
Core 4 Diploma	- 24 Carnegie Units
Grade 9	0-7 Carnegie units. Must take English I, Algebra I, Physical Science, Civics and four additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 10	8-14 Carnegie units. English II, Geometry, Biology, World Geography, Spanish I, and three additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 11	15-21 Carnegie units. English III, Algebra II, Chemistry, United States History, Spanish II, Fine Arts Survey, and two additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 12	22-32 Carnegie units. English IV, Advanced Math, World History, 1 Advanced Science (Biology II, Chemistry II, or Physics), and additional credits chosen from the student's individual graduation plan.

Basic Core Diploma	24 Carnegie Units
**This diploma path can only be entered after the student has completed the second year of high school.	
Grade 9	<u>0-7 Carnegie units.</u> English I, Algebra I, Physical Science, Civics, and four additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
Grade 10	<u>8-14 Carnegie units.</u> English II, Geometry, Biology, World Geography, Spanish I and three additional credits chosen from the student's individual graduation plan. Student Must pass all core requirements for promotion to the next grade.
Grade 11	<u>15-21 Carnegie units.</u> English III, Financial Math, Core Science, United States History, and four additional credits chosen from the student's individual graduation plan to meet promotion to the next grade.
Grade 12	<u>22-32 Carnegie units.</u> English IV, Math Essentials,, and any additional credits chosen from the student's individual graduation plan to meet Career Pathway requirements for graduation.
**Students must complete an Area of Concentration in the chosen Career Pathway in order to receive a Basic Core Diploma.	

Career Diploma	23 Carnegie units
9th Grade	0-7 Carnegie units. English I, Algebra I, Physical Science, Civics and four additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
10th Grade	8-14 Carnegie units. English II, geometry, Biology, World Geography, Spanish I and three additional credits chosen from the student's individual graduation plan. Student must pass all core requirements for promotion to the next grade.
11th Grade	15-21 Carnegie units. English III, Financial Math, Core Science, United States History and four additional credits chosen from the student's individual graduation plan to meet Career Path requirements. Student must pass all core requirements for promotion to the next grade.
12th Grade	22-32 Carnegie units. English IV or Business English, Math Essentials and any additional credits chosen from the student's individual graduation plan to meet Career Pathway requirements for graduation.
**Students must complete an Area of Concentration in the chosen Career Pathway in order to receive a Career Diploma.	

High School Promotion: *Students earning necessary credits may be promoted at midterm.* Students who were freshmen before 2010 - 2011 will normally take the Louisiana Graduation Test during their sophomore and junior years. Students who are not classified as juniors but will graduate during the next school year should arrange to take the graduation test. Students with disabilities seeking a standard high school diploma are eligible for a GEE waiver if they meet the criteria listed in the guidelines in the *(Special Education Section: Alternate Assessment Section II page 39 item C)*. Students who were freshmen during or after 2010 – 2011 must take and pass the required End of Course tests.

STATE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

§2319. High School Graduation Requirements

A. *College and Career Diploma*

1. For incoming freshmen in 2008-2009 and beyond, the 24 units required for graduation shall include 16 required units and 8 elective units for the Louisiana Basic Core Curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 Curriculum; the elective units can be earned at technical colleges as provided in §2389.

2. Beginning with incoming freshmen in 2008-2009, all ninth graders will be enrolled in the Louisiana Core 4 Curriculum.

a. After the student has attended high school for a minimum of two years, as determined by the school, the student, the student's parent, guardian, or custodian may request that the student be exempt from completing the Louisiana Core 4 Curriculum.

b. The following conditions shall be satisfied for consideration of the exemption of a student from completing the Louisiana Core 4 Curriculum.

i. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his educational pursuit and future educational plan.

ii. During the meeting, the student's parent, guardian, or custodian shall determine whether the student will achieve greater educational benefits by continuing the Louisiana Core 4 Curriculum or completing the Louisiana Basic Curriculum or Louisiana Career Diploma Curriculum

iii. The student's parent, guardian, or custodian shall sign and file with the school a written statement asserting their consent to the student graduating without completing the Louisiana Core 4 Curriculum and acknowledging that one consequence of not completing the Louisiana Core 4 Curriculum may be ineligible to enroll in into a Louisiana four-year public college or university. The statement will then be approved upon the signature of the principal or the principal's designee.

iv. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall jointly revise the Career Options Law Five-Year Plan.

c. The student in the Louisiana Basic Curriculum may return to the Louisiana Core 4 Curriculum, in consultation with the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection).

d. After a student who is 18 years of age or older has attended high school for two years, as determined by the school, the student may request to be exempt from completing the Louisiana Core 4 Curriculum by satisfying the conditions cited in Subparagraph 3.b with the exception of the requirement for the participation of the parent, guardian, or custodian, given that the parent/guardian has been notified.

3. Beginning with incoming freshmen in 2010-2011, all students will be required to pass End of Course (EOC) tests as required by the Louisiana Department of Education.

B. All students who become freshmen after 2009-2010 will be required to complete 24 Carnegie units and they must pass EOC tests as mandated by the Louisiana Department of Education in order to earn a Basic high school diploma.

1. Remediation and retake opportunities will be provided for students that do not pass the test. Students shall be **OFFERED** 30 hours of remediation each year for each EOC test they do not pass. Refer to *Bulletin 1566: Guidelines for Pupil Progression*.
2. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.
 - a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the *Unsatisfactory* achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student:
 - i. successfully completed specially designed elective(s) for LEAP remediation;
 - ii. scored at or above the *Basic* achievement level on those component(s) of the eighth grade LEAP for which the student previously scored at the *Unsatisfactory* achievement level.
- C. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing EOC tests.
 1. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing EOC tests.
- D. The 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 certain conditions. Refer to *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act*.

E. COLLEGE AND CAREER DIPLOMA

1. Louisiana Core 4 Course Diploma - 24 units

For incoming freshmen 2008-2009 and beyond: the minimum course requirements for **Louisiana Core 4** graduation shall be the following. NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

English	4 units
Shall be English I, II, and III*, in consecutive order; and English IV*.	
Mathematics	4 units
All students must complete one of the following: <ul style="list-style-type: none">• Algebra I, Applied Algebra I or Algebra I - Pt. 2• Geometry or Applied Geometry• Algebra II The remaining unit(s) shall come from the following: Integrated Mathematics I, II, III; Financial Math, Math Essentials, Advanced Math-Pre-calculus, Advanced Math-Functions and Statistics, Pre-Calculus*, Calculus*, Probability and Statistics, Discrete Math, AP Calculus BC or a local math elective approved by BESE.	

Shall be the following:

- Biology*
- Chemistry*
- 2 units of the following: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II*, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a local science elective approved by BESE*

NOTE: Students may not take both Integrated Science and Physical Science.

NOTE: Agriscience I is a prerequisite for Agriscience II and is an elective course.

A student completing a Career Area of Concentration may substitute one of the following approved IBC courses from among the primary courses in the student's Area of Concentration for the fourth required science unit: Advanced Nutrition and Foods; Food Services II; Allied Health Services II; Dental Assistant II; Emergency Medical Technician-Basic (EMT-B); Health Science II; Medical Assistant II; sports Medicine III; Advanced Electricity/Electronics; Process Technician II; ABC Electrical II; Computer Service Technology II; Horticulture II; Networking Basics; Routers and Routing Basics; Switching Basics and Intermediate Routing; WAN Technologies; Animal Science, Biotechnology in Agriscience; Environmental Studies in Agriscience, Equine Science; Forestry; Horticulture; Small Animal Care/Management; Veterinary Assistant; and Oracle Academy Course: DB Programming with PL/SQL.

Social Studies	4 units
<ul style="list-style-type: none"> • 1 Unit of Civics* ½ unit of Civics* and ½ unit of Free Enterprise. NOTE: Students entering ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise. • United States History* • 1 Unit from the following: World History*, World Geography*, Western Civilization, or AP European History • 1 Unit from the following: World History, World Geography, Western Civilization, AP European History, Law Studies, Psychology, Sociology, Civics (second semester—1/2 credit) or African-American Studies • NOTE: Students may take two half credit courses for the fourth required social studies unit. • NOTE: A student completing a Career and Technical Area of Concentration may substitute one of the following BESE/Board of Regents approved IBC courses from among the primary courses in the student’s Area of Concentration for the fourth required social studies unit: Advanced Child Development; Early Childhood Education II; Family and Consumer Sciences II; ProStart II; T & I Cooperative Education (TICE); Cooperative Agriculture Education; Administrative Support Occupations; business Communications; Cooperative Office Education; Entrepreneurship – Business; Lodging Management II; Advertising and Sales Promotion; cooperative Marketing Education I; Entrepreneurship – Marketing; Marketing Management; Marketing Research; Principles of Marketing II; Retail Marketing; Tourism Marketing; CTE Internship; General Cooperative Education II; STAR II. 	

Health Education	1/2 unit
JROTC I and II may be used to meet the Health Education requirement provided the requirements in §2347 of Bulletin 741 are met.	
Physical Education	1 1/2 units
Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation. NOTE: The substitution of JROTC is permissible.	
Foreign Language	2 units
2 Units from the same foreign language or 2 Units of Speech.	
Arts	1 Unit
1 Unit Fine Arts Survey or 1 Unit of Art (§2333), Theater Arts (§2369), Dance (§2337) or Music (§2355). NOTE: Students may satisfy this requirement by earning half credits in two different arts courses	

Arts	1 unit
<p>NOTE: A student completing a Career and Technical Area of Concentration may substitute one of the following BESE/Board of Regents approved IBC courses from among the primary courses in the student's area of concentration for the required applied arts unit:</p> <p>Advanced Clothing and Textiles; ABC Carpentry II TE; ABC Electrical II TE; ABC Welding Technology II; Advanced Metal Technology; Advanced Technical Drafting; Architectural Drafting; ABC Carpentry II – T & I; ABC Welding Technology II – T & I; Cabinetmaking II; Commercial Art II; Cosmetology II; Culinary Occupations II; Custom Sewing II; Graphic Arts II; Photography II; Television Production II; Upholstery II; Welding II; ABC Carpentry in Agriscience; ABC Electricity in Agriscience; ABC Welding Technology Agriscience; Agriscience Construction Technology; Agriscience Power Equipment; Floristry; Landscape Design and Construction; Introduction to Business Computer Applications; Accounting II; Business Computer Applications; Computer Multimedia Presentations; Desktop Publishing; Keyboarding Applications; Telecommunications; Web Design I and II; Word Processing; and Digital Media II.</p>	
Electives	3 units
TOTAL	24 units
Louisiana Core 4 Course Diploma	

1. Louisiana Basic Core Diploma: 24 units

For incoming freshmen in 2008-2009 and beyond who are completing the **Louisiana Basic Core Curriculum** the minimum course requirements for graduation shall be the following. NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

English	4 units
Shall be English I, II, and III*, and English IV* or Senior Applications in English	
Mathematics	4 units
<ul style="list-style-type: none"> • Algebra I, Algebra I-Pt. 1 and Algebra I-Pt. 2, Applied Algebra I • Geometry or Applied Geometry • Remaining units shall come from the following: Algebra II, Financial Mathematics, Integrated Math I, II, III; Math Essentials, Advanced Math—Pre-Calculus, Advanced Math--Functions and Statistics, Pre-Calculus*, Calculus*, Probability and Statistics*, Discrete Mathematics, AP Calculus BC or a local math elective approved by BESE. 	

Science	3 units
<ul style="list-style-type: none"> • Biology* • 1 unit from the following Physical Science cluster: Physical Science, Integrated Science, Chemistry I*, Physics I*, Physics of Technology I • 1 unit from the following courses: Aerospace Science, Biology II*, Chemistry II*, Earth Science, Environmental Science*, Physics II*, Physics of Technology II, Agriscience II, Anatomy and Physiology, an additional course from the physical science cluster, or a local science elective approved by BESE • Students may not take both Integrated Science and Physical Science • Agriscience I is a prerequisite for Agriscience II and is an elective course. 	

Social Studies	3 units
<p>United States History*, Civics* (1 unit) or ½ unit of Civics* and, 1/2 unit of Free Enterprise. NOTE: Students entering 9th grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.</p> <p>1 of the following: World History*, World Geography*, Western Civilization*, or AP European History.</p>	
Health Education	1/2 unit
<p>JROTC I and II may be used to meet the Health Education requirement provided the requirements in §2347 of Bulletin 741 are met.</p>	
Physical Education	1 1/2 units
<p>Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation. The substitution of JROTC is permissible.</p>	
Electives	8 units
<p>Shall include the minimum courses required to complete a Career Area of Concentration for incoming freshmen 2010-2011 and beyond.</p> <p>The Area of Concentration shall include one unit of Education for Careers or Journey to Careers.</p>	
TOTAL	24 units
Louisiana Basic Core Diploma	

F. CAREER DIPLOMA

1. Louisiana Career Diploma – 23 units

Career Diploma Course Requirements

- a. Students must have 23 credits to receive a career diploma.
- b. Students must complete an area of concentration including four elective primary credits in the area of concentration and two related elective credits, including one computer technology course.
- c. Students must have a career awareness course like Journey to Careers or Education for Careers.
 - I. Entrance Requirements: Two ways incoming freshmen may qualify for the Career Diploma pathway:
 - j. Meet the promotion requirements to enter ninth grade as established by BESE and the LEA.
 - ii. Be 15 or older during the school year, score *Approaching Basic* on either the Math or ELA component of LEAP, and meet other requirements.
 - II. Incoming freshmen qualifying for the career diploma pathway by meeting the second criteria must also satisfy the following requirements:
 - ◆ Attend summer school and take the 8th grade LEAP retest.
 - ◆ Achieve a GPA of 1.5 or higher during the eighth grade.
 - ◆ Meet the minimum attendance requirements to be eligible to receive grades.
 - ◆ Acceptable Behavior Standards: students must meet the behavior requirements in the LEA's Pupil Progression Plan.
 - ◆ Participate in a dropout prevention and mentoring program during the 9th grade.
 - ◆ Must have written permission from parent/guardian.

For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana Career Diploma Curriculum, the minimum course requirements for graduation shall be the following:

English	4 units
<ul style="list-style-type: none">• English I,• English II• The remaining units shall come from the following: Technical Reading and Writing, Business English, Business Communications, Using Research in Careers (1/2 credit), American Literature (1/2 credit), Film in America (1/2 credit), English III, English IV, Senior Applications in English, A course developed by the LEA and approved by BESE.*	

Mathematics	4 units
<ul style="list-style-type: none"> • Algebra I (1 unit) or • Algebra I-Pt. 1 and Algebra I Part 2 (2units) or • Applied Algebra (1unit) • The remaining units come from the following: Geometry or Applied Geometry, Technical Math, Medical Math, Applications in Statistics and Probability, Financial Math, Math Essentials, Algebra II, Advanced Math-Pre-Calculus, Discrete Mathematics, or local courses(s) approved by BESE. 	
Science	3 units
<ul style="list-style-type: none"> • Biology • 1 Unit from the following Physical Science Cluster: Physical Science, Integrated Science, Chemistry I, ChemCom, Physics I or Physics of Technology I • 1 Unit from: Food Science, Forensic Science, Allied Health Science, Basic Body Structure and Function, Basic Physics with Applications, Aerospace Science, Earth Science, Agriscience II, Physics of Technology II, Environmental Science, Anatomy and Physiology, Animal Science, Biotechnology in Agriculture, Environmental Studies in Agriculture, Health Science II, EMT-Basic, an additional course from the Physical Science cluster or local course(s) approved by BESE. 	

Social Studies	3 units
<ul style="list-style-type: none"> • United States History • Civics (½ Unit) • Free Enterprise (1/2 Unit) • 1 unit from the following: Child Psychology and Parenthood Education, Law Studies, Psychology, Sociology, World History, World Geography, Western Civilization, Economics, American government, African American Studies, or local course(s) approved by BESE 	
Health Education	1/2 unit
JROTC I and II may be used to meet the Health Education requirement provided the requirements in § 2347 of Bulletin 741 are met.	
Physical Education	1 1/2 units
NOTE: The substitution of JROTC is permissible.	
Career and Technical Education	7 units
<ul style="list-style-type: none"> • Education for Careers or Journey to Careers • 6 Credits required for a career Area of Concentration 	
TOTAL	23 units
Louisiana Career Diploma	

F. HIGH SCHOOL AREAS OF CONCENTRATION

1. All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career and technical focus.
 - a . Incoming freshmen in 2008-2009 and beyond can complete an Academic Area of Concentration by completing the course requirements for the LA Core 4 curriculum.
 - b. To complete a career Area of Concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the Area of Concentration and two related elective credits, including one computer/technology course. Areas of Concentration are identified in the Career Options Reporting System with each LEA designating the Career and Technical Education Areas of concentration offered in their school system each year. The following computer/technology courses can be used to meet this requirement.

Course	Credit
Computer/Technology Literacy	1
Computer Applications or Business Computer Applications	1
Computer Architecture	1
Computer Science I, II	1 each
Computer Systems and Networking I, II	1 each
Desktop Publishing	1
Digital Graphics & Animation	1/2
Multimedia Presentations	1/2 or 1
Web Mastering or Web Design	1/2
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	1/2
Introduction to Business Computer Applications	1
Technology Education Computer Applications	1
Advanced Technical Drafting	1
Computer Electronics I, II	1 each
Database Programming with PL/SQL	1
Java Programming	1
Database Design and Programming	1/2
Digital Media I, II	1 each

1. ACADEMIC ENDORSEMENT

- a. Graduating seniors who meet the requirements for a College and Career diploma and satisfy the following performance indicators shall be eligible for an academic endorsement to the College and Career diploma.
1. Students graduating in 2011-2012 and beyond shall complete the following curriculum requirements. NOTE: For courses indicated with *, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

English	4 units
English I, II, III*, and IV*	
Mathematics	4 units
Algebra I (1 unit) or Algebra I-Pt. 2 Geometry Algebra II The remaining unit shall come from the following Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus*, Calculus*, Probability and Statistics*, Discrete Math or AP Calculus BC.	
Science	4 units
1 unit of Biology* 1 unit of Chemistry* 1 unit of advanced science from the following courses: Biology II, Chemistry II, Physics, or Physics II 1 additional science unit	

Social Studies	4 units
<p>Civics* (1 unit) or ½ unit of Civics* and ½ unit of Free Enterprise. NOTE: Students entering ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.</p> <p>1 unit of United States History*</p> <p>1 unit from the following: World History*, World Geography*, Western Civilization, or AP European History</p> <p>1 unit from the following: World History*, World Geography*, Western Civilization, AP European History, Law Studies, Psychology, Sociology, or African American Studies</p>	
Health Education	1/2 unit
JROTC I and II may be used to meet Health Ed. Requirement.	
Physical Education	1 1/2 units
<p>Shall be Physical Education I and Physical Education II or Adapted Physical Education for eligible special education students. NOTE: The substitution of JROTC is permissible.</p>	
Foreign Language	2 units
<p>Shall be 2 units in the same foreign language</p>	
Arts	1 unit
<p>1 unit Fine Arts Survey or 1 unit of Art (§2333), Dance (§2337), Music (§2355), Theatre Arts (§2333), or Applied Arts.</p>	
Electives	3 units
TOTAL	24 units
Louisiana College & Career Diploma with Academic Endorsement	

- b. Students graduating through 2012-2013 shall pass all four components of the GEE with a score of Basic or above or one of the following combinations with the ELA score at Basic or above:
 - i. one Approaching Basic, one Mastery or Advanced, and Basic or above in the remaining two;
 - ii. two Approaching Basic, two Mastery or above
- c. Students graduating in 2013-2014 and beyond shall achieve a score of *Good* or *Excellent* on each of the following EOC tests:
 - i. English II and English III;
 - ii. Algebra I and Geometry;
 - iii. Biology and U.S. History

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

- d. Students shall complete one of the following requirements:
 - i. one Carnegie unit in an AP course with a score of three or higher on the AP exam;
 - ii. one Carnegie unit in an IB course with a score of four or higher on the IB exam;
 - or
 - iii. three college hours of non-remedial, articulated credit in mathematics, social studies, science, foreign language, or ELA.
- e. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award – 2.5.
- f. Students shall achieve an ACT Composite Score of at least 23 or the SAT equivalent.

2. CAREER / TECHNICAL ENDORSEMENT

- a. Students who meet the requirements for a College and Diploma and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the College and Career diploma. Students graduating in 2011-2012 and beyond shall meet the course requirements for the Louisiana Core 4 Curriculum.
- b. Students shall complete the career area of concentration.

c. Students graduating through 2012-2013 shall pass all four components of the GEE with a score of Basic or above or one of the following combinations with the ELA score at Basic or above:

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

d.. Students graduating in 2013-2014 and beyond shall achieve a score of *Good* or *Excellent* on each of the following EOC tests:

- i. English II and English III;
- ii. Algebra I and Geometry;
- iii. Biology and U.S. History.

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

e. Students shall complete a minimum of 90 work hours of work-based learning experience related to the student's area of concentration (as defined in the *LDE Diploma Endorsement Guidebook*) OR senior project related to student's area of concentration with 20 hours of related work-based learning and mentoring and complete one of the following requirements:

- i. industry-based certification in student's area of concentration from the list of industry-based certifications approved by BESE; or
- ii. three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours in student's area of concentration.

f. Students shall achieve a minimum GPA of 2.5.

g. Students graduating in 2008-2009 and beyond shall achieve a minimum ACT Composite Score (or SAT Equivalent) of 20 or the State ACT average (whichever is higher) or the Silver Level on the Work Keys Assessment.

I. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied.

v. Changing Diploma Pathways

- o Switching from the Career Diploma Pathway to the College and Career Diploma Pathway:
 - Student has met all entrance requirements for the College and Career Diploma Pathway.
 - Student scored *Unsatisfactory* on either the Math or ELA component of the 8th grade LEAP.

- Student must pass either the 8th grade LEAP Placement test or the first EOC test in the content area in which the student scored *Unsatisfactory*.
- Switching from the College and Career Diploma Pathway to the Career Diploma Pathway or vice versa:
 - ✓ Student shall have the written permission of his/her parent after a consultation with the school guidance counselor or other school administrator.
 - ✓ Student and parent must be informed of the advantages and disadvantages of the different diploma pathways.
 - ✓ Principal shall also sign the form acknowledging that appropriate counseling has taken place.

vi. Career Diploma Implementation Plan and Assurances

- Dropout prevention plan – SY 2012 – 13
- Math and English remediation courses
- Assurance for inclusion of CD entrance requirements into the district Pupil Progression Plan
- AOC and IBCs that will be offered in each school
- Contact information for district’s CD contact person
- Written assurance of fidelity of implementation

§2325 ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

- A. Each high school shall provide students access to at least one Advanced Placement (AP) or International Baccalaureate (IB) course.
- B. High school credit shall be granted to a student successfully completing an AP course or an IB course, regardless of his test score on the examination provided by the College Board or on the IB exam.
 - 1. Procedures established by the College Board must be followed.
 - 2. Courses listed in the program of studies may be designated as advanced placement courses on the student’s transcript by following procedures established by the DOE.
 - a. The chart below and on the following pages lists the College Board AP course titles, the IB course titles, and the corresponding Louisiana course titles for which these courses can be substituted.

COLLEGE BOARD AP COURSE TITLES	IB COURSE TITLE	LOUISIANA COURSE TITLTE
Art History		AP Art History
Biology	Biology II IB	Biology II or Biology I
	Biology III IB	Biology Elective
Calculus AB	Math Methods II IB	Calculus
Calculus BC		AP Calculus BC

COLLEGE BOARD AP COURSE TITLES	IB COURSE TITLE	LOUISIANA COURSE TITLTE
Chemistry		Chemistry II or Chemistry I
Computer Science A		AP Computer Science A
Computer Science AB		AP Computer Science AB
Economics: Macro	Economics IB	Economics
Economics: Micro		AP Economics: Micro
English Language and Composition	English III IB	English III
English Literature and Composition	English IV IB	English IV
Environmental Science	Environmental Systems IB	Environmental Science
European History		AP European History
French Language	French IV IB	French IV
	Film Study I IB	Visual Arts Elective
	Film Study II IB	Visual Arts Elective
French Literature	French V IB	French V
German Literature		German IV
Government and Politics: Comparative		AP Government and Politics: Comparative
Government and Politics: United States		AP Government and Politics: United States (substitute for Civics)
Human Geography	World Geography IB	World Geography
	Informational Technology IB	Computer Systems/Networking I
Latin Literature		Latin V
Latin: Vergil		Latin IV
	Math Methods I IB	Pre-Calculus
	Music I IB	Music Theory I
Music Theory	Music II IB	Music Theory II
Physics B	Physics I IB	Physics
Physics C: Electricity and Magnetism		AP Physics C: Electricity and Magnetism
Physics C: Mechanics		AP Physics C: Mechanics
	Physics II IB	Physics II

COLLEGE BOARD AP COURSE TITLES	IB COURSE TITLE	LOUISIANA COURSE TITLTE
Psychology		Psychology
Spanish Language	Spanish IV IB	Spanish IV
Spanish Literature	Spanish V IB	Spanish V
Statistics		Probability and Statistics
Studio Art: 2-D Design	Art/Design IV IB	Art IV
Studio Art: 3-D Design		AP Studio Art 3-D Design
Studio Art: Drawing	Art Design III IB	Art III
	Theory of Knowledge I IB	Social Studies Elective
	Theory of Knowledge IB	Social Studies Elective
U.S. History	U.S. History IB	U.S. History
World History		World History
	World History IB	Western Civilization

§2345. **FOREIGN LANGUAGES**

The foreign language course offerings shall be as follows:

COURSE TITLES	UNITS
French I, II, III, IV, V	1 each
German I, II, III, IV, V	1 each
Italian I, II, III, IV, V	1 each
Latin I, II, III, IV, V	1 each
Russian I, II, III, IV, V	1 each
Spanish I, II, III, IV, V	1 each
American Sign Language I, II	1 each
Greek I, II, III, IV	1 each
Chinese I, II, III, IV	1 each
Japanese I, II, III, IV	1 each
Hebrew I, II, III, IV	1 each
Arabic I, II, III, IV	1 each

§2351. JOURNALISM

The journalism course offerings shall be as follows:

COURSE TITLES	UNITS
Journalism I, II	1 each
Publications I, II (Yearbook)	1 each
Publications I, II (Newspaper)	1 each

- A. Teachers must be certified in journalism to teach Journalism.
- B. Teachers certified in the area of journalism, English, and/or business education are qualified to teach Publications I and II (Yearbook).
- C. Teachers certified in the areas of journalism and/or English are qualified to teach Publications I and II (Newspaper).
- D. Publications I is a prerequisite to Publications II.

Additional Information

Act 298 <http://www.legis.state.la.us/billdata/streamdocument.asp?did=66741>

Policy Revisions (currently submitted of Notice of Intent)

<http://www.doe.state.la.us/lde/saa/3034.html>

- K. Each school shall follow established procedures for special requirements for high school graduation to allow each to address individual differences of all students.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 20

APPENDIX D: HIGH STAKES TESTING POLICY

PARCC/LEAP for the 21st Century High Stakes Testing Policy (Grades 4 and 8)

LOUISIANA DEPARTMENT OF EDUCATION www.louisianaschools.net *High Stakes Testing Policy*, Revised June 2005

A student may not be promoted to the 5th or 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4th or 8th grade PARCC and at the *Approaching Basic* achievement level on the other (hereafter referred to as the *Basic/Approaching Basic* combination). For promotional purposes; however, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of PARCC only one time.

A parent/student/school compact that outlines the responsibilities of each party will be required for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of the 4th or 8th grade PARCC, as well as for students who were retained in grades 4 or 8.

LEAs shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English language arts and Mathematics at no cost to students who did not take the spring PARCC tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English Language Arts and/or Mathematics component (s) on the spring tests.

- A student who failed to achieve the *Basic/Approaching Basic* combination is *not* required to attend the LEA-offered PARCC summer remediation program in order to be eligible for the summer retest.
- All students with disabilities who participate in PARCC should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
- Students with disabilities who participate in PARCC Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the PARCC summer remediation programs.
- Students with disabilities who participate in PARCC Alternate Assessment, Level (LAA 2), are eligible to attend PARCC summer remediation programs.

In order to move students toward grade level performance, LEAs shall design and implement additional instructional strategies for those 4th and 8th grade students being retained. The purpose of the additional instructional strategies is to move the students to grade level proficiency by providing the following: (1) focused instruction in the subject area(s) on which they scored at the *Approaching Basic* and/or *Unsatisfactory* level on PARCC, and (2) ongoing instruction in the core subject areas using curricula based on State-level Common Core curriculum and the Grade Level Standards. LEAs are also encouraged to design and implement additional instructional strategies for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on PARCC.

Promotion/Retention Policies

Grade 4

A student may not be promoted to the 5th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4th grade PARCC and at the *Approaching Basic* achievement level on the other.

3. The decision to retain a student in the 4th grade more than once as a result of his/her failure to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of PARCC shall be made by the LEA in accordance with the local Pupil Progression Plan which shall include the following:

A student who **has repeated** the 4th grade may be promoted to only the 5th grade. A district may apply for a waiver from this part of the policy if their specific plan is presented to the Department of Education, and the State Superintendent of Education approves it.

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

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

- Minimum criteria for placement into a fourth grade transitional program:
 - A. The student must score at the *Approaching Basic/Approaching Basic* achievement level on the English language arts and Mathematics components of PARCC;
 - B. The student must have met all requirements for promotion from the fourth grade as outlined in the local pupil progression plan; and
 - C. The student must participate in both the summer remediation program offered by the LEA and the summer retest.

- Minimum criteria for promotion to the sixth grade from a fourth grade transitional program:
 - A. The student must be provided remediation in the subject area(s) on which the student scored below **Basic** on PARCC as well as instruction in the fifth grade curriculum;
 - B. the student must score a minimum of *Basic/Approaching Basic* on English language arts and Math and a minimum of *Approaching Basic/Approaching Basic* in science and social studies on the fourth grade PARCC; and

- C. the student must have met all requirements for promotion from the fifth grade as outlined in the local Pupil Progression Plan.

However, a student who **has repeated** the 4th grade and who is 12 years old on or before September 30th may be promoted according to the local Pupil Progression Plan.

After the summer retest, a school system, through its superintendent, may consider granting an appeal on behalf of individual students, provided that all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer PARCC must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the PARCC summer remediation program.
- The student must have taken the PARCC retest given after the PARCC summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
- The principal and the Student Assistance Team (SAT) must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in the subject for which the appeal is being considered.

LEAP Testing

- Students retained in the 4th grade shall retake all four components of PARCC.

Grade 8

A student may not be promoted to the 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component of the 8th grade PARCC and at the *Approaching Basic* achievement level on the other.

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8th grade student who has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of PARCC. The LEA may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

- The student may be promoted to the 9th grade, provided he or she has scored at the *Approaching Basic* level on **both** the English Language Arts and Mathematics components of PARCC, has attended the PARCC summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test

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

The student who has repeated the 8th grade may be either:

- Retained again in the 8th grade.
- Promoted to the 9th grade, provided the student has scored at the *Approaching Basic* level on **either** the English Language Arts or Mathematics component of PARCC, has attended the PARCC summer remediation program offered by the District in, at a minimum, the *Unsatisfactory* subject, and has taken the summer retest administered at the conclusion of the summer program. **If promoted with an *Unsatisfactory* on the English Language Arts or Mathematics component of PARCC, the student must enroll in and pass a high school remedial course in the *Unsatisfactory* subject (English language arts or Mathematics) before enrolling in or earning Carnegie credit for English or mathematics.**

PARCC Testing

- Students repeating the 8th grade will retake all four components of PARCC.

6. Exceptions to the High Stakes Testing policy may include:

A. Policy Override

The local school system (LEA) may override 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:

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the Student Assistance Team (SAT);
- the student has participated in **both** the spring and summer administrations of PARCC and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

2008-09 Modifications to the override policy for 8th graders – the modified **override** for 8th graders may be considered only **after** a student attends summer remediation and retests in the component on which an *Unsatisfactory* was achieved on the spring test.

The LEA may override the State policy for 8th grade students scoring at the ***Unsatisfactory*** level in ELA or Math, if the student scores at the ***Basic*** level in the other, provided the following criteria are met:

- the student scored ***Approaching Basic*** or above on the Science and Social Studies components of PARCC;
- the student had an overall 2.5 grade point average on a 4.0 scale;
- the student had a minimum of 92% attendance during the school year;
- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the Student Assistance Team (SAT);
- the student participated in **both** the spring and summer administration of PARCC and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

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

B. Students with Disabilities Eligible under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessments

- Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1), shall have promotion decisions determined by the SAT.

C. Waiver for Limited English Proficient (LEP) Students

- LEP students shall participate in statewide assessment. The SAT shall be granted the authority to waive the State's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

D. Waiver for Extenuating Circumstances

A school system, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in PARCC testing or unable to attend PARCC summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- a physical illness or injury that is acute or catastrophic in nature.
- a chronic physical condition that is in an acute phase.
- court-ordered custody issues.

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 testing and/or remediation.
- *Custody Issues:* Certified copies of the **court-ordered** custody agreements must be submitted to the LEA at least ten (10) school days prior to summer remediation or retesting.

GRADE 8 PROMOTION – INITIAL

P = Promotion

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
Advanced	P	P	P	P	P-M/A WAIVER*
Mastery	P	P	P	P	P-M/A WAIVER*
Basic	P	P	P	P	P-B/U WAIVER*
Approaching Basic	P	P	P	P-AB/AB WAIVER*	P-/CD* OR RETAINED
Unsatisfactory	P-M/A WAIVER*	P-M/A WAIVER*	P-B/U WAIVER*	P/CD* OR RETAINED	RETAINED

The following defines the (policy exception) promotions designated with an asterisk (*):

P-M/A waiver * Promote with Mastery/Advanced Waiver (formerly called the Override)

P-B/U waiver* Promote with Basic/Unsatisfactory Waiver

P-AB/AB waiver* Promote with Approaching Basic/Approaching Basic Waiver

P-CD* Promote to the Career Diploma pathway (must meet all criteria in B. 1566, §503) or retained.

NOTE:

- 2 of the eligibility criteria for ALL exceptions are to attend summer remediation and take the summer retest.
- After the summer retest, the school test coordinator can determine if a student is eligible for an exception.
- Complete eligibility criteria for each of these exceptions are found in Bulletin 1566, §707. Students must meet all criteria to be eligible for one of these policy exceptions.

Student Eligibility/Retest Requirements:

- Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to PARCC and
- who are unable to participate in **both** the spring and the summer administration of PARCC, **or**
- who failed to achieve the *Basic/Approaching Basic* combination on the spring administration of PARCC English Language Arts and Mathematics tests and are unable to participate in PARCC summer retest
 - shall take The Iowa Tests for grade placement within ten (10) school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
 - must score at or above the cutoff score on the selected form of The Iowa Tests for grade placement to be promoted to the 5th or 9th grade; and
 - are not eligible for a retest. These students may be eligible for the policy override, the 4th grade appeal, or the 8th grade waiver in accordance with the local Pupil Progression Plan.

Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to PARCC and

- who are unable to participate in the spring testing **and/or** summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the PARCC summer retest. These students may be eligible for the policy override or appeals process in accordance with the local Pupil Progression Plan.
(Note: The appeals process is available only to 4th grade students.)

E. State-Granted Exceptions:

- A local school superintendent, a parent or guardian, or the State Department of Education 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.
- The Department of Education will provide a report to the State Board of Elementary and Secondary Education detailing state-granted waivers.

Documentation:

- *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.
- *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.

Testing/Promotion Decisions:

The Department of Education will communicate to the LEAs the means for establishing promotional decisions for those students who have received a State-granted waiver.

7. The promotion policies outlined above will be reviewed in 2016.

APPENDIX E: SCHOOL-AWAY-FROM-SCHOOL POLICY

Notwithstanding any other provision of policy contained in the policy manual of the Union Parish School Board, its rules and regulations, and the handbooks, rules and regulations of any individual school, any student in grades 3 through 12, and any student 9 years of age or older in any elementary grade, including special education students attending those schools, subject to the specific requirements for discipline of special education students, who receives a third suspension in a school year for any offense(s), shall be recommended by the principal of the school for expulsion for the remainder of the school year to be readmitted on a probationary basis to the school-away-from-school under the terms and conditions herein set out and pursuant to the guidelines, rules and regulations adopted by the Union Parish School Board and the school-away-from-school.

A student shall be recommended for expulsion upon receiving a third suspension for (1) injurious conduct toward a person or property; (2) disrespect for authority to a teacher, principal, or any other employee of the Union Parish School Board; (3) willful disobedience of any reasonable request of a teacher, principal or other school employee; (4) fighting; (5) instigating a fight; (6) initiating false fire alarms or other false alarms; or (7) any other offense or offenses in violation of school or school board rules.

A student shall be recommended for expulsion under this policy for a first offense of possession or use, or being under the influence of marijuana or any alcoholic beverage on school grounds during the school day or any school sponsored events or on a school bus to and from school or to or from a school sponsored event.

A student may also be recommended for expulsion under this policy for a first or second suspension for a serious infraction.

The assignment to the school-away-from school shall be for a minimum one week period. A hearing will be held before the Superintendent or his/her designee, to determine whether the student is guilty of the violation(s) charged. If the student is found guilty of the violation(s) as charged or consents to going to the school-away-from-school, the student will be expelled for the remainder of the school year, but will be readmitted on a probationary basis to the school-away from-school with the concurrence of his/her parent or legal guardian.

The student will be assigned to the school-away-from-school for a minimum of one (1) week and a maximum of the remainder of the school year. If the student's behavior, class work, attendance and behavior modification show satisfactory progress in the opinion of the director of the school-away-from-school, then the student may re-enroll and be readmitted into the school from which he/she came. If the student commits an offense for which he/she could be suspended while at the school-away-from-school or fails to follow its guidelines, rules or regulations, the student shall immediately be removed from the school premises and expelled from the school premises for the remainder of the school year without the benefit of any hearing or other procedure applicable to student suspensions and expulsions. As soon thereafter as possible the director of the school-away-from-school or his/her designee shall provide verbal notice to the Superintendent of Schools of any such determination and also shall attempt to provide verbal notice to the student's parent or other person responsible for the student's school attendance. The director of the school-away-from-school or his/her designee shall also provide written notice of the determination and the reasons therefore to the Superintendent and to the student's parent or other responsible person.

The school-away-from-school program shall develop guidelines, rules, regulations and operational policies. These will include, but will not be limited to, counseling services to be

provided to deal with behavior modification, a classroom teacher(s) to provide instruction to the student, and a requirement the student will be required to be in attendance a minimum of 95% of the school days for which the student is assigned to the school-away-from-school. The student's parents or other person responsible for the student shall be required to attend an entrance/exit conference, conferences regularly while the student is at the school, sign daily progress reports, and be involved in behavior modifications as requested by the school.

If the student completes the school-away-from-school program and returns to his/her original school and then commits an offense for which he/she is suspended in that same school year, the student shall be immediately removed from the school premises without the benefit of any hearing or procedure applicable to student suspensions and expulsions and as soon thereafter as possible the principal shall provide verbal notice to the Superintendent of Schools of such expulsion and shall also attempt to provide verbal notice to the student's parent or other person responsible for the student's school attendance. The principal shall also provide written notice of the expulsion and the reasons therefore to the Superintendent and the student's parent or other person responsible for the student's school attendance. The student will remain expelled for the remainder of the school year.

The Union Parish School Board shall not be required to provide transportation to or from the school-away-from-school campus. The student's parent or other person responsible for the student's school attendance is required to provide transportation for the student to the school-away-from-school program unless other arrangements are made.

Notwithstanding any of the provisions hereof, infractions involving a student's misbehavior which require mandatory expulsion of a student under the policies of the Union Parish School Board or the laws of the State of Louisiana are not subject to the benefit of the school-away-from-school program unless the Superintendent of Schools finds that admission to the

school-away-from-school will benefit the student and the student's enrollment at the school-away-from-school and the student's ultimate return to the original school setting will not pose a risk of harm or injury to the student or other students or staff at the original school and will not deprecate the seriousness of the infraction.

The student and parent or other person responsible for the student's school attendance as well as the Supervisor of Child Welfare & Attendance shall be required to sign the Union Parish School school-away-from-school probationary readmission agreement prior to the student attending school-away-from-school. A sample of the agreement is attached to this policy. Each parent and student assigned to the school-away-from-school shall also be provided a complete copy of the school-away-from-school policy at the time the readmission agreement is signed and shall be provided such additional information regarding school-away-from-school as the director of the program may provide at the time of the meeting with the parent and student.

**UNION PARISH SCHOOL BOARD
SCHOOL-AWAY-FROM-SCHOOL PROBATIONARY
READMISSION AGREEMENT**

Per conversations with school officials, in which you were advised of and/or concurred with _____'s expulsion, being fully aware of the nature of the offenses that have been admitted to by the parties involved, and considering the policy and law applicable thereto, _____ is expelled from the Union Parish School System for the remainder of the _____ school year.

However, _____ will be readmitted on a probationary basis under the School-Away-From-School program upon the condition that he/she shall not commit any offense for which he/she can be suspended at any time while at the School-Away-From-School and that he/she complies with the requirements, rules, and regulations of the School Away-From-School program.

Should _____ violate the conditions of this agreement, not successfully complete the School-Away-From-School program or be suspended therefrom or receive a suspension once he/she returns to his/her regular school setting in the above stated school year, he/she shall be immediately removed from the school premises without the benefit of any hearing or other procedure applicable to student suspensions or expulsions and as soon thereafter as possible the director of the School-Away-From-School or his designee, or the school principal, as applicable, shall provide written notice of the determination and the expulsion and the reasons therefore to the parent and the Superintendent of Schools.

The Union School Board shall not provide transportation to or from the School-Away From-School campus. The student's parent or other person responsible for the student's school attendance is required to provide transportation for the student to the School-Away-From-School program.

The signatures hereto evidence the agreement of the student and the parent or other person responsible for the student's school attendance to this procedure and that they have received a copy of the Union Parish School Board School-Away-From School policy and will abide by and be bound by all parts of it.

AGREED:

Parent

Student

Date

Date

WITNESS:

Child Welfare & Attendance Supervisor

Date

APPENDIX F: HONORS PROGRAM APPLICATION

Current Teacher Recommendation

Student Name _____

Teacher Name _____

Subject(s) Taught to Student _____

Please comment briefly about why you believe this student can successfully participate in honors courses (include any specific strengths or work habits).

Signature _____

Date _____

Current Teacher Recommendation

Student Name _____

Teacher Name _____

Subject(s) Taught to Student _____

Please comment briefly about why you believe this student can successfully participate in honors courses (include any specific strengths or work habits).

Signature _____

Date _____

ESSAY QUESTIONS FOR HONORS PROGRAM APPLICATION

Please carefully read the two application questions and answer each in 150 – 200 words. Your essays may be handwritten in black ink or typed on separate paper and stapled to your application. All materials must be stapled together and returned to Union Parish High School.

No late applications within Union Parish School District will be accepted.

Question 1: Why do you want to enroll in honors classes at Union Parish High School? Please support your response with at least two specific examples.

Question 2: What knowledge, skills, and abilities do you possess that will enable you to achieve success in high school honor courses?

**APPENDIX G: WAIVER FOR FOREIGN LANGUAGE IN
ELEMENTARY**



LOUISIANA DEPARTMENT OF EDUCATION

September 22, 2014

Dr. George Cannon, Superintendent
Union Parish School Board
Post Office Box 308
Farmerville, Louisiana 71241

Dear Superintendent Cannon:

Per R.S. 17:272, your request for a waiver of full implementation of the elementary-level foreign language mandate has been approved for the 2014-2015 school year.

For further information concerning the foreign language mandate, please contact the Office of Content at (225) 342-3946 or the Department's toll-free number at (877) 453-2721.

Sincerely,

A handwritten signature in black ink, appearing to read "Rebecca Kockler".

Rebecca Kockler, Assistant Superintendent
Office of Academic Content

RK:DGB:dgb

Louisiana Believes

POST OFFICE BOX 94064 | BATON ROUGE, LA 70804-9064 | 1.877.453.2721 | WWW.LOUISIANABELIEVES.COM

APPENDIX H: SPECIAL EDUCATION GUIDANCE

STUDENTS WITH DISABILITIES {IEP}

STUDENT POPULATION	
Students who meet the eligibility criteria for one of the 13 disability categories as defined by the individuals with Disabilities Act (IDEA)	
COURSE OF STUDY	
The vast majority of students with disabilities are accessing the regular standards and Carnegie Unit courses just as their non-disabled peers. The student's Individualized Education Program (IEP) should identify the child's strengths and needs, academic goals, and accommodations necessary to support success with the academic standards and coursework.	
GRADUATION REQUIREMENTS	
<u>TOPS University Diploma</u>	<u>Jump Start Career Diploma</u>
COURSES: <ul style="list-style-type: none"> • English= 4 Units • Math= 4 Units • Science= 4 Units • Social Studies= 4 Units • Health/Physical Education= 2 Units • Foreign Language= 2 Units • Arts= 1 Unit • Electives= 3 Units ASSESSMENTS: <ul style="list-style-type: none"> • <u>End of Course (EOC)</u>: (A score of Fair or higher in Algebra I or Geometry, English II or English III, and Biology or U.S. History) 	COURSES: <ul style="list-style-type: none"> • English = 4 Units • Math= 4 Units • Science= 2 Units • Social Studies= 2 Units • Health/Physical Education= 2 Units • Jump Start Career Education= 9 Units ASSESSMENTS: <ul style="list-style-type: none"> • <u>End of Course (EOC)</u>: (A score of Fair or higher in Algebra I or Geometry, English II or English III, and Biology or U.S. History) • Credentialing assessments as defined by the chosen Jump Start Pathway.

STUDENTS WITH PERSISTENT ACADEMIC DIFFICULTIES RESULTING FROM A DISABILITY {ACT 833}

STUDENT POPULATION	
<p>Students with disabilities that persistently impact their ability to progress in the general education curriculum per Act 833 of the 2014 Legislative Session, become eligible when they meet one of the following criteria:</p> <p>A do not meet the required benchmark scores on state assessments in two out of three most recent years: 6th, 7th or 8th</p> <p>B do not receive a score of Fair, good or Excellent on two administrations of the same EOC test</p>	
COURSE OF STUDY	
<p>Though these students demonstrate persistent academic difficulties, they must:</p> <ul style="list-style-type: none"> • Continue to be taught and assessed based on the regular academic standards, and • Be enrolled in Carnegie Unit bearing courses, just as their non-disable peers. <p>Their IEP should identify:</p> <ul style="list-style-type: none"> • Individual performance criteria for courses that include the student’s strengths and weaknesses • Academic goals aligned to the standards for the course • Accommodations necessary to support success with the academic standards and coursework <p>Individual performance criteria developed by IEP teams may be incorporated when awarding Carnegie credits provided the criteria preserves the same knowledge, skills, and levels of achievement expected for all students.</p>	
GRADUATION REQUIREMENTS	
<p><u>Jump Start Career Diploma</u></p> <p>COURSES:</p> <ul style="list-style-type: none"> • English= 4 Units • Math= 4 Units • Science= 2 Units • Social Studies= 2 Units • Health/Physical Education = 2 Units • Jump Start = 9 Units <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • End of Course (EOC): (A score of Fair or higher in Algebra I or Geometry, English II or English III, and Biology or U.S. History) • Credentialing assessments as defined by chosen <u>Jump Start Pathway</u>. 	<p><u>Jump Start Pathways</u> require a student to achieve sets of industry recognized credentials comprised of a package of skills and competencies. If the IEP team determines an Act 833 eligible student is not progressing successfully toward completion of a traditional Jump Start Pathway the following options will be available to meet the career credential graduation requirements:</p> <ol style="list-style-type: none"> 1) Identification of general culminating credentials within Jump Start Pathways (i.e., Workplace Safety) 2) Selection of an approved customized Jump Start Pathway (available only to Act 833 eligible students) <p>The Certificate of Achievement is also an exit option for students meeting the eligibility criteria.</p>

STUDENTS WITH SIGNIFICANT COGNITIVE AND/OR ADAPTIVE DISABILITIES {LAA 1}

STUDENT POPULATION
Students with disabilities that significantly impact cognitive functioning and/or adaptive behavior in high school may be eligible for LAA 1 participation if the IEP team provides additional empirical evidence that shows the LAA 1 identification is appropriate for the student.
COURSE OF STUDY
Students who meet the LAA 1 participation criteria require extensive modification to their curriculum and their assessment is aligned with the Louisiana Extended Standards. Students are not required to meet the Carnegie credit graduation requirements and may take courses focused on applied learning and career preparation. Course decisions for LAA 1 eligible students should be driven by the least restrictive environment determined by the IEP team.
ASSESSMENT
Students who meet the participation criteria may take the Louisiana Alternate Assessment, Level 1 (LAA 1) administered in: <ul style="list-style-type: none">• Grades 3-8 and 10: English Language Arts and Math• Grades 4, 8, and 11: Science EOC Assessments: While not required, EOC assessments are taken if students are seeking Carnegie credit in an EOC course. ACT: Students taking the LAA 1 are not required to take the ACT series of assessments.
GRADUATION REQUIREMENT
Although diplomas for students who take LAA 1 are not considered to be regular diplomas, the diploma awarded will look identical to the diploma awarded to their peers. The transcript, will identify that the student did not earn the Carnegie units for a standard high school diploma. Because this is not considered a standard high school diploma, the provision of FAPE does not end for students, who receive this diploma until they reach maximum school age. Students may also receive a Certificate of Achievement.

APPENDIX I: Questions and Answers

Grade 4

1. How many times can a student be retained in the 4th grade?

The state requires retention only one time for certain students. However, the decision to retain a student in the 4th grade more than once as a result of failure to score at or above the state mandated achievement level on the PARCC shall be made by the LEA in accordance with its local Pupil Progression Plan.

2. If a student is retained in the 4th grade, does he retake the 4th grade PARCC test?

Yes, the student will retake all four components of PARCC & LEAP. For promotional purposes, this student must score at or above the state mandated achievement level on the English Language Arts and Mathematics components of PARCC **only one time**.

3. Is a school system required to offer transitional classes/programs at the 4th grade level?

Yes. A transitional classes/program is offered for all 4th grade students throughout the parish. The class is held at Union Parish Elementary School. Transportation is provided for students who qualify and wish to participate in the transitional program.

4. Can a student in a 4/5 transition class be promoted to the 6th grade if he/she scores at the *Unsatisfactory* achievement level after taking the PARCC a second year? Yes, if the student has a composite score of (1200) on all four components and meets the *Basic/Approaching Basic* achievement level in ELA and Math, they could promote with an *Unsatisfactory* score in the subject area(s) (Science/or Social Studies) provided they receive focused instruction in the area in which the student scores *Unsatisfactory*.

5. Are students 12 years and older required to be placed in an alternative program or setting if they have not scored at or above the state mandated level on the PARCC?

No, each LEA determines the placement of the students in accordance with the High-Stakes Testing Policy and its local Pupil Progression Plan and the SAT.

Grade 8

6. How many times can a student be retained in the 8th grade? The decision to retain a student in the 8th grade more than once as a result of failure to score at or above the state mandated achievement level on the PARCC shall be made by the LEA in accordance with its local Pupil Progression Plan.

7. If an 8th grade student has not scored above *Unsatisfactory* on either ELA or Mathematics after two years as an 8th grader, where is that student placed? The student will attend summer remediation and retake the PARCC exam. If he/she meets the standard they will promote to the 9th grade. If they score AB/U on ELA and or Math, they will be promoted to the 9th grade, but must take a remedial class in the *Unsatisfactory* component. If they score two *Unsatisfactories* in ELA and Math, they may be placed in the ***Transitional 9th Grade*** program.

8. What happens to an 8th grade student who is 16 years old and has not yet scored at the state mandated Achievement level on PARCC? Refer to the question and answer for number 7 for additional information.

9. What high school course will 9th grade students who have not passed a section of the 8th grade PARCC be allowed to take? The High Stakes Testing policy allows certain students to be promoted to the 9th grade by passing only one portion of LEAP. *Bulletin 741*, standards 2.105.04 and 2.105.17 reads as follows:

- “Students who score at the *Unsatisfactory* achievement level on the English Language Arts or Mathematics components area must take a remedial course in the *Unsatisfactory* area before enrolling in any English or Mathematics course in the Secondary Program of Studies.”

10. Does this policy apply to students that have been promoted to the 9th grade?

Yes. They must take and pass a high school remedial course first in the *Unsatisfactory* area.

- Does this policy apply to students with disabilities who were promoted to the 9th grade through the waiver process? Yes
- Does this policy apply to students who were promoted to the 9th grade through the appeals process? Yes
- Does this policy apply to students who were promoted to the 9th grade through the override process? Yes

11. How many Carnegie credits may a student earn for a remedial course?

A district may choose to award ½ credit or 1 credit for a remedial course (Note: to earn Carnegie credit for 8th Grade PARCC remediation a student must score at or above the *Basic* achievement level on the PARCC, retake and pass a PARCC remedial course).

12. How many Carnegie units for remedial courses may be applied toward graduation?

No more than one Carnegie unit for remediation may be applied toward meeting high school graduation requirements.

13. Once a student becomes a 9th grader, does he still have to take and pass the component of the 8th grade PARCC on which he has scored at the *Unsatisfactory* level? If the student is promoted with an *Unsatisfactory* on the English Language Arts or Mathematics component of LEAP, the student must retake the component(s) (English language arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test.

STUDENTS WITH DISABILITIES IDENTIFIED UNDER IDEA

- 14. What determines whether a student with disabilities participating in the statewide assessments in Grades 4 and 8 are promoted?** Students with disabilities participating in the statewide assessments in on-level testing, or alternate assessment will be promoted in Grades 4 and 8 in accordance with the SBESE adopted policies.
- 15. Where will a student with disabilities receive summer services?** All students with disabilities who participate in on-level testing should receive services along with regular education students in summer remediation programs with special supports provided as needed.
- 16. What determines whether a student with disabilities participating in on-level testing in Grades 3, 5, 6, 7, and 9 is promoted?** Each LEA must develop and include in the local Pupil Progression Plan the promotion criteria for students with disabilities in Grades 3, 5, 6, 7, and 9 who participate in on-level testing.
- 17. What determines whether a student with disabilities participating in out-of-level testing in Grades 3, 5, 6, 7, and 9 are promoted?** Currently out-of-level testing for students with disabilities is not an option.
- 18. What determines whether a student with disabilities participating in alternate assessment is promoted?** Each LEA must develop and include in the local Pupil Progression Plan the promotion criteria for students with disabilities who participate in alternate assessment.
- 19. What determines whether a student with disabilities in all other grades is promoted?** Each LEA must develop and include in the local Pupil Progression Plan promotion criteria for students with disabilities.
- 20. Can students with disabilities graduate without passing the EOC?** Yes, providing the students meet all criteria necessary to request a waiver for students with disabilities.

GENERAL QUESTIONS

- 21. Must a school system offer and grant appeals to students who do not score at or above the state mandated level on the PARCC?**
An LEA must make the appeal process available to all students who meet the criteria as outlined in the High-Stakes Testing Policy. School superintendents may grant appeals to individual students, provided that all criteria are met.
- 22. Is a student automatically promoted to grade 5 or 9 if he scores at or above the state mandated level on the PARCC?** No. A student must have passing grades in the classroom curriculum with the exception of one class, and must meet the state mandated attendance rules according to the local Pupil Progression Policy.

23. Is it now possible for certain students to become a 9th grader without scoring at or above the state mandated above achievement level on both the English Language Arts and Mathematics components of PARCC. Can these 9th grade students enroll in high school level courses in the area in which they scored at the *Unsatisfactory* achievement level? Refer to question # 7, 8, and 9 above for additional information.

24. What happens if a student is unable to take either the spring or summer retest?

There is a section of High Stakes Testing Policy that addresses waivers for extenuating circumstances as well as State-granted exceptions.

25. What must be submitted to the Department for Pupil Progression Plan

approval? The Department of Education no longer approves local Pupil Progression Plans. Once the plan has been adopted and advertised by the local school board, LEA's must submit two (2) copies of the plan and checklist to the Department of Education. In addition, LEA's must also submit documentation of input in the development of the plans by educators and parents as well as documentation of public notice prior to local board approval (including dates and location).