Pupil Progression Plan

Tangipahoa Parish School System

John White
State Superintendent of Education
Revised August 2012
### State Board of Elementary and Secondary Education

<table>
<thead>
<tr>
<th>Name</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Penny Dastugue</td>
<td>President</td>
</tr>
<tr>
<td>Mr. Charles E. Roemer</td>
<td>Vice President</td>
</tr>
<tr>
<td>Mr. James D. Garvey, Jr.</td>
<td>Secretary/Treasurer</td>
</tr>
<tr>
<td>Ms. Kira Orange Jones</td>
<td>2nd BESE District</td>
</tr>
<tr>
<td>Ms. Lottie P. Beebe</td>
<td>3rd BESE District</td>
</tr>
<tr>
<td>Mr. Walter Lee</td>
<td>4th BESE District</td>
</tr>
<tr>
<td>Mr. Jay Guillot</td>
<td>5th BESE District</td>
</tr>
<tr>
<td>Ms. Holly Boffy</td>
<td>7th BESE District</td>
</tr>
<tr>
<td>Ms. Carolyn Hill</td>
<td>8th BESE District</td>
</tr>
<tr>
<td>Ms. Connie Bradford</td>
<td>Member-at-Large</td>
</tr>
<tr>
<td>Mr. John L. Bennett</td>
<td>Member-at-Large</td>
</tr>
<tr>
<td>Ms. Catherine Pozniak</td>
<td>Executive Director</td>
</tr>
</tbody>
</table>

For further information, contact:
Nancy Beben or Jeanette Hildago
Division of Curriculum Standards
(225) 342-3355
nancy.beben@la.gov
jeanette.hildago@la.gov

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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) has been 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.

SECTION I – FORMAL SUBMISSION STATEMENT

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

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

SECTION II – STATE AND DISTRICT POLICIES

I. Placement
II. Attendance Policy
III. Grading Policy
IV. Promotion K-8
V. Promotion 9-12
VI. Retention Policy
VII. Acceleration
VIII. Remediation
IX. Alternative Schools/Programs/Settings
X. Other Policies and Procedures

APPENDIX A – DEFINITION OF TERMS

A. State
B. Local
C. Include additional information with Appendix B.
Pupil Progression Plan

for

Tangipahoa Parish School System

for

2012 - 2013

Submitted to Louisiana Department of Education

September 5, 2012
(Date Submitted)
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## SECTION II - STATE AND DISTRICT POLICIES

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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 Tangipahoa 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
LEA Contact Person (Primary) _______ Dr. Daniel Williams ____________

Telephone Number (   985    )  748-2463 ________________________________

E-mail Address _______________________________________________________

daniel.williams@tangischools.org ________________________________

If Applicable:

LEA Contact Person (Secondary) ________________________________

Telephone Number (    ) ________________________________

E-mail Address _______________________________________________________

__________________________________                        ________________________
(Primary Signature)                                                                (Date)
<table>
<thead>
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<th></th>
<th>Name</th>
<th>Title</th>
<th>School</th>
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<tbody>
<tr>
<td>1</td>
<td>Alexa Hookfin</td>
<td>Principal</td>
<td>Independence Middle</td>
</tr>
<tr>
<td>2</td>
<td>Andre Pellerin</td>
<td>Principal</td>
<td>Loranger Elementary</td>
</tr>
<tr>
<td>3</td>
<td>Bobby Mathews</td>
<td>Principal</td>
<td>Ponchatoula Junior High</td>
</tr>
<tr>
<td>4</td>
<td>Brenda Nevels</td>
<td>Teacher</td>
<td>Amite High</td>
</tr>
<tr>
<td>5</td>
<td>Carol Fornea</td>
<td>Teacher</td>
<td>Ponchatoula Junior High</td>
</tr>
<tr>
<td>6</td>
<td>CC Lanier</td>
<td>Specialist</td>
<td>Title I</td>
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<tr>
<td>7</td>
<td>Crystal Rock</td>
<td>Teacher</td>
<td>Loranger Elementary</td>
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<td>8</td>
<td>Danny Williams</td>
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<td>Curriculum and Instruction</td>
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<td>Debbie Richardson</td>
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<td>Deborah Browning</td>
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<td>12</td>
<td>Dionne Al-Naziat</td>
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<td>Jennifer Higgins</td>
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<td>14</td>
<td>Jim Reeve</td>
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<td>15</td>
<td>Joanna Newman</td>
<td>CO</td>
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<td>16</td>
<td>Kathy Prine</td>
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<td>17</td>
<td>Kerri Barrileaux</td>
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<td>18</td>
<td>Kristin Latham</td>
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<td>19</td>
<td>Lashana Pollard</td>
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<td>Linda Baker</td>
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<td>21</td>
<td>Lisa Fussell</td>
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<td>27</td>
<td>Philicia Mollere</td>
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<td>28</td>
<td>Rachel Dibenedetto</td>
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<td>29</td>
<td>Renee Durio</td>
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<td>Tammy Lee</td>
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<td>35</td>
<td>Tashauna Feast</td>
<td>WPELC</td>
<td>Woodland Park ELC</td>
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<td>36</td>
<td>Teresa Mixon</td>
<td>OWD</td>
<td>O. W. Dillon Elementary</td>
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<td>37</td>
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<td>Curriculum and Instruction</td>
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<td>PELC</td>
<td>Perrin ELC</td>
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<td>Curriculum and Instruction</td>
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<td>41</td>
<td>Wanda Davis</td>
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<td>Hammond Eastside Magnet</td>
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<table>
<thead>
<tr>
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<th>School</th>
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<tbody>
<tr>
<td>1. LaDonna Montgomery</td>
<td>Chesbrough Elementary</td>
</tr>
<tr>
<td>2. Santana Brown</td>
<td>OW Dillon Elementary</td>
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<td>3. Melinda Edwards</td>
<td>Hammond Eastside Magnet</td>
</tr>
<tr>
<td>4. Monique Bergeron</td>
<td>Hammond Westside Magnet</td>
</tr>
<tr>
<td>5. Sondra Sagnibene</td>
<td>Independence Elementary</td>
</tr>
<tr>
<td>6. James Tymon</td>
<td>Independence Middle School</td>
</tr>
<tr>
<td>7. Shalaine Bailey</td>
<td>Loranger Middle School</td>
</tr>
<tr>
<td>8. Melanie Sandifer</td>
<td>Midway Elementary</td>
</tr>
<tr>
<td>9. Lacey Carter</td>
<td>Natalbany Elementary</td>
</tr>
<tr>
<td>10. Barbara Labee</td>
<td>Nesom Middle School</td>
</tr>
<tr>
<td>11. Deborah Desselles</td>
<td>Ponchatoula Junior High</td>
</tr>
<tr>
<td>12. Jeanette Brady</td>
<td>Roseland Elementary</td>
</tr>
<tr>
<td>13. Terry Ainsworth</td>
<td>Tucker Elementary</td>
</tr>
<tr>
<td>14. Dana Fendlason</td>
<td>Vinyard Elementary</td>
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<td>15. Lillian Cotton</td>
<td>Amite High School</td>
</tr>
<tr>
<td>16. Rosa Eleser</td>
<td>Hammond High School</td>
</tr>
<tr>
<td>17. Shana Washington</td>
<td>Independence High School</td>
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<tr>
<td>18. David or Deborah Jenkins</td>
<td>Loranger High School</td>
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<td>19. Oretha Ruffin</td>
<td>PM High School</td>
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<tr>
<td><strong>Elementary Subcommittee</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Submitted by:</strong></td>
<td><strong>Suggested Revision</strong></td>
</tr>
<tr>
<td>Victoria Frye Central Office</td>
<td>Change goal in #1 from 80% to 90%. #1. At least 90% of the eligible students will participate in the LEAP school year intervention/remediation program.</td>
</tr>
<tr>
<td>Victoria Frye Central Office</td>
<td>Instructional focus will be on the content standards, benchmarks, and grade level expectations per the Louisiana Transitional Comprehensive Curriculum and Grade Level Content Charts.</td>
</tr>
<tr>
<td>Victoria Frye Central Office</td>
<td>Reworded: If a parent or student refuses to participate in the remediation program offered, at letter will be requested from them and placed on file as documentation. The refusal form will be kept on file in the student's cumulative folder. If the parent refuses participation, the student may become ineligible for a waiver.</td>
</tr>
<tr>
<td>Victoria Frye Central Office</td>
<td>Change to - Students must satisfactorily complete 28 of the 40 skills.</td>
</tr>
<tr>
<td>Victoria Frye Central Office</td>
<td>#5. Successful completion....students must score Satisfactory in 28 of the 40 skills listed, which is 70%, or be recommended by the principal to be promoted to the first grade.</td>
</tr>
<tr>
<td>Elementary Central Office</td>
<td>The Pupil Performance Conference Committee is a committee of professionals at each local school serving as a coordinating team to determine whether or not students assigned to that particular school should be administratively placed or placed with interventions at the next grade level (K,1,2,3,4,5,6, and 7 only) or retained (according to guidelines), or be vertically accelerated (according to guidelines). For student of grade 4 and 8</td>
</tr>
</tbody>
</table>
the committee must review student performance on the LEAP Spring Test/Summer Retest to determine promotion, retention, or placement options.

**The Pupil Performance Conference Committee includes the following:**

- Principal
- Homeroom Teacher
- Teacher or Counselor for the grade level above
- Parent/Guardian* (optional)
- Others as needed

*The parent/guardian shall be afforded the opportunity to attend the Pupil Performance Conference Committee meeting. However, the signature of the parent or guardian is **required** for vertical acceleration and retention (K-3).

<table>
<thead>
<tr>
<th>High School Subcommittee</th>
</tr>
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<tbody>
<tr>
<td><strong>Submitted by:</strong></td>
</tr>
<tr>
<td>Jim Reeve Central Office</td>
</tr>
<tr>
<td>Jim Reeve Central Office</td>
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<tr>
<td>Jim Reeve Central Office</td>
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<tr>
<td>Jim Reeve Central Office</td>
</tr>
</tbody>
</table>
| Central Office | Should students receive **a grade** instead of Pass/Fail for Carnegie Credit classes in the following situations where they currently receive a Pass/Fail:  
1. Receive credit by taking a proficiency test  
2. Receive credit by taking a class under certain conditions:  
   a. Middle school (ex. Algebra I)  
   b. Special courses (ex. ACT Prep)  
   c. Dual Enrollment (ex. College courses off campus) | V. Promotion 9-12  
1 - p. 95  
2a - p. 113  
2b - not in PP  
2c - p. 111 | Voted to give grade for proficiency exams and grades for core middle school Carnegie credits, but not elective credits. Also voted to continue to give P or F for off campus college courses. / approved |
| Central Office | For the purpose of determining athletic eligibility, a grade a “P” on a student’s transcript or report card is equivalent to a “C.” | Not in PP | Voted to add / approved |
PUBLIC NOTICE

PUBLIC REVIEW OF THE DRAFT COPY

OF THE

TANGIPAHOA PARISH SCHOOL SYSTEM
PUPIL PROGRESSION PLAN

2012-2013

The Pupil Progression Plan can be viewed by the public at www.tangischools.org or at the central office. The plan can be reviewed at the School Board office at the dates and times below. Any comments, concerns, or suggestions can be directed to Danny Williams at the Tangipahoa Parish School System at 985-748-2463.

8:00 a.m. – 4:00 p.m.

July 30, 2012 – August 3, 2012
8:00 a.m. – 4:00 p.m.
PUBLIC NOTICE
TANGIPAHOA PARISH SCHOOL SYSTEM
PUPIL PROGRESSION PLAN COMMITTEE MEETINGS

June 19, 2012
8:30 – 11:00

LOCATIONS

ELEMENTARY SUBCOMMITTEE (K-8)
Tangipahoa Parish School System Central Office
59656 Puleston Road
Amite, Louisiana  70422

SECONDARY SUBCOMMITTEE (9-12)
Tangipahoa Parish School System Central Office
59656 Puleston Road
Amite, Louisiana  70422

June 19, 2012
11:00 – 12:00
1:00 – 3:00 (if needed)

JOINT COMMITTEE (K-12)
Tangipahoa Parish School System Central Office
59656 Puleston Road
Amite, Louisiana  70422
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.)

Students who did not attend a kindergarten program prior to the first grade must master kindergarten skills as determined by the Tangipahoa Parish Skills Checklist. **Students must satisfactorily complete 26 of the 37 skills.**

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.

Refer to LEA’s policy regarding Vertical Acceleration in Section III - F

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

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

Students entering first grade and not meeting the requirements for kindergarten attendance must master kindergarten skills as determined by the Tangipahoa Parish Skills Checklist. Students must satisfactorily complete 28 of the 40 skills prior to entering 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.

Every child entering kindergarten for the first time shall be given The Developing Skills Checklist by CTB/McGraw Hill. The test will be administered no earlier than thirty days before and no later than thirty days after the beginning of the school year. The results of this screening shall be used for planning, instruction, and for placement in the regular kindergarten classroom. The parent or guardian of each child shall be advised of the results of the child’s performance on the test (Act 146-1986).

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 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 15 are required to take the state-selected form of The Iowa Tests for grade placement, if the student has not taken LEAP.

3. Credits earned by students in American schools in foreign countries shall be at face value. (Bulletin 741 §707)

   ►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:

   o Approved schools within the state (public/nonpublic)

A student transferred from a state-approved school, in- or out-of-state, shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, immunization records, and the units of credit earned shall be required.

All grades will be converted to conform to the parish grading system regulations. When a student transfers to a school that uses a different grading option, his/her grade point average will be adjusted to meet the grading option selected by the school.
Approved out-of-state schools (public/nonpublic)

A student transferred from a state-approved school, in- or out-of-state, shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned shall be required.

All grades will be converted to conform to the parish grading system regulations. When a student transfers to a school that uses a different grading option, his/her grade point average will be adjusted to meet the grading option selected by the school.

Home Study and Unapproved schools (public/nonpublic)

- Local school officials from any state approved school receiving a student from an unapproved school, in- or out-of-state, will determine the placement and/or credits for the student. The principal and/or superintendent may require the student to take an entrance examination on any subject matter for which credit is claimed. 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.
- All grades will be converted to conform to the parish grading system regulations. When a student transfers to a school that uses a different grading option, his/her grade point average will be adjusted to meet the grading option selected by the school.
- Students Transferring from Foreign Systems:
  The school shall determine the placement of students transferring from foreign schools. This determination shall be accepted by the State Department of Education. (Bulletin 741: 2.026.06, 07, 08, 10.)
  Credits earned by students in American Schools in foreign countries shall be accepted at face value.

Provisions for LEAP/iLEAP Students

Guidelines for Nonpublic and Home Schooling Students Transferring to the Public School Systems: Participation in the LEAP

Students in grades 5 and 9 transferring to the public school system 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 or 8th grade LEAP English Language Arts and Mathematics Tests and score at the Approaching Basic or above achievement level. The following Guidelines shall apply:

(1) Students may take LEAP at either the spring or Summer administration prior to enrollment. It is the responsibility of the parent to contact the District Test Coordinator to register for the test.

(2) The nonpublic school and parent (or home schooling parents) are responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standard testing accommodations.

(3) Students with disabilities who have a current 1508 evaluation will participate in on-level LEAP testing. Promotion decisions for these students will adhere to those policies as
outlined in the High-Stakes Testing Policy for students with disabilities participating in on-level testing.

(4) School systems may charge a fee for the testing of nonpublic and home schooling students. This testing fee shall be refunded upon the student’s enrollment in that public school system the semester immediately following the testing.

(5) Students who participate in the Spring administration and score at the Unsatisfactory achievement level are eligible to retake the LEAP at the Summer administration.

(6) Local school systems shall offer LEAP summer remediation to nonpublic/home schooling 4th and 8th grade students who score at the Unsatisfactory LEAP achievement level. School systems may charge a fee, not to exceed $100.00 for this attendance. This summer remediation fee shall be refunded upon the student’s enrollment in that public school system the semester immediately following summer remediation.

(7) 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 (Refer to the High-Stakes Testing Policy for exceptions.)

(8) Only those students who score at the Unsatisfactory achievement level after participation in both the Spring and Summer administration of the LEAP and who attend the summer school offered by the local school system are eligible for the appeals process or the policy override, provided all criteria are met. (Refer to the High-Stakes Testing Policy.)

(9) Students with disabilities who have a current 1508 evaluation are eligible for a special education waiver only if they have attended summer remediation and taken the summer retest.

(10) Students who participate in the Spring administration only or Summer administration only and score at the Unsatisfactory achievement level are not eligible for the appeals process, special education waiver, or the policy override. These students are not eligible to take The Iowa Tests for placement purposes.

(11) Students transferring into local school systems after the LEAP Summer retest but prior to February 15 are required to take the state-selected form of The Iowa Tests for grade placement, if the student has not taken LEAP.

(12) Students taking The Iowa Tests are not eligible for either a retest, special education waiver, or the appeals process. These students may be eligible for the policy override based upon a decision by the Pupil Performance Conference Committee (PPCC).
TANGIPAHOA PARISH PROCEDURES:
Home Study and private Nonpublic Student Entry or Re-entry

Parents who choose to enter or re-enter their children in public or nonpublic schools after having been enrolled in an SBESE-Approved home study program are responsible for having all educational documentation and/or verification required by the local school system.

The Home Study Program office located at the Louisiana Department of Education, will not offer an opinion as to the student's grade level, achievement level, or appropriate academic placement. Testing/evaluation of the student(s) will be conducted by the local school system or nonpublic school to determine the student's proper grade level or Carnegie credits (See Home Study Guidelines, Part VII.)

Parents/legal guardians should check with the local school board office regarding the procedures outlined in the district's Pupil Progression Plan. (Taken from the SBESE – Approved Home Study Information Packet Revised July 2004)

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.

The Pupil Performance Conference Committee will make a placement decision based upon a review of the student's record. Chronological age of the student is a significant factor that will influence all placement decisions.

It is recommended that a student not be placed at a grade level less than two years below his or her chronological age as of September 30th of the current school year.

Guidelines for grades K-12 are as follows:
Grades K-8

Parents/legal guardians of K-8 grade level students who have participated in or completed a Home Study Program and who intend to re-enter the public school system shall, in writing, notify the parish superintendent of such intent.

Parents/guardians must show proof of home-school registration with the state or a sustained curriculum of at least equal to that offered by public schools as the same grade level.

The superintendent/designee shall forward an approved entry/re-entry letter to the residential school district of the student.

If parents/guardians fail to show such proof, the student may be placed at the grade in which he/she left a school system. However, his chronological age must be considered before making this decision placement.

Students in grades K, 1, 2, and 3 are to be administered textbook placement tests and/or End of Year test at the appropriate grade level. The principal/designee shall grade the tests and inform the parents of the score(s).

For students in grades 4, 6, 7, and 8, the parents must provide the necessary documentation to reflect the students' achievement based upon the performance of the student on the California Achievement Test or a nationally validated achievement test or a nationally validated achievement test administered by the Tangipahoa Parish School System at the Adult Education Center in Hammond, Louisiana.
Students, who are entering grade 5, must take the LEAP/CRT/Placement Test. All guidelines for Nonpublic and Home Study student transferring to the Public Schools Systems concerning participation in LEAP testing will be followed. If entering after the summer retest and between August and February 15 of the current school year, they must take the Iowa.

In addition, students in grades 4-8 may be administered placement tests and/or End of Year tests at the appropriate grade level as needed.

Home Study and/or private Non-Public students are not eligible for vertical acceleration.

Special Education/504 Accommodations – SBESE Approved home study program do not qualify for services under the Individuals with Disabilities Education Act (IDEA), nor do such programs qualify for modifications and/or accommodations under 504 of the Rehabilitation Act or the Americans with Disabilities Education Act.

For testing purposes, a formal written plan must be submitted documenting that accommodations have been used. The Tangipahoa Parish School System Special Services Center and/or 504 Resource Coordinator will review the documentation to determine eligibility for accommodations. The current IEP, IAP, or MAP has to be within one year.

**Grades 9-12**

Parents/legal guardians of secondary students who have participated in or completed a Home Study Program according to the requirements as set forth in "Home Study Guidelines" (Pursuant to R.S. 17:236 and 17:236:1 - See Appendix C - Home Study Guidelines) and who intend to re-enter the public school system shall, in writing, notify the parish superintendent of such intent.

Parents/guardians must show proof of home-school registration with the state and evidence of a sustained curriculum of a quality at least equal to that offered by public schools at the same grade level. (See 16.36)

The superintendent/designee shall forward an approved entry/reentry letter to the residential school district of the student.

The Tangipahoa Parish School System mandates the student shall be required to pass a proficiency examination in any subject area for which credit is claimed and where proficiency examinations are available. The State Graduation Exit Examination is required of tenth grade and eleventh grade students.

All students will be initially classified as a ninth grader regardless of their chronological age. The grade level will be adjusted upon successful completion of proficiency testing.

Students, who are entering grade 9, must take the LEAP/CRT Placement Test. All guidelines for Nonpublic and Home Study students transferring to the Public School Systems concerning participation in LEAP testing will be followed. If entering after the summer retest and between August and February 15 of the current year, they must take the Iowa.

All GEE General Administrative Rules for Transfer Students: Testing Eligibility shall be followed.

Secondary students enrolled in an SBESE – Approved home study program will not earn an official Louisiana high school diploma unless they return to an approved school and meet all
the necessary credits and requirements needed for high school graduation. Upon completion of the home study program, students may contact the local Adult Education Center regarding necessary procedures for obtaining the GED.

Special Education/504 Accommodations – SBESE Approved home study program do not qualify for services under the Individuals with Disabilities Education Act (IDEA), nor do such programs qualify for modifications and/or accommodations under 504 of the Rehabilitation Act or the Americans with Disabilities Education Act.

For testing purposes, a formal written plan must be submitted documenting that accommodations have been used. The Tangipahoa Parish School System Special Services Center and/or 504 Resource Coordinator will review the documentation to determine eligibility for accommodations. The current IEP, IAP, or MAP has to be within one year.

**NOTE:** For students entering 5th or 9th grade and have participated in the LEAP/CRT, schools will use tests’ results in lieu of Proficiency Examinations, Placement Tests, or End of Year Tests.
Tangipahoa Parish School System

Home Study and Private Non-accredited Student Entry or Re-entry

CHECKLIST

Please use this checklist to determine if a student has met all of the Tangipahoa Parish School System Home Study and Private Nonpublic Student Entry or Re-entry criteria.

School:

Student’s Name:

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY THE DISTRICT</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Copy of letter to superintendent/designee of notification of intent to enter or re-enter the Tangipahoa Parish School System.</td>
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<tr>
<td>2. Copy of Home Study Registration Form and evidence of a sustained curriculum of a quality at least equal to that offered by public schools at the same grade level. (See 16.36 Curriculum – Note: If the material submitted is inadequate, the superintendent/designee shall notify the parent of deficiencies and request additional materials.)</td>
<td></td>
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<tr>
<td>3. An approved entry or re-entry letter has been forwarded from superintendent/designee to the residential school district of the student.</td>
<td></td>
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</tbody>
</table>

Superintendent/Desigee Signature

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY THE SCHOOL</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Student is registering for grades K, 1, 2, or 3 and has taken placement and/or End-of-the-year Tests at the appropriate grade level. Results are on file at the school.</td>
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<tr>
<td>5. Student is registering for grades 4, 6, 7, or 8 has taken the California Achievement Test or a nationally validated achievement test administered by the Tangipahoa Parish School System’s Adult Education Center. Placement test and/or End-of-the-Year tests may be administered. Results are on file at the school.</td>
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</tr>
<tr>
<td>6. Student is registering for grade 5 or 9 and has taken the LEAP/CRT/Placement Test. Results are on file at school.</td>
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<tr>
<td>7. Student is registering for high school and has set up a schedule to take available proficiency examinations.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Principal/Desigee Signature

Please keep this checklist, letters, and all other documents in student’s cumulative folder.
• Names of the entrance tests used to determine grade placement

Proficiency Examinations, Placement Test, End of Year Test, or End of Course Test

• The procedure used for determining Carnegie credit for high school students

All students will be initially classified as a ninth grader regardless of their chronological age. Once Carnegie units have been earned by proficiency testing or verified from other public sources, the grade will be adjusted.

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

Effective with the 2000-2001 school year, students in grades 5 and 9 transferring to the public school system from any in-state unapproved school, any 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-developed LEAP placement test.

C. Transfer polices for students with disabilities

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

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

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

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

►Describe the procedures for Interim IEPs.

Special Education Transfer Students

(a) The school system has a responsibility for determining the school site for all exceptional students in keeping with the I.E.P. Committee’s decisions.

The four assurances as specified in the Site Determination portion of the I.E.P. must be provided. If not, a Site Determination Form must be forwarded to the parent explaining the selection of the school site.

(b) Exceptional Students transferring from one LEA to another LEA within Louisiana:

Students who have been receiving special education in one school system in Louisiana and transfers to another school system within Louisiana shall be enrolled in the appropriate special education Program in the new school system with the current I.E.P. or the development of a review I.E.P. within five operational days.

(c) Out of State, Migrant, and Private

Exceptional students who transfer from out of state, migrant, and/or private school must present documentation of regular, compensatory, or a special education placement from the transferring school. The verification of eligibility for special education placement must include:

(1) A review of the multi-disciplinary evaluation report to determine compliance with State Bulletin 1508, Pupil Appraisal Handbook or copy of the current I.E.P.

(a) Eligible students shall be referred to the Individual Education Plan Committee who shall meet and determine appropriate special education placement within ten (10) calendar days.

(b) An interim IEP may be developed for students transferring from out-of-state who were receiving special education services, concurrent with the initiation of initial evaluation according to Bulletin 1503, Pupil Appraisal Handbook.

(2) Students who have a severe or low-incidence impairment, documented by a qualified professional, shall be initially enrolled in a special education program concurrent with the conduct of the evaluation according to the requirements of Bulletin 1508, Pupil Appraisal Handbook. This enrollment process, from the initial entry into the school system to placement, shall occur within ten operational days and will include the following steps:

(1) A review of all available evaluation information by pupil appraisal personnel,
(2) Approval by the school system’s special education administrator,

(3) The development of an interim IEP in accordance with Bulletin 1530 section §307,

(4) Formal parental approval for the temporary placement.

The duration of the completion of the evaluation and the interim placement shall not exceed the evaluation timelines specified in Bulletin 1530 section §307, with the initial IEP/Placement document developed within 30 calendar days from the date of dissemination of the written evaluation report to the school system’s special education administrator.

**Special Education Home Study/School Transfer Provisions**

(1) Termination of Services
Parents of exceptional children who choose to have their children participate in a home study/school program shall not receive special education services, unless parents opt to enroll their students in a public school setting.

(2) Transfer Provisions
When a previously identified exceptional student enters from a home study/school program, that student's evaluation will be reviewed by the Pupil Appraisal Personnel. If the evaluation is current (within the last three years) an I.E.P. meeting will be held within 30 calendar days to determine appropriate special education services.

Students whose multi-disciplinary evaluation has expired (3 year timeline) shall be placed in the regular education program in accordance with local policy. The student shall be referred to the School Building Level Committee to initiate an evaluation in accordance with Bulletin 1508, Pupil Appraisal Handbook to determine eligibility status.

**D. 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.

      **Definition**

      A Limited English Proficient (LEP) Student is the student who first learned a language other than English, comes from a home where the language usually spoken is other than English, usually speaks a language other than English, and performs significantly below level.

      **Identification**

      All students entering the Tangipahoa Parish School System for the first time must have the Home Language Survey Form completed by the parent or guardian. This survey form will be written in the language spoken by the parent/guardian. The completed survey will be placed in the student's cumulative folder.
b. Establish procedures to determine if language minority students are Limited English Proficient.

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

Each school year the LEP resource teacher visits schools at the beginning of the school year and throughout the school year to identify LEP students. The resource teacher administers the IPT to all LEP students demonstrating low levels of English ability. In addition, the state test, English Language Development Assessment (ELDA), is administered each spring to all LEP students who have not achieved the following state exit requirements:

**K-2**

Exit criteria: A or B
- A. Two years at composite level 5 on the English Language 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 DRA or DIBELS.

**3-12**

Exit Criteria: A or B
- A. Composite level 5 on ELDA
  - Or
- B. Composite level 4 on ELDA and Proficient level or above on the iLEAP, LEAP, GEE, LAA1 or LAA2.

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

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

Placement
When deciding on the placement of the Limited English Proficient student, the following criteria will be considered: age and maturity level of the student, educational background, degree of literacy, English proficiency, achievement test scores, and performance in school. If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student will be placed in the approximate grade level of his age-mates. A student who is fifteen years of age or older will be placed in the appropriate high school program of studies.
Instructional Program

To address the needs of both the elementary and the secondary LEP student, the district will place the students with an ESL certified teacher when possible. The LEP resource teacher will provide support and resources for teachers who instruct LEP students. In addition when applicable, the Migrant staff will provide tutorial services to these students and advocacy for families. Translation services will be provided to parents to communicate the instructional program offered and other education opportunities afforded to their children.

In addition, the instructional program for the Limited English Proficient secondary student will be one in which the non-English speaking student will not be placed in high language dependent courses (i.e. American History) until he develops a level of competency to succeed in the courses. Limited English Proficiency students may be scheduled in course such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credit.

Federal legislation requires the LEP students not be isolated for a substantial part of the day. A LEP student should be placed in the mainstream for part of the school day no matter how limited the student's proficiency. Students may be mainstreamed for physical education, music, art, home economics, and industrial arts. Some science and mathematics courses may be suitable for mainstreaming.

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.

The LEP resource teacher will monitor students for two years once they have met the state exit criteria and remain in the district. A monitoring form will be used to track the following:

- Retention
- Promotion
- DIBELS Assessment
- Credits Earned
- Attendance
- Proficient or Above on the State Assessments

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)
E. 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.

The promotion and placement decisions shall be monitored annually.

Grades K-8
During the first grading period of a school year, the homeroom teacher shall review the placement of the students for the current school year. If correct placement is in question, the student shall be referred to the Pupil Performance Conference Committee. Placement decisions shall be completed by the end of the first grading period of the school year.

Principals shall refer special circumstances requiring placement decisions after the end of the first grading period to the Central Office Review Committee for review. The Central Office Review Committee shall meet with the school’s Pupil Performance Conference Committee and render a joint decision.

Review of promotion and placement decisions may be initiated by the local board, superintendent, and/or parent or guardian or students of legal age (Act 750; 17:24.4 G). Appeals should follow the notification of Retention Appeals Process and first be directed to the principal of the school in question. If the issue is not resolved, grievances shall be addressed according to the “Grievance Procedures.”

Grades 9-12
Review of promotion and placement decisions may be initiated by the local board, superintendent, and/or parent or guardian or students of legal age (Act 750; 17:24.4 G). Appeals should follow the notification of Retention appeals Process and first be directed to the principal of the school in question. If the issue is not resolved, grievances shall be addressed according to the “Grievance Procedures.”

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.

1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
   a. 10,020 minutes for a six-period schedule;
   b. 8,589 minutes for a seven-period schedule; and
c. 7,515 minutes for an eight-period or 4x4 block schedule.

d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

III. 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)

<table>
<thead>
<tr>
<th>Grading Scale for Regular Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

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

Alternate Assessment Criteria for a Certificate of Achievement

Eligible students are those:

- who have a disability under the criteria in the Pupil Appraisal Handbook.
- who have participated in alternate assessment.
- who have completed at least twelve years of school or have reached the age of twenty-two (not to include students younger than sixteen).
- who have met attendance requirements according to Bulletin 741.
- who have addressed the general education curriculum as reflected on the students’ IEP.
- whose transition planning has been completed and documented.

NOTE: The receipt of Certificate of Achievement does not limit a child’s continuous eligibility for services under IDEA unless the child has reached the age of twenty-two.
Secondary Special Education Instructional Program

The Tangipahoa Parish School System Special Education Department provides secondary courses specifically designed for identified students with special needs. The courses provide access to the general education curriculum. Students should be encouraged and allowed to participate in regular education courses as determined appropriate by the IEP Team. The following is a list of all approved special education courses:

### 9th GRADE/LEVEL 1

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Language I</td>
<td>Basic English Grammar (AGS)</td>
</tr>
<tr>
<td>Functional Math I</td>
<td>Basic Math (AGS)</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>Transitions to High School (AGS)</td>
</tr>
<tr>
<td>US Government</td>
<td>US Government (AGS)</td>
</tr>
<tr>
<td>Corrective Reading I</td>
<td>Corrective Reading Program (SRA)</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Physical Science (AGS)</td>
</tr>
<tr>
<td>Interpersonal Relationships I</td>
<td>Lessons In Character (Young People’s Press)</td>
</tr>
</tbody>
</table>

Study Skills I

******Alternately Assessed Students Only

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills ELA I (2 Periods)</td>
<td>Alternate Assessment Curriculum Guide</td>
</tr>
<tr>
<td>Life Skills Math I (2 Periods)</td>
<td></td>
</tr>
<tr>
<td>Life Skills Science I (1 Period)</td>
<td></td>
</tr>
<tr>
<td>Life Skills Social Studies I (1 Period)</td>
<td></td>
</tr>
<tr>
<td>Occupational Prep I</td>
<td>Community-based/Job site placement</td>
</tr>
</tbody>
</table>

### 10th GRADE/LEVEL 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Math II</td>
<td>Pre-Algebra (AGS)</td>
</tr>
<tr>
<td>Functional Language Arts II</td>
<td>Exploring Literature (AGS)</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography (AGS)</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology (AGS)</td>
</tr>
<tr>
<td>Corrective Reading II</td>
<td>Corrective Reading Program (SRA)</td>
</tr>
<tr>
<td>Interpersonal Relationships II</td>
<td>Interpersonal Relationships (Life School)</td>
</tr>
</tbody>
</table>
Career Awareness
Careers
(Fear on)

Study Skills II
*****Alternately assessed students only
Life Skills ELA II (2 periods)
Life Skills Math II (2 periods)
Life Skills Science II (1 period)
Life Skills Social Studies II (1 Period)
Occupational Prep II
Alternate Assessment Curriculum Guide
Community-based/Job site placement

11th Grade/Level 3

COURSE TEXT

Functional Math II Math for the World of Work
(AGS)
Functional Language III American Literature
(AGS)
US History US History
(AGS)
Corrective Reading III Corrective Reading Program
(SRA)
Tools for Transition Everyday Life Skills
(AGS)

Study Skills III
*****Alternately assessed students only

Life Skills ELA III (2 periods) Alternate Assessment Curriculum Guide
Life Skills Math III (2 periods)
Life Skills Science III (1 period)
Life Skills Social Studies III (1 period)
Occupational Prep Community-based/Job site placement

12th Grade/Level 4

Course TEXT

World History World History
(AGS)
Work Place Ethics English for the World of Work
Study Skills IV

*****Alternately assessed students only
Life Skills ELA III (2 periods) Alternate Assessment Curriculum Guide
Life Skills Math III (2 periods)
Life Skills Science III (1 period)
Life Skills Social Studies (1 period)
Occupational Prep III Community-based/Job site placement

Elective
SECONDARY RESOURCE PROGRAM

Effective August 2005, secondary resource teachers shall be responsible for maintaining daily Study Skills Data in the Tangipahoa Parish School System Grade Book in accordance with Board policy.

Students participating in Study Skills I, II, III, or IV can earn a maximum of five (5) points per day/twenty-five (25) points per week. A cumulative percentage will be maintained for each grading period. At the end of each grading period, the cumulative percentage will be converted on the progress report/report card to a “P” (Passed) or “F” (Failed). Progress reports/report cards shall not reflect a percentage grade.

EXAMPLE

<table>
<thead>
<tr>
<th>Total points earned</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total points possible</td>
<td>100 = 80% (P)</td>
</tr>
</tbody>
</table>

Passed or Failed will be determined as follows:

- “P”= 70%-100%
- “F”= 69% or below

Study Skills grade sheets will be pre-printed to reflect the five (5) point daily task assignments. The five (5) tasks assigned each day will be.

1) Report to class on time
2) Bring all necessary materials to class (notebook, pencil, textbook, etc.)
3) Maintain record of daily assignments (assignment notebook)
4) Begin work immediately and remain on-task
5) Complete Bell Work and/or other task assigned by resource teacher

Students will receive one (1) Unit for each course (Study Skills I, II, III, or IV). A maximum of four electives can be earned in the secondary resource program.

STUDY SKILLS I, II, III, AND IV will not be calculated in determining a student’s grade point average.

Secondary resource teachers are responsible for notifying the parents and students of this policy at Individual Education Program (IEP) team meetings. Study Skills I, II, III, and IV are not content area subjects. Students are to receive remediation/enrichment on general education assignments.
GRADING SCALE REGULATIONS

NOTE: Grades given for conduct are not to be used when averaging grades for academics at any grade level.

1. KINDERGARTEN: Grading Scale

Kindergarten will use the following grading scale:

- S - Satisfactory  
  80 - 100%
- P - Progressing  
  70 - 79%
- N – Not Satisfactory  
  0 - 69%

2. GRADES 1-8: Grading Scale

A grading system for all major and minor subjects shall be used by all schools in Tangipahoa determining the credit given for each unit using a letter grade assigned according to a four point scale as follows:

- A – 4 points  
  93 – 100 %
- B – 3 points  
  85 – 92%
- C – 2 points  
  75 – 84%
- D – 1 points  
  67 – 74%
- F – 0 points  
  0 – 66%

In grades 1-6, Handwriting, Health/Physical Education and Fine Arts will use alternative marking system with a mark (X) to denote needed improvement.

In grades 1-3 where curriculum deviations for Science/Social Studies have been approved by the Central Office Review Committee, a letter grade will not be recorded. An alternative marketing system with a mark (X) shall be used to denote needed improvement.

In grades 1-8 will use a mark (X) to indicate areas of Personal and Social Growth which need improvement.

Upon request by schools, waivers of S, N, and U may be granted in subjects other than Mathematics and Reading for Grade 1 only.

- S  
  78% - 100%
- N  
  70% - 77%
- U  
  0% - 69%
3. **GRADES 9-12:**

A grading system for all subjects shall be used by all schools in Tangipahoa Parish in determining the credit given for each unit a letter grade assigned according to a four point scale as follows:

- A – 4 points
  93 – 100%
- B – 3 points
  85 – 92%
- C – 2 points
  75 – 84%
- D – 1 points
  67 – 74%
- F – 0 points
  0 – 66%

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

**HONORS COURSES (Grades 9-12):**

Schools with honors courses shall use the grading scale indicated below:

- A – 4 points
  90 – 100%
- B – 3 points
  80 – 89%
- C – 2 points
  70 – 79%
- D – 1 points
  60 – 69%
- F – 0 points
  0 – 59%

The following honors courses have been designated to follow the grading system for honor subjects beginning with the following years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(H) *English I, II, III</td>
<td>(H) *English IV</td>
<td>(H) Spanish III, IV</td>
</tr>
<tr>
<td>(H) *Physical Science</td>
<td>(H) *Calculus</td>
<td>(H) French III, IV</td>
</tr>
<tr>
<td>(H) *World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(H) *Algebra I, II</td>
<td></td>
<td>2003-2004</td>
</tr>
<tr>
<td>(H) *Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(H) *Biology I, II</td>
<td></td>
<td>(H) World</td>
</tr>
<tr>
<td>(H) *Chemistry</td>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td>(H) *Trigonometry</td>
<td></td>
<td>2008-2009</td>
</tr>
<tr>
<td>(H) *Advanced Mathematics</td>
<td></td>
<td>(H) Chemistry II</td>
</tr>
<tr>
<td>(H) *Physics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRITERIA FOR ADMISSION INTO HONORS COURSES (Grades 9-12):

Students must meet three of the five criteria yearly for the subject area:

a. Minimum overall Grade Point Average (GPA) of 2.8
b. Minimum subject area average of 3.0
c. Teacher Recommendation based on a subject-area checklist.
d. Score Mastery or Advanced on LEAP or EOC test in subject area.
e. Parent/student recommendation based on a checklist.

Honors courses are to be identified on transcripts and cumulative cards by placing an (H) in front of the courses title.

International Baccalaureate High Schools will use the ten point grading scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

GRADING POLICY FOR CREDIT RECOVERY COURSES

Credit recovery grades will be based on the percentage score earned in the software programs used and passing the State approved proficiency test in the subject area. Course requirements for recovering grades include completing on-line learning modules, taking on-line quizzes/tests, completing assigned off-line activities, and passing a proficiency test approved by the LADOE.

AVERAGING GRADES:

GRADES 1-5:

A student must have a minimum of six grades per making period, one of which may be the six-weeks test. Six weeks grade will be determined by averaging teacher selected activities, doubling the average and then averaging with test grades. When averaging letter grades, if the grade averages 50% of a point or higher, a higher letter grade will be given. A student must average a 1.0 to receive a “D” in any course work. Grades from selected activities will be weighed in determining the six – weeks grades as outlined in subjects area implementation guides.
Session grade will be determined by adding the quality points of the six six-weeks grades and dividing by six. If the grade average is 50% of a point or higher, the higher letter grade will be given. A student must average 1.0 to receive a “D” in any course work. To successfully complete a course, a student must compile six points during the six six-weeks periods. (See Section II – Grades 2-5 Promotion Policies)

A minimum of three quality points must be earned during the last three six weeks period. (See Section II – Grades 1-5 Promotion Policies)

GRADES 6-8:

A student must have a minimum of six grades per marking period, one of which may be the six-weeks test. Six weeks grade will be determined by averaging teacher selected activities, doubling the average and then averaging with test grades. When averaging letter grades, if the grade averages 50% of a point or higher, a higher letter grade will be given. A student must average a 1.0 to receive a “D” in any course work. When averaging percentage grades, the percentage average will be converted to a letter grade based on the Tangipahoa Parish Grading System Regulations. In reading and mathematics, grades from selected activities will be weighted in determining the six weeks grades as outlined in the subject area implementation guides.

Session grade will be determined by adding the quality points of the six six-weeks grades and dividing by six. If the grade averages 50% of a point or higher, a higher letter grade will be given. A student must average a 1.0 to receive “D” in any course work. To successfully complete a course, a student must compile six points during the six six-weeks periods, with a minimum of three points earned during the last three six-weeks periods. (See Section II – Grades 6-8 Promotion Policies)

GRADES 9-12:

CUMULATIVE PERCENTAGE GRADES

At grades 9-12, each grade during the semester will be recorded using a numerical value. At the end of each six (6) weeks period, the teacher will convert the numerical values to percentages which will be recorded on the student’s Interim Report. At the end of the semester the teacher will convert the numerical values to percentages which will convert to letter grades in accordance with the Tangipahoa Parish Grading System Regulations.

1. Grades will be determined by averaging the cumulative grades with a minimum of six grades recorded per reporting period as follows:
   a. After 6 weeks - a minimum of 6 grades recorded
   b. After 12 weeks - a minimum of 12 grades recorded
   c. After 18 weeks - a minimum of 18 grades recorded
2. Semester grades will be given in all classes with two (2) interim reports being issued during each semester. Interim reports will be issued as follows:
   a. After 6 weeks
   b. After 12 weeks
3. The semester report card will be a cumulative grade of the entire semester's work based on points earned divided by points possible.
4. The semester grade will be calculated by dividing the total points earned by the total points possible. Letter grades are to be assigned according to the Tangipahoa Parish Grading System Regulations.
5. Exceptions to the point system may be made when the adopted textbook or teacher’s manual has an appropriate grading procedure outlined in it. (Ex. Typing) Exceptions must be approved by the principal and central office personnel.
6. When calculating grades to determine the semester letter grade, .50 and above will always be rounded off to the next highest number.
7. Total the quality points of the two semester grades and divide by two for a session grade. If the student failed the second semester, do not average the two semester grades. The student will receive ½ credit only if the first semester was passed.
8. A student must average a 1.0 to receive a "D" in any course work for a semester or for the session. If the semester or if the session grade averages 50% of a point or higher, a higher letter grade will be given.
9. A student who fails the first semester and passes the second semester with a session average of one (1) point or better will receive full credit for a course. Clarification: A student who fails the first semester and passes the second semester with a semester grade of "D" will receive ½ credit for a course.
10. A student who passes the first semester and fails the second semester will receive ½ credit for the first semester only, as allowed in Louisiana Handbook for School Administrators, Bulletin 741, Standard 2331 C.

CLASS RANKING

RANKING OF STUDENTS
The ranking of students shall be based on the student's final Grade Point Average (GPA). The GPA shall be defined as the total quality points divided by the number of credits pursued. All averages shall be computed to four (4) decimal places.
VALEDICTORIANS AND SALUTATORIANS

For the graduating classes prior to the class of 2012, salutatorians and valedictorians shall be selected in accordance with administrative guidelines. Any student to be considered for valedictorian or salutatorian of his/her class shall have been in attendance for one (1) year immediately preceding graduation, and meets the high school graduation requirements as specified in the Louisiana Handbook for School Administrators (Bulletin 741) to be eligible for such honors.

Valedictorians and salutatorians shall not be designated starting with the year 2011-2012.

HONOR STUDENTS

Beginning with the freshman class of 2008-2009, to be eligible to compete for scholastic honors in a particular school in the Tangipahoa Parish School System, a student must have been registered in that school for the final semester of his/her senior year (90 days). Should the student fail to register during the first ten (10) days of the spring semester because of personal illness or illness in the family, this fact must be substantiated by a doctor's certificate. The high school average of all semester grades is used in determining the honor students. In determining who shall be the honor students in the graduating class, the following procedure shall be followed: All subjects in which credit was received shall be listed in the transcript sent to the Louisiana Department of Education. The cumulative grade point average on the official transcript shall be used as a basis for determining who will be the honor students.

Students beginning with the freshman class of 2008-2009 will be recognized as honor students using the system defined below:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Grade Point Average (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>4.0</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.999 – 3.50</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.499 - 3.00</td>
</tr>
</tbody>
</table>

Public recognition should be given at commencement exercises to the honor students of the class.

Revised: June, 1993
Revised: July, 2008

GRADING PROCEDURE FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Students whose native language, or first language learned, is any language other than English and who are experiencing problems in school due to their limited ability to read, write, speak, and/or understand the English language are to be graded as follows:

1. The limited English proficient student who is functioning at grade level or above shall be graded as an English speaking student. An achievement grade (A, B, C, D, F), not a participation grade, shall be assigned in the subject area(s).

2. The elementary limited English proficient student who is functioning below grade level due to limited English abilities shall be assigned Pass/Fail grades on the basis of his/her individual progress at his/her ability level. Grades shall be assigned on the
basis of cooperation, effort, and participation on classroom assignments to the degree the student’s English language proficiency allows. A description of /LEP shall be added behind such grades.

3. The totally non-English speaking secondary student may be allowed to progress without assigning a grade. When the student has acquired sufficient language competency, the teacher and the administrator may administer an examination that will measure the degree of understanding and achievement required for credit in the Carnegie unit in questions. Students may be allowed to take tests with the English as a Second Language (ESL) teacher, if one is available. Credit will then be assigned on a Pass/Fail basis.

4. The limited English proficiency secondary student shall have the grades for content courses assigned based more heavily on the end-of-year semester or end-of-year evaluations than those at the beginning of the school year. Evaluation of the limited English proficient student’s progress shall be made in terms of successful mastery of the skills outlined in the state standards and benchmarks for the courses. Evaluation instruments that test skills or concepts shall be developed and documented by the teacher assigning the grade. The final grade shall be determined by local grading criteria based on the requirements set forth by the state standards and benchmarks.

5. Since the assigning of participation grades is subjective, the elementary student, within his/her English language capabilities, shall be expected to do the following:

a: Pay attention in class
b: Follow directions
c: Have required materials
d: Participate in activities
e: Complete homework assignments (within reasonable expectations)
f: Join in class activities
g: Show progress

6. The limited English proficient elementary and secondary student who cannot comprehend the English language must not be assigned failing grades.

7. Guidelines regarding promotion and retention of the limited English proficient student include the following:

a: The limited English proficient elementary student’s records shall be reviewed by the Pupil Performance Conference Committee in order to determine promotion or retention.

b: No elementary or secondary limited English proficient student shall be retained based solely on the lack of English proficiency.

*Each elementary and secondary school has a minimum of one copy of The English as a Second Language (ESL) Language Arts Curriculum Guide available for teachers to use with LEP students.
STUDENT PROGRESS REPORT CARDS

It is the policy of the Tangipahoa Parish School System that reports concerning student progress shall be made to the parent or legal guardian of each student on a regularly schedule basis. Individual schools shall make additional reports to the parent or legal guardian when, in the opinion of the principal and professional staff members, the situation warrants such reports. Such situations may include, but are not limited to, outstanding academic achievement, outstanding citizenship, poor academic performance and continuing inappropriate behavior.

Teachers are encouraged to send progress reports to all elementary school students at the beginning of the fourth week of the six–week marking period. It is mandated that elementary school students with a “D” or “F” in any subject receive a progress report.

HONOR ROLL AND PRINCIPAL’S ACHIEVEMENT ROLL

1. **GRADES 1-8:**

   A. LEVEL OF RECOGNITION FOR ACADEMIC ACHIEVEMENT:

      1. 4.0 and above Honor Roll
      2. 3.5 – 3.9 Honor Roll
      3. 3.0 – 3.4 Honor Roll
      4. Principal’s Achievement Roll

   B. SELECTION CRITERIA FOR GRADES 1-8:

      1. Teachers use the letter symbols A, B, C, D, F to report pupil progress in all grade levels except kindergarten. These same letter symbols are used to indicate pupil progress for each academic subject area that is listed on the Report of Pupil Progress (report card).

      2. The selection of students for Honor Roll recognition of Principal’s Achievement Roll recognition will be determined by the grades earned in academic subjects only.

      3. Students who receive instruction, and earn grades, at the appropriate level of difficulty for their current grade placement are qualified for recognition in the Honor Roll. (A student receives instruction at the appropriate level of difficulty when it is projected that the student’s progress indicates that he/she will satisfactorily
complete the minimum levels required for promotion as described in Section II of the Tangipahoa Parish Pupil Progression Plan.)

4. Students who receive a “D” or “F” for a six-weeks grade will NOT be eligible for the Honor Roll.

5. A student is NOT eligible to receive Honor Roll recognition if his/her promotion is in danger.

6. Conduct is not an academic subject area; therefore, it is NOT a factor to be used in selection of students for Honor Roll recognition.

C. ACADEMIC SUBJECT AREAS:

<table>
<thead>
<tr>
<th>MAJOR SUBJECTS</th>
<th>MINOR SUBJECTS</th>
<th>MAJOR SUBJECTS</th>
<th>MINOR SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Spelling</td>
<td>Reading /Spelling</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Science</td>
<td>English/Health &amp; Phys. Ed</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Social Studies</td>
<td>Mathematic/ Science</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>(when offered)</td>
<td>Foreign Language/ Social Studies (when offered)</td>
<td></td>
</tr>
</tbody>
</table>

*Electives must be approved by the State Department of Education

D. PRINCIPAL’S ACHIEVEMENT ROLL

The Principal’s Achievement Roll is intended to provide recognition for students who achieve continuous progress that is consistent with their ability. Students may receive this recognition if they do not satisfactorily complete the minimum levels required for promotion.

E. ADMINISTRATIVE OPTIONS:

1. School participation in the Honor Roll program for grades 1-3 is optional.

2. Participating schools may decide to publicize Honor Roll and Principal’s Achievement Roll recognition in a manner that is deemed most appropriate by the local school administration.
2. **GRADES 9-12:**

   A. **LEVELS OF RECOGNITION FOR ACADEMIC ACHIEVEMENT:**
   
   1. 4.0 Honor Roll
   2. 3.5 – 3.9 Honor Roll
   3. 3.0 – 3.4 Honor Roll
   4. Principal’s Achievement Roll

   B. **ADMINISTRATIVE PROCEDURES:**
   
   1. To recognize honor students for academic achievement, convert the percentage grade to a letter grade.
   2. Honor Roll for high schools will be acknowledged at the semesters only.
   3. Remember to use the honor grading scale.

   C. **PRINCIPAL’S ACHIEVEMENT ROLL:**

   The Principal’s Achievement Roll is intended to provide recognition for students who achieve continuous progress that is consistent with their ability. Students may receive this recognition if they do not satisfactorily complete the minimum levels required for promotion.

   **GRADE TAMPERING**

   No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

   Reasons which establish such just cause as might justify such non-teaching personnel's seeking to influence a student’s grade are as follows:

   1. Refusal to follow the guidelines stated in the Pupil Progression Plan
   2. Obvious mathematical error in averaging or assigning a grade

   **NOTE:** Grades given for conduct are not to be used when averaging grades for academics at any grade level.

   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

<table>
<thead>
<tr>
<th>EOC Achievement Level</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
</tr>
<tr>
<td>Fair</td>
<td>C</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>D or F</td>
</tr>
</tbody>
</table>

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

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

The End of Course test for Algebra I, Geometry, English II, English III, and Biology will count as 15% of the second semester cumulative grade.

IV. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, 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. A student who is a first-time 4th or 8th grader must score at or above the Basic achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the Approaching Basic achievement level on the other
(hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)

4. 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)

5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students’ IEPs. (Bulletin 1566 §701)

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

7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)

8. 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.

A student who meets BOTH of the following criteria MUST be referred to the School Building Level Committee at the end of the current school year:

a. Student was Retained, Administratively Placed, or received Placement with Intervention at the end of the current school year, AND

b. Student has not been referred within the last three years to the School Building Level Committee.

►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.

**Alternate Assessment Criteria for a Certificate of Achievement**

**Eligible students are those:**

- who have a disability under the criteria in the Pupil Appraisal Handbook.
- who have participated in alternate assessment.
- who have completed at least twelve years of school or have reached the age of twenty-two (not to include students younger than sixteen).
- who have met attendance requirements according to Bulletin 741.
- who have addressed the general education curriculum as reflected on the students’ IEP.
- whose transition planning has been completed and documented.
NOTE: The receipt of Certificate of Achievement does not limit a child’s continuous eligibility for services under IDEA unless the child has reached the age of twenty-two.

LEAP Alternate Assessment

The decisions to have a student participate in LEAP Alternate Assessment, Level 1 or Level 2 is an IEP Team decision, based on the established LEAP Alternate Assessment Participation Criteria. If the IEP Team has any reason to believe that a student should participate in LEAP Alternate Assessment, the team must complete the LEAP Alternate Assessment Participation Criteria Form. (Refer to forms section for the instruction and forms.)

On an annual basis, IEP teams must review and complete the LEAP Alternate Assessment Criteria to determine whether students are eligible for participation.

LEAP Alternate Assessment; Level 1 Grades 3-11
LEAP Alternate Assessment; Level 2 Grades 4-11

The students participating in LEAP Alternate Assessments will progress from one grade level to the next if they meet the following assurances:

• the student has met attendance requirements according to Bulletin 741;
• the student has completed 70% of his annual goals;
• the student qualified for alternate assessment as specified on the LEAP alternate assessment participation criteria form;
• the student must be age appropriate by September 30 in order to progress to next grade

<table>
<thead>
<tr>
<th>AGE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>8</td>
<td>3</td>
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<td>9</td>
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<td>12</td>
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</table>

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.)
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.)

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 that:

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the Pupil Performance Conference Committee (SBLC);
- the student has participated in both the spring and summer administration of the LEAP and has attended the summer remediation program offered by the LEA. (The student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* 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.)

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, the students’ scores at the *Basic* in the other, provided that the following criteria are met:

- the student scored *Approaching Basic* or above on the Science and Social Studies components of LEAP;
- the students had an overall 2.5 grade point average on a 4.0 scale;
- the student had a minimum 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 School Building Level Committee (SBLC);
- the student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participated 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 or earning Carnegie credit in English or mathematics.

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

After the summer retest, a school, 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 LEAP provided the following criteria are met:
The students may be promoted to the 9th grade, provided that he or she has scored at the **Approaching Basic** level on BOTH the English Language Arts and Mathematics components of LEAP, has attended the LEAP

- 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 LEAP.

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 Leap shall be made by the Tangipahoa Parish School System in accordance with the criteria listed below:

- retained again, OR

- administratively placed to 5th grade. He or she will be remediated in the area/s in which an Unsatisfactory was scored. When possible, these students will be remediated with 4T students.

- A student who has repeated 4th grade and who is 12 years old on or before September 30th may be promoted according to the Tangipahoa Parish School System Pupil Progression Plan.

- Any student who has repeated the 4th grade may be promoted only to the fifth grade. The Tangipahoa Parish School System may apply for a waiver from this part of the policy if its specific plan is presented to the Department of Education and the State Superintendent approves it.

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

- 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 LEAP **only one time**.

- The Tangipahoa Parish School System will not retain students more than once in grade 4.

►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.)

The student will be Placed with Intervention in the 5th grade. He or she will be remediated in the area/s in which an Unsatisfactory was scored. When possible, these students will be remediated with 4T students. Criteria for Administrative Placement will be used to determine placement.

►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.)

The Tangipahoa Parish School System, through its superintendent, must review student eligibility and 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 the spring or summer LEAP 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) in which the appeal is being considered.

- The student must have attended the LEAP summer remediation program.

- The student must have taken the LEAP retest given after the LEAP 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 School Building Level committee (SBLC) 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.)

First Time 4T Placement

A 4th grade student who scores Approaching Basic on the LEAP/CRT Spring Test and Summer Retest in English language arts and mathematics may be considered for Transitional Placement (4T), if the following criteria are met:

Meet all requirements for promotion from fourth grade as outlined in the local Pupil Progression Plan.

- Attend the In-School Remediation Program (Bridge)
- Attend the Summer Remediation Program
Some years more hours of remediation/subject maybe offered based upon State and District requirements.

The remediation programs combined would allow a student to receive up to 50 or more hours of remediation. A student must have 80 percent attendance of the number of hours offered.

A student placed in a 4T Transitional Placement would be allowed to take 5th grade courses in all subjects. The curriculum will be based on the state-level content standards.

**Students previously placed in 4T**
(These are students who have previously been in a 4T Placement)

A student who was placed in a Transitional Placement 4T previously and is repeating the grade must meet criteria for promotion to the 6th grade from the 4th transitional program.

- The student must be provided remediation in the subject area(s) on which the student scored below Basic on LEAP as well as instruction in the fifth grade curriculum;
- The student must score a minimum of Basic/Approaching Basic on English language arts and math and a minimum of Approaching Basic/Approaching Basic on the science and social studies fourth grade LEAP; and
- The student must have met all requirements for promotion from the 5th grade as outlined in the 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)

The student must attend the In-School Remediation Program (Bridge) and the Summer Remediation Program.

The remediation programs combined would allow a student to receive up to 50 or more hours of remediation. A student must attend 80 percent of the number of total hours.

**C. Elementary Program of Studies Requirements**

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

2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)

3. Each grade level, grades one through eight, shall teach the content subject areas outlined in Bulletin 741, ensuring strict adherence to the Louisiana Content
Standards and Grade-Level Expectations and the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)

4. Each LEA should adhere to the suggested and required minimum minutes for elementary grades. (Bulletin 741 §2313)

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 LEAP, list any additional requirements.

Based upon local school board policy, each teacher shall, on an individualized basis, determine promotion or placement of each student (Act 750, R.S. 17:24G) 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 (Act 754 regulations, subsection 443). Exceptional students participating in LEAP must be provided with significant accommodations as noted in the students’ IEP (refer to Bulletin 1566 page 7).

1. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or administrative staff members 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 teacher, “unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy as per R.S. 17:414.2.”

2. The Pupil Performance Conference Committee is a committee of professionals at each local school serving as a coordinating team to determine whether or not students assigned to that particular school should be administratively placed or placed with interventions at the next grade level (K,1,2,3,4,5,6, and 7 only) or retained (according to guidelines), or be vertically accelerated (according to guidelines). For student of grade 4 and 8 the committee must review student performance on the LEAP Spring Test/Summer Retest to determine promotion, retention, or placement options.

The Pupil Performance Conference Committee includes the following:

- Principal
- Homeroom Teacher
- Teacher or Counselor for the grade level above
- Parent/Guardian* (optional)
- Others as needed

*The parent/guardian shall be afforded the opportunity to attend the Pupil Performance Conference Committee meeting. However, the signature of the parent or guardian is required for vertical acceleration and retention (K-3).
Kindergarten Promotion Criteria:

A. Students must attend the minimum number of days per school session as established by Bulletin 741.
B. Attend school a minimum of 6 hours each day
C. Follow the program of studies as detailed in Bulletin 741
D. The first six weeks of school will be ungraded and will be marked on the report card as “readiness.”
E. Successful completion of kindergarten skills as determined by the Tangipahoa Parish Kindergarten Checklist. Students must score satisfactory in 28 of the 40 skills listed, which is 70%, or be recommended by the principal, to be promoted to the first grade. Students who fail to meet this criterion shall be referred to the Pupil Performance Conference Committee.
F. Every child, as a prerequisite to enrollment to any FIRST grade of a public school, shall meet one of the following criteria:
   1. Have attended a full day public or private kindergarten for a full academic year OR
   2. Have satisfactorily pass academic readiness screening administered by the school system at the time of enrollment for first grade.

First Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.
2. Attend school a minimum of 6 hours each school day, excluding recess and lunch
3. Follow the program of studies as detailed in Bulletin 741.
4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.
5. Major subjects are reading, mathematics, and English. All other subjects are considered minor. A student may fail two minors or English and still be promoted. If they fail English and a minor they fail. To successfully complete a course, a student must compile six points during the six six-week periods, with a minimum of three points earned during the last three six-week period.
6. When a minimum of three points was earned during the last three six-weeks, the session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing by the sum of six.
7. When a minimum of three points was NOT earned during the last three six weeks, a grade of F is to be recorded for the session grades.
8. Achieve an average of an absolute D (1.0) in mathematics course work. Session grade will be determined by adding the quality points on grades earned from the first through sixth six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-weeks period.

9. Achieve an average of an absolute D (1.0) in reading. Session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-weeks period.

10. A special education student whose Individualized Education Plan (IEP) specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Progression Plan Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. A regular education student whose Section 504 Accommodation Plan specifies instruction in the parish adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory.

12. Supplemental Reading Programs should not be used as the student’s primary reading grade.

13. Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

Second Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day, excluding recess and lunch

3. Follow the program of studies as detailed in Bulletin 741.

4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are reading, mathematics, and English. All other subjects are considered minor. A student may fail two minors or English and still be promoted. If they fail English and a minor they fail. To successfully complete a course, a student must compile six points during the six six-week periods, with a minimum of three points earned during the last three six-week period.

6. When a minimum of three points was earned during the last three six-weeks, the session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing by the sum of six.
7. When a minimum of three points was NOT earned during the last three six weeks, a grade of F is to be recorded for the session grades.

8. Achieve an average of an absolute D (1.0) in mathematics course work. Session grade will be determined by adding the quality points on grades earned from the first through sixth six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-weeks period.

9. Achieve an average of an absolute D (1.0) in reading. Session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-weeks period.

10. A special education student whose Individualized Education Plan (IEP) specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Progression Plan Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.

12. Supplemental Reading Programs should not be used as the student’s primary reading grade.

13. Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

Third Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day (exclusive of recess and lunch).

3. Follow the program of studies as detailed in Bulletin 741.

4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are reading, mathematics, and English. All other subjects which receive letter grades are considered minor. A student may fail two minors and be promoted. Session grades will be determined by adding the quality points of grades earned each six-weeks and dividing the sum by six (6).
6. When a minimum of three points was earned during the last three six weeks, the session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing by the sum of six (6).

7. When a minimum of three points was NOT earned during the last three six-weeks, a grade of F is to be recorded for the session grade.

8. Achieve an average of an absolute D (1.0) in mathematics. Session grades will be determined by adding the quality points of grades earned during each six-weeks and dividing the sum by six (6).

9. Achieve an average of an absolute D (1.0) in reading. Session grades will be determined by adding the quality points of grades earned during each six-weeks and dividing the sum by six (6).

10. Achieve an average of an absolute D (1.0) in English. Session grades will be determined by adding the quality points of grades earned during each six-weeks and dividing the sum by six (6).

11. A special education student whose Individualized Education Plan specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

12. A special education student whose Individualized Education Plan specifies instruction in the parish-adopted alternate mathematics program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP Committee shall reconvene to determine further accommodations to meet the student’s needs.

13. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.

Supplemental Reading Programs should not be used as the student’s primary reading grade.

Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.
Fourth Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day (exclusive of recess and lunch).

3. Follow the program of studies as detailed in Bulletin 741.

4. Major subjects are reading, mathematics, and English. All other subjects which receive letter grades are considered minor. A student may fail two minors and be promoted. To successfully complete a course, a student must compile six points during the six six-week periods, with a minimum of three points earned during the last three six-week periods.

5. When a minimum of three points was earned during the last three six-weeks, the session grade will be determined by adding the quality points of grades earned from the first through six six-weeks and dividing the sum by six (6).

6. When a minimum of three points was NOT earned during the last three six-weeks, a grade of F is to be recorded for the session grades.

7. Achieve an average of an absolute D (1.0) in mathematics course work. Session grades will be determined by adding the quality points of grades earned during each six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-week periods.

8. Achieve an average of an absolute D (1.0) in reading. Session grades will be determined by adding the quality points of grades earned during each six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-week periods.

9. Achieve an average of an absolute D (1.0) in English. Session grades will be determined by adding the quality points of grades earned during each six-weeks and dividing the sum by six (6), with a minimum of three points earned during the last three six-week periods.

10. A special education student whose Individualized Education Plan specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. A special education student whose Individualized Education Plan specifies instruction in the parish-adopted alternate mathematics program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP
Committee shall reconvene to determine further accommodations to meet the student’s needs.

12. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory.

Supplemental Reading Programs should not be used as the student’s primary reading grade.

Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

13. A student must meet the high stakes testing promotion criteria in addition to the policies listed above.

Policy Override – If a student passes the LEAP for the subject failed according to the state standards, the policy regarding the 3 point rule can be waived for that student.

Fifth Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day (exclusive of recess and lunch).

3. Follow the program of studies as detailed in Bulletin 741.

4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are reading, mathematics, English, science, and social studies. All other subjects which receive letter grades are considered minor.

6. A student must achieve an absolute D (1.0) in reading, mathematics and English. A student may fail science OR social studies AND one minor subject and be promoted. A student may fail two minors and be promoted. To successfully complete a course, a student must compile six points during the six six-weeks periods, with a minimum of three points earned during the last three six-weeks periods.

7. When a minimum of three points was earned during the last three six-weeks, the session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing the sum by six (6).

8. When a minimum of three points was NOT earned during the last three six-weeks, a grade of F is to be recorded for the session grade.
9. A special education student whose Individualized Education Plan specifies instruction in the parish adopted alternate reading program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

10. A special education student whose Individualized Education Plan specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish-adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.

    Supplemental Reading Programs should not be used as the student’s primary reading grade.

    Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

Sixth Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day (exclusive of recess and lunch).

3. Follow the program of studies as detailed in Bulletin 741.

4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are reading, mathematics, English, science, and social studies. All other subjects which receive letter grades are considered minor.

6. A student must achieve an absolute D (1.0) in reading, mathematics and English. A student may fail science OR social studies AND one minor subject and be promoted. A student may fail two minors and be promoted. To successfully complete a course, a student must compile six points during the six six-weeks periods, with a minimum of three points earned during the last three six-week periods.

7. When a minimum of three points was earned during the last three six-weeks, the session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing the sum by six (6).
8. When a minimum of three points was NOT earned during the last three six-weeks, a grade of F is to be recorded for the session grade.

9. A special education student whose Individualized Education Plan specifies instruction in the parish-adopted alternate reading program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

10. A special education student whose Individualized Education Plan specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.

Supplemental Reading Programs should not be used as the student’s primary reading grade.

Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

Seventh Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day (exclusive of recess and lunch).

3. Follow the program of studies as detailed in Bulletin 741.

4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are reading, mathematics, English, science, and social studies. All other subjects which receive letter grades are considered minor.

6. A student must achieve an absolute D (1.0) in reading, mathematics and English. A student may fail science OR social studies AND one minor subject and be promoted. A student may fail two minors and be promoted. To successfully complete a course, a student must compile six points during the six six-weeks periods, with a minimum of three points earned during the last three six-weeks periods.
7. When a minimum of three points was earned during the last three six-weeks, the session grade will be determined by adding the quality points of grades earned from the first through sixth six-weeks and dividing the sum by six (6).

8. When a minimum of three points was NOT earned during the last three six-weeks, a grade of F is to be recorded for the session grade.

9. A special education student who’s Individualized Education Plan specifies instruction in the parish adopted alternate reading program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

10. A special education student whose Individualized Education Plan specifies instruction in the State approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish-adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.

   Supplemental Reading Programs should not be used as the student’s primary reading grade.

   Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

Eighth Grade Promotion Criteria:

1. Students must attend the minimum number of days per school session as established by Bulletin 741.

2. Attend school a minimum of 6 hours each school day (exclusive of recess and lunch).

3. Follow the program of studies as detailed in Bulletin 741.

4. Students who are not administered a state CRT must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are reading, mathematics, English, science, and social studies. All other subjects which receive letter grades are considered minor.

6. A student must achieve an absolute D (1.0) in reading, mathematics and English. A student may fail science OR social studies AND one minor subject and be promoted. A student may fail two minors and be promoted. To successfully complete a course, a
A special education student whose Individualized Education Plan specifies instruction in the parish adopted alternate reading program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

10. A special education student whose Individualized Education Plan specifies instruction in the State adopted alternative program must achieve an absolute D (1.0) at the student’s current instructional level. Students who do not meet this criterion must be referred to the Pupil Performance Conference Committee. Additionally, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

11. Regular education students whose Section 504 Accommodation Plan specifies instruction in the parish-adopted multi-sensory instructional reading program should be entered as remediation grades on the report card, such as S-Satisfactory, N-Needs Improvement, or U-Unsatisfactory.

Supplemental Reading Programs should not be used as the student’s primary reading grade.

Students must achieve an absolute D (1.0) in the regular reading classroom that addresses the grade level expectations at the student’s current grade level.

12. The student must meet the high stakes testing promotion criteria in addition to the policies listed above.

Policy Override – If a student passes the LEAP for the subject failed according to the state standards, the policy regarding the 3 point rule can be waived.

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

An articulated elementary foreign language program for 30 minutes daily in Grades 4 through 8 shall be required for academically able students and shall be optional for others. An academically able student is defined as one who functioning at grade level as is determined by the local school system. For special education students identified in accordance with the Pupil Appraisal Handbook, the I.E.P. Committee shall determine the student’s eligibility to receive foreign language instruction provided the student is performing at grade level.
Explain the local definition of the term “grade level” or “on grade level.”

Functioning at grade level is defined as meeting three of the four criteria as listed below:
- Obtained an overall grade point average (GPA) of 2.5 or better the previous year in reading, mathematics, English, Science, and social studies.
- Completed the elementary foreign language course the previous year with a 2.0 or better grade average.
- Completed English the previous year with a 2.0 or better grade average.
- Completed reading, on grade level, the previous year with a 2.0 or better grade average.

List the model program sites.

Natalbany Elementary (Grade 4), Martha Vinyard Elementary (Grades 5 & 6), Nesom Middle (Grades 6, 7 & 8), Ponchatoula Junior High (Grades 7 & 8), Hammond Eastside Magnet (Grades 2-6), Southeastern Laboratory School (Grades 3-8), and Spring Creek (Grades 2-5).

List the designated subject area(s) for foreign language.

Subject areas that are designated for foreign language by the school board are Language Arts, Fine Arts, or Health and Physical Education.

If your LEA was granted a waiver from full implementation of the elementary foreign language program, include a copy of the approval letter in the appendix.

V. Promotion 9 – 12

A. Carnegie Credit Time Requirements

1. Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)
   a. 10,620 minutes for a six-period schedule;
   b. 9,103 minutes for a seven-period schedule; and
   c. 7,965 minutes for eight-period or 4 x 4 block schedules.
   d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
   e. For credit recovery courses, follow the policy in §2324 of Bulletin 741.
   f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

   ►List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.
**Ninth through Twelfth Grade Promotion Criteria:**

(1) **Attendance:**

   Students must attend the minimum number of days per semester as established by Bulletin 741.

(2) **Carnegie Units: Incoming Freshman 1997-2007 and Career Diploma Students**

   **Sophomore** 2nd year of high school with 5 units  
   **Junior** 3rd year of high school with 10 units  
   **Senior** 4th year of high school with 16 units  
   **Graduate** 23 units

   **Carnegie Units: Incoming Freshman 2008 and Thereafter**

   **Sophomore** 2nd year of high school with 6 units  
   **Junior** 3rd year of high school with 11 units  
   **Senior** 4th year of high school with 17 units  
   **Graduate** 24 units

**Proficiency Examination**

2323 A. High school credit shall be granted to a student following the student’s passing of a Proficiency Examination for the eligible course.

A Proficiency Examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

The testing instrument and the passing score shall be submitted for approval to the Bureau of Secondary Education, State Department of Education.

The course title, year taken, Pass or Fail (P/F), and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). M.P.S. (Minimum proficiency standards) must be indicated in the remarks column.

Students shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which they have completed.

Students shall not be allowed to take proficiency examinations in music, art, and health and physical education.
Any course in the General and Academic section of the program of studies is eligible other than the exceptions. Courses other than those listed may be approved by the Bureau of Secondary Education, State Department of Education.

Secondary Program of Studies

Students who score at the Unsatisfactory achievement level on the English Language component of the Grade 8 LEAP shall pass a high school remedial course in English Language Arts before enrolling in any course in the Secondary Program of Studies for English Language Arts.

For the 2001-2002 school year and thereafter, Reading I or Reading II may serve as the required high school remediation course for students promoted to 9th or 10th grade without passing the English Language Arts component of Grade 8 LEAP.

Students who score at the Unsatisfactory achievement level on the mathematics component of Grade 8 LEAP shall pass a high school remedial course in mathematics before enrolling in any course in the Secondary Program of Studies for Mathematics.

For the 2001-2002 school year, Introductory Algebra/Geometry may serve as the required high school remediation course for students promoted to 9th or 10th grade without passing the mathematics component of LEAP. When used as a remediation course, credit for this course may not be used to meet the mathematics graduation requirements.
**SCHOOL POLICIES AND STANDARDS MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION** (effective for Incoming Freshman 2008-2009 and Thereafter)

### LA CORE 4 CURRICULUM

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>4 UNITS</td>
<td>Shall be English I, II, III, IV</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>4 UNITS</td>
<td>Shall be Algebra I or Algebra I-Part 2, Geometry, Algebra II. The remaining mathematics units shall come from the following: Financial Math, Advanced Math - Pre-Calculus, Advanced Math -- Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or a locally-initiated elective approved by BESE as a math substitute.</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>4 UNITS</td>
<td>Shall be Biology and Chemistry. The remaining 2 science units shall come from 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 locally initiated elective approved by BESE as a science substitute.</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES</strong></td>
<td>4 UNITS</td>
<td>Shall be ½ unit of Civics or AP American Government, ½ unit of Free Enterprise, American History. One remaining unit shall come from the following: World History, World Geography, Western Civilization, or AP European History. One remaining unit shall come from: World History, World Geography, Western Civilization, AP European History, Law Studies, Psychology, Sociology, or African American Studies.</td>
</tr>
<tr>
<td><strong>HEALTH EDUCATION</strong></td>
<td>1/2 UNIT</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>1 ½ UNITS</td>
<td></td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td>2 UNITS</td>
<td>Shall be in the same foreign language or 2 Speech courses.</td>
</tr>
<tr>
<td><strong>ARTS</strong></td>
<td>1 UNIT</td>
<td>Shall be Fine Arts Survey, or 1 unit of Art, Dance, Music, Theatre Arts, or Applied Arts</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>3 UNITS</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 24 UNITS

**NOTE:** A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from the within the student's Area of Concentration for the fourth science unit, social studies unit and for the art unit.
SCHOOL POLICIES AND STANDARDS MINIMUM REQUIREMENTS FOR HIGH SCHOOL
GRADUATION (effective for Incoming Freshman 2008-2009 and Thereafter)

BASIC CORE

COURSES REQUIRED FOR STUDENTS WHO ARE GRANTED AN EXEMPTION FROM LA
CORE 4 AFTER COMPLETING TWO YEARS HIGH SCHOOL

ENGLISH 4 UNITS
English I, II, III, IV or Senior Applications in English

MATHEMATICS 4 UNITS
Algebra I (1 unit), Algebra I – Part I and Algebra I Part II (2 units), Geometry
The remaining units shall come from the following: Algebra II, Financial Math, Math
Essentials, Advanced Math – Pre-Calculus, Advanced Math – Functions and Statistics, Pre-
Calculus, Calculus, Probability and Statistics, Discrete Math, or a locally initiated elective
approved by BESE as a math substitute.

SCIENCE 3 UNITS
Biology,
1 unit from physical science cluster: Physical Science, Integrated Science, Chemistry I,
Physics I, Physics of Technology I
1 unit from the following: Aerospace Science, Biology II, Chemistry II, Earth Science,
Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and
Physiology, or an additional course from the physical science cluster.

SOCIAL SCIENCES 3 UNITS
American History, ½ unit of Civics or AP American Government, ½ unit of Free Enterprise,
1 unit from the following: World History, Western Civilization, World Geography, or AP
European History.

HEALTH EDUCATION 1/2 UNIT

PHYSICAL EDUCATION 1 ½ UNITS
Note: The substitution of JROTC is permissible.

EDUCATION FOR CAREERS OR
JOURNEY TO CAREERS * 1 UNIT
Shall include the minimum courses required to complete
a Career Area of Concentration*

ELECTIVES 7 UNITS

TOTAL: 24 UNITS
SCHOOL POLICIES AND STANDARDS MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION (effective for Incoming Freshman 2010-2011 and Thereafter)

CAREER DIPLOMA

COURSE REQUIREMENTS FOR STUDENTS AND PARENTS/ GUARDIANS CHOOSING TO FOLLOW THE CAREER DIPLOMA GRADUATION REQUIREMENTS

ENGLISH 4 UNITS
English I, English II
Two units 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, and Senior Applications in English.

MATHEMATICS 4 UNITS
Algebra I (1 unit), Algebra I – Part I, Algebra I – Part 2 (2 units)
The remaining units shall be from the following: Technical Math, Medical Math, Applications in Statistics and Probability, Financial Math, Math Essentials, Algebra II, Advanced Math – Pre-Calculus, and Discrete Math

SCIENCE 3 UNITS
Biology (1unit)
One unit from the following physical science cluster: Physical Science, Integrated Science Chemistry I, ChemCom, Physics I, Physics of Technology.
The remaining unit shall come from the following: 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, or an additional course from the physical science cluster.

SOCIAL STUDIES 3 UNITS
American History (1 unit), ½ unit of Civics, ½ unit of Free Enterprise
One additional unit from the following: American Government, Economics, Law Studies, Psychology, Sociology, African American Studies, Child Psychology and Parenthood Education.

HEALTH 1/2 UNITS

PHYSICAL EDUCATION 1 1/2 UNITS

CAREER AND TECHNICAL EDUCATION 7 UNITS
Education for Careers or Journey to Careers
6 Credits required for a career Area of Concentration 23 UNITS
High School Graduation Requirements

2319. B1 In addition to completing a minimum of 23 or 24 Carnegie Units of credit, the student must pass the required assessments to earn a high school diploma.

For incoming freshman prior to 2010-2011, students must pass the English language arts and the mathematics components of the Graduation Exit Exam (GEE) or the LEAP Alternate Assessment, Level 2 (LAA 2) and either the science or social studies portions of the GEE or LAA 2.

The English language arts and mathematics components of the GEE or LAA 2 shall first be administered to the students in the 10th grade. The science and social studies components of the GEE or LAA 2 shall first be administered to students in the 11th grade.

2319. B2 For incoming freshman in 2010-2011 and beyond, students must pass three End–of–Course test in the following categories:

i. English II or English III;

ii. Algebra I or geometry;

iii. Biology or American history

Students with disabilities that have passed two of the three required End-of-Course test and have exhausted all opportunities available through the end of 12th grade to pass the remaining component may be waived by the State Superintendent of Education if the Department of Education determines the student’s disability significantly impacts his/her ability to pass the End–of–Course test.

Remediation and retake opportunities will be provided for students who do not pass the test.

A student may apply a maximum of two (2) Carnegie units of elective credit toward high school graduation by:

- earning one (1) elective credit through remediation for 8th grade LEAP and one (1) elective credit through GEE/EOC remediation, or
- earning two (2) elective credits through GEE/EOC remediation.
Effective for the 2000-2001 school year and thereafter, a maximum of one (1) Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an 8th grade student who has scored at the Unsatisfactory achievement level on either the English Language Arts and/or the Mathematics component of the 8th grade LEAP provided the student:

- successfully completed specially designed elective(s) for LEAP remediation;
- scored at or above the Basic achievement level on those components(s) of the 8th grade LEAP for which the student previously scored at the Unsatisfactory achievement level.

2319 C. All city and parish school systems shall notify each student, and parents or guardians of the requirements of passing the Graduation Exit Exam or End of Course tests prior to the student's entering the 10th grade.

Upon their entering a school system, students transferring to any high school or a city or parish school system shall be notified by that system of the requirement of passing the Graduation Exit Exam or End of Course tests.

Graduating seniors will be dismissed two weeks prior to the last day of school.

Admission Requirements for Enrollment in Louisiana Public Post-Secondary Programs

Parents should contact a university’s admissions office or your high school guidance counselor for assistance.

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

One half (½) unit of credit may be awarded by the local school authority for all one unit courses listed in the academic course offerings according to the following guidelines:

1. A student who fails the first semester and passes the second semester with a session average of 1 point or better will receive full credit for a course.

2. A student who passes the first semester and fails the second semester will receive ½ credit for the first semester only, as allowed in Bulletin 741, Louisiana Handbook for School Administrators.

3. A student who fails the first semester and passes the second semester with a semester grade of “D” will receive ½ credit for a course.
4. If a student makes a semester grade of D in a course, the student may repeat the course on a semester basis. The course shall be the original course. (Example: Accelerated course must be retaken as an accelerated course.) The course cannot be retaken through summer school, correspondence courses, or at the Tangipahoa Parish School System PM High School. Students cannot transfer a repeated grade for that course from any other agency. The original grade earned is not to be deleted from the student’s transcript. Students may audit courses previously passed with approval of the administrator.

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 (revised 2012).

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 and Career 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 and beyond who are completing the Louisiana Core 4 Curriculum, and
   c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.

4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
   a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the Approaching Basic level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
      i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the Unsatisfactory level and must take the summer retest.
      ii. Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
      iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America’s Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:

(a) An academic catch-up component to address all the areas of student deficiency,
(b) An adult mentoring component with an emphasis on workforce awareness and readiness,
(c) Work awareness and work readiness skills component, and
(d) A work-based learning component, such as job shadowing/job exploration/paid internships.

b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)

➤ List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

Students who are enrolled in the Career Diploma pathway must meet the same requirements concerning behavior that are made for all other diplomas

➤ List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score Approaching Basic on either the math or English component of the eighth grade LEAP test.

Eighth grade students who score Unsatisfactory in either English language arts or mathematics and Approaching Basic in the other, after attending summer remediation and summer retake, who meet the 8th grade promotional criteria according to Pupil Progression (classroom grades and attendance), who are approved by the Pupil Performance Conference Committee can go to the high school campus under the Career Diploma pathway. These students must take the remedial class in the subject they scored Unsatisfactory.
5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)

6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2317 A.)

7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
   a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
      i. Students with disabilities identified under the Individuals with Disabilities Education Act shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student’s disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
   b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
      i. English II or English III
      ii. Algebra I or Geometry
      iii. Biology or American History
   c. Students with disabilities identified under the Individuals with Disabilities Education Act shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student’s disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Any student entering the ninth grade having scored Unsatisfactory in math and/or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the Unsatisfactory subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
a. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal’s office and shall be posted at all times.

2. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements, where appropriate.

a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student’s stated goals for one year after graduation.

b. Each student’s IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.

c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child’s schedule form and IGP for students in grades 8-12.

3. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

VI. Retention Policy

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

No student may remain in the same grade level for more than two years. Retentions are limited to once in K-3 (if parent appeal is granted) and one additional time in 4 – 8 for a maximum of two times in grades K – 8.

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

Retention: Grades K-8

Students in grades K – 3 shall not be retained. Students not meeting promotion requirements will be placed with intervention as monitored by the School Building Level Committee. If a parent wants to appeal the placement decision, they may follow the district’s appeal process.

Students who fail to meet the promotion criteria in grades 4-12 may be retained as approved by the Pupil Performance Committee.

Students may be retained once in grades 5 – 7 for failure of course and iLEAP as recommended by the pupil performance committee. Otherwise, students not meeting promotion criteria will be administratively placed or placed with intervention.

Students failing to meet the state’s promotion criteria on the LEAP test in grades 4 and 8 will be retained according to state guidelines.
Grades K-8 Administrative Placement

When a student fails to meet only the attendance criteria for promotion, they must be referred to the Pupil Performance Conference Committee to be considered for Administrative Placement. Waiver of attendance regulations must be approved by the Principal, where needed. The principal shall sign the waiver section on the End-of-Year Placement card. Any appeal of the Principal’s decision will be addressed by the Supervisor of Child Welfare and Attendance, where needed.

Grades K-8 Placement with Intervention

When a student fails to meet promotion criteria for academic reasons they may be placed with intervention as determined by the Pupil Performance Committee according to the guidelines above. If Pupil Performance Committee recommends Placement with Intervention the following is required in order for the student to be placed with Intervention.

1. The Pupil Performance Committee will meet with the parent and student at the end of the current school year. At this conference, a student plan will be outlined. If the parent does not agree to the plan, they have the right to appeal the placement decision.

2. The plan will consist of the following:

   - The student must be referred to the School Building Level Committee (SBLC) if they have not been referred in the last 3 years.
   - The student is required to attend an Extended School Year Program and/or Summer Tutorial Program if provided by the district. The student must have 90 percent attendance and show improvement as documented by the teacher.
   - During the first six weeks of the following school year, a parent conference is required as part of the SBLC process. During this conference, an Intervention Plan will be discussed. The accommodations and modifications which address the student’s needs are to be included in the plan.
   - Monthly parent/teacher conference will be required
   - If the student does not complete the summer program and/or the parent does not attend the conference during the first six weeks, the student may be placed back in the previous grade.

Notes: By the end of the first grading period of a school year, the students who received Placement with Intervention at the end of the preceding school year must be referred to the SBLC and have a Placement with Intervention form completed for the appropriate subject area of reading or mathematics. The accommodations and modifications which address the student’s needs are to be stated on the form. The form shall be completed by the student’s reading teacher or mathematics teacher as part of the SBLC process. Copies of the form shall be distributed as noted on the bottom of the form. If the student does not complete the summer program and/or the parent does not attend the conference during the first six weeks, the student will be placed back in the previous grade.
Grades 9-12*

- Attendance

- Competency test scores on the LEAP/CRT Graduation Exit Examination (as required for graduation by the State Department of Education)

- Number of units (See Section II - Promotion Policy)

- Retention in high school occurs if students do not achieve yearly minimum Carnegie units. High school students must achieve the following Carnegie units to be promoted to each grade classification.

**INCOMING FRESHMAN 1997-2007 AND CAREER DIPLOMA PATHWAY**

**Freshman** or 9th Grade – 0 - 4.5 units  
**Sophomore** or 10th Grade – 5 - 9.5 units  
**Junior** or 11th Grade – 10 - 15.5 units  
**Senior** or 12th Grade – 16 units minimum  
**Graduation** – 23 units minimum as approved by the state board of education

**INCOMING FRESHMAN 2008 AND THEREAFTER**

**Freshman** or 9th Grade – 0 - 5.5 units  
**Sophomore** or 10th Grade – 6 - 10.5 units  
**Junior** or 11th Grade – 11 - 16.5 units  
**Senior** or 12th Grade – 17 units’ minimum  
**Graduation** – 24 units minimum as approved by the state board of education

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

Students in K-3 are scheduled into intervention blocks of time. Records are kept on how many days of intervention a student receives in a program. Numerous programs are used to intervene in both mathematics and reading. Students that are promoted with interventions in 4th and 8th get interventions/remediation in computer labs and with teacher interventionist. Diagnostic testing is done to establish students’ needs and interventions are applied based on those results. Students’ progress should be monitored periodically between grading periods to determine the effectiveness of intervention. A list of programs available to students varies from school to school but they are all supported by the district.

**VII. Acceleration**

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

**K—8 Criteria:**

- The teacher and/or parent will make a request in writing by May 1, of the current year, to the school’s principal for the student to be considered for vertical acceleration in exceptional cases.
where a child is classified as gifted and/or has met exceptionally high intellectual functioning levels. (see question 2)

- The IEP Committee shall meet and consider the outlined criteria for acceleration
- If vertical acceleration is recommended by the committee after all data is considered, the principal shall submit the IEP or the Pupil Performance Conference Committee’s recommendations, along with the pertinent data, to the Central Office Review Committee no later than ten working days after the close of the school session.
- The Central Office Review Committee shall review the IEP or the Pupil Performance Conference Committee’s recommendation, along with all pertinent data, and render a final decision regarding placement within thirty calendar days of the close of the school session.
- The Central Office Review Committee shall notify the student’s parent(s) and the school’s principal regarding the final decision concerning placement.
- The Principal shall complete an End-of-Year Placement card and mark the area “Vertical Acceleration” and attach the card to the copy of the student’s final report card that is filed in the student’s cumulative folder.

9-12 Criteria:

A secondary student in a Tangipahoa Parish School may receive a high school diploma upon the satisfactory completion of units of high school credit as stated in Bulletin 741 - Louisiana Handbook for School Administrators, upon satisfactory completion of course work, attendance requirements, and a passing score on the LEAP/CRT Graduation Exit Examination. A student is eligible to receive a high school diploma regardless of the years spent in high school.

Advanced programs in English, mathematics, science, and social studies are offered for qualified students. Criteria for selection are test scores from previous years and teacher recommendation.

High school credit shall be granted to a student following the student’s passing of a Proficiency Examination for the eligible courses.

A Proficiency Examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

The testing instrument and the passing score shall be submitted for approval to the bureau of Secondary Education, State Department of Education.

The course title, year taken, Pass or Fail (P/F), and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). M.P.S. (Minimum proficiency standards) must be indicated in the remark’s column.

Students will earn credits if the following criteria are met:

1. Students will pass a test designed by a committee of the subject area teachers from the parish and approved by the Bureau of Secondary Education, State Department of Education.
2. Students will have the recommendation of the committee and the principal of the high school to receive credit.
(3) Students will not be allowed to take proficiency examinations in courses at a level below that which they have completed or in which they are enrolled.

**High School Credit for College Courses**
*( Applies to students attending college part-time)*

The granting of high school credit for college courses shall be limited to students who have earned 12 or more high school units of credit toward graduation.

These students shall be in attendance in at least one high school class while enrolled in college courses.

A student shall have at least a 3.0 average on a 4.0 scale for all high school courses taken.

2327 B The principal of the school shall approve the advanced offering to be pursued by the student in college.

2329 C The student shall have scored at least a minimum composite score of 25 on the ACT or a minimum of 23 in English or 25 in mathematics if pursuing those areas or have a SAT composite score of 1050 or have a score of 500 on the verbal portion or 560 on the mathematics portion of the SAT in the area to be pursued at the college level.

2327 E The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.

2327 F The high school administrator shall establish a procedure with the college to receive reports of the student’s class attendance and performance at six or nine-week intervals.

2327 G College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extracurricular activities governed by voluntary state organizations.

Students may participate in college courses and special programs during regular or summer sessions. High school credit for summer courses is subject to item standards listed above.

The course title, year taken, P/F (pass or fail) and unit of credit earned shall be entered on the **Certificate of High School Credits** (transcript). M.P.S. (Minimum proficiency standards) must be indicated in the remark’s column.

**Gifted**

Students in grades 9-12 who have been identified as gifted students by a multidisciplinary team as indicated in the **Pupil Appraisal Handbook** will be allowed dual-enrollment in high school and college provided the students have met the requirements as set forth in Bulletin 741 (as revised), Louisiana Handbook for School Administrators.
NOTE: Gifted is defined as students in grades 9-12 who have been identified as academically gifted by a multidisciplinary team as indicated in the Pupil Appraisal Handbook. This does not apply to those identified as talent: music, art, and/or theatre.

High School Credit for College Courses for Evaluated Gifted Students

Credit for college courses to this section shall be limited to gifted students who have met the evaluation criteria and have earned fewer than 12 Carnegie units.

Refer to Pupil Appraisal Handbook.

Secondary Students shall be in attendance in at least one high school class while enrolled in college classes.

An elementary or secondary student shall have at least a 3.0 cumulative average on a 4.0 scale for all subjects taken during the previous two years.

The student shall earn at least two or three college hours of credit per semester. A course, consisting of at least two hours, shall be counted as no more than one unit of credit toward high school graduation.

The school administrator shall establish a procedure with the college to receive reports of the student’s class attendance and performance at six or nine-week intervals.

College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extracurricular activities governed by voluntary State organizations.

After 12 Carnegie units have been earned; students shall follow standards that are identified in the Pupil Appraisal Handbook.

The course title, year taken, P/F (pass or fail) and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). M.P.S. (Minimum proficiency standards) must be indicated in the remark’s column.

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

In exceptional cases where a child is classified as gifted and/or has met exceptionally high intellectual functioning levels and it is determined that the student will benefit from vertical acceleration, the following procedures shall be used:

The student may receive vertical acceleration one time in grades K-7.

- The IEP Committee is involved in the decision making process
- The student being considered shall have been previously evaluated and classified as gifted per Bulletin 1508.
- The Pupil Performance Conference Committee and the students’ parents shall meet and consider the following criteria.
The student shall have scored at or above the 95th percentile in reading, mathematics, and language and have no other areas below the 85th percentile on a nationally normed test of academic achievement which has been administered or approved by the Tangipahoa Parish School System’s Testing Program. The parents will be responsible for all expense incurred for any testing which takes place outside the regular classroom setting.

**AND**

Intellectual maturity: The student shall have demonstrated an intellectual functioning level at or above the 95th percentile on a nationally normed test of academic aptitude or IQ which has been administered or approved by the Tangipahoa Parish School System’s Testing Program. The parents will be responsible for all expense incurred for any testing which takes place outside the regular classroom setting.

Physical maturity: The student shall fit within the physical range of the next grade level.

Social maturity: The student’s interests shall be basically the same as those of older students.

Emotional maturity: The student shall have a high degree of persistence, drive, and motivation for learning. He/she should be able to withstand frustrations inherent in addressing new, more difficult tasks.

Attendance: The student shall attend school regularly to achieve skills necessary for academic success.

Other student data: The committee shall utilize course grades, scores from nationally norm-referenced tests, scores from state criterion-referenced tests, and scores from the publisher’s basal series tests including End-of-Book Tests in reading and mathematics for the grade level to be skipped.

Other pertinent information which is submitted by any committee member shall be considered.

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

- Grade skipping is not applicable

▶ Describe any policies governing services for gifted students.

- K-8 gifted students receive instruction at a satellite location 1 day per week with a certified gifted instructor according to individual evaluation and individualized educational plan.
- In exceptional cases where a preschool child is classified as gifted, services will be provided by a certified, itinerate gifted instructor in the environment determined appropriate by the IEP team committee.
- Students in grades 9-12 who have been identified as gifted students by multidisciplinary team as indicated in the Pupil Appraisal Handbook will be allowed dual-enrollment in high school and college provided the students have met the requirements as set forth in Bulletin 741 (as revised), Louisiana Handbook for School Administrators.
- Gifted is defined as students in grades 9-12 who have been identified as academically gifted by multidisciplinary team as indicated in the Pupil Appraisal Handbook. This does not apply to those identified as talent: music, art, and or theatre.
A. Carnegie Credit for Middle School Students

1. Students who intend to take a GLE-based course for Carnegie credit in middle school should successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the LEA shall administer a test based on the eighth grade GLEs. The LEA shall publish in its Pupil Progression Plan the criteria for placement of students in the Carnegie credit course, one of which shall be the student’s performance on the eighth grade GLE test. Other suggested criteria include the student's performance in the seventh grade course, standardized test scores, and teacher recommendation. All policies regarding Carnegie credit for middle school students are found in Bulletin 741 §2321.

List the LEA requirements for placement of middle school students in Carnegie credit courses.

For a student to enroll in high school credit core courses at the Middle School three of the four criteria must be met in the seventh grade:

1. Score 55% or higher on a grade 8 GLE test in subject
2. iLeap score of “Basic” or higher in the subject
3. ITBS stanine of 6 or higher in the subject
4. Final report card average of “A” or “B” in subject

An elementary student shall be eligible to receive high school credit in courses listed in the program of studies provided that:

1. The time requirement for the awarding of a Carnegie unit is met.
2. The teacher is certified at the secondary level in the course taught, and
3. The student has mastered the set of standards of the course taken,

OR

4. The student has passed the credit examination/proficiency test in the subject taken, mastering the set standards for the course.

The school system may grant credit as a grade or Pass or Fail (P/F) basis.

The course title, year taken, grade earned and unit of credit shall be entered on the Certificate of High School Credits (transcript) for core subjects (math, English, science, social studies, and foreign languages).

The course title, year taken, P/F (Pass or Fail) and unit of credit shall be entered on the Certificate of High School Credits (transcript) for elective subjects.

H.S.C. (High School Credit) or C.E. (Credit Examination) must be indicated in the remark’s column.

B. 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.
a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).

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.

A secondary student may receive a high school diploma upon completion of the required Carnegie units of high school credit as stated in Bulletin 741. Upon satisfactory completion of course work, attendance requirements, and passing the required Graduation Exit Examinations, the student will be able to receive a high school diploma regardless of the years spent in high school.

Students may achieve this through dual enrollment, distance learning, attending the PM school, and may attend schools that have an 8 period day.

C. Accelerated Student Achievement Pathway Program

1. The Accelerated Student Achievement Pathway (ASAP) Program is an intervention process of the College and Career Readiness (CCR) Office. This process is designed to allow students the opportunity to accelerate the attainment of Carnegie units required for high school graduation.

► If participating, describe the components and requirements of the local ASAP Program.

Students may accelerate by Carnegie credits earned in middle schools, and taking additional credits through our virtual school. A committee is investigating other opportunities for offering an accelerated student achievement pathway.

VIII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.

2. R.S. 17:394–400 is the established legislation for the remedial education programs.

3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).
B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, the Graduation Exit Examination, 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 LEAP, 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 the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. 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 LEAP (English Language Arts and/or Mathematics) tests.

      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 LEAP tests or who failed to achieve the required level on LEAP.

      ii. All students with disabilities who participate in LEAP 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.

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

   c. Remediation shall be provided to students who score at the Unsatisfactory level on the LEAP Science and Social Studies tests.

   d. Remediation is recommended for 4th and 8th grade students who score at the Approaching Basic level on the LEAP Science and Social Studies tests.

   e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.
D. Local Program Development and Evaluation

1. In addition to any state guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the LEAP/CRT. The plan must describe how all students, including students with disabilities, will be provided remediation to overcome their educational deficits, as identified through the results of the LEAP/CRT.

► School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
  - At least 90% of the eligible students will participate in the LEAP school year intervention/remediation program.
  - Of the eligible students that participate in the LEAP school year intervention/remediation program, 50% will achieve the passing standard needed for Promotion to the 5th or 9th grade.

- Describe the criteria used to determine which 4th and 8th grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.

Students will be selected to receive remediation based on the following criteria:
1. Students repeating grades four and eight as a result of failing the LEAP test.
2. First-time 4th and 8th graders with Approaching Basic and/or Unsatisfactory scores on their 3rd and 7th grade iLEAP tests.

- Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

The district suggests that at each school, every effort should be made to have the pupil/teacher ratio as low as possible.

- 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?

According to the state mandated LEAP Remediation year program shall offer each eligible student a minimum of 20 hours per subject of intervention/remediation.

- Approximately when will the school year intervention/remediation programs begin in your district?

The Tangipahoa Parish School System will offer the minimum 20 hours per subject between the beginning of the school year and the spring LEAP testing. This is generally between October and March.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the school year intervention/remediation.
According to the LEAP Remediation Guidelines, remediation teacher shall be certified. Principals are encouraged to make every effort to select teachers who are certified in the area they are providing instruction.

- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

The district seeks to have a structured systematic LEAP remediation/intervention program which addresses the needs of the students. Instructional focus will be on the content standards, benchmarks, and grade level expectations. A variety of materials and resources are available for use including print materials, released test items, and online/software programs. When planning lessons, remediation/intervention teachers must address the needs of the students. Teachers need to analyze eligible students’ test data to determine which skills need to be addressed, prepare materials, and monitor students’ progress in the program. Remediation of skills must be documented on the teacher’s daily lesson plans, or a separate plan may be used for the remediation process.

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

Schools will be required to send home a letter developed by the district to the parents of all eligible students. This letter will provide information concerning the LEAP School Year Intervention/Remediation Program. It also includes a section for the parents to check if their child will or will not participate in the program. The principal/designee will collect all letters from eligible students and keep them on file.

- Describe how science and social studies remediation is implemented.

Individual schools are responsible for developing and implementing science and social studies remediation. A variety of resources are available for use including print materials, released test scores, and online/software programs.

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

Federal, state, and local funds will be used together to provide a quality remediation program by utilizing hand-on materials, technology hardware and software, and web resources which were purchased with a combination of funds from federal and state sources. These resources will be used to provide instruction that can meet the individual needs of each student in the program. Local funds will pay the electrical, custodial, and some of the administration costs.

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

Information will be collected from each school pertaining to attendance of eligible students and percentage of students achieving the passing standard needed for promotion to 5th and 9th grade.

►Summer Remediation Program

- List the objectives for your summer remediation program.

1. At least 80% of the eligible students will participate in LEAP summer remediation.
2. Of the total students who participate in the LEAP summer program parish wide, 40% will achieve the passing standards needed for promotion to the 5th and 9th grade on the summer LEAP retest.

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

The following 4th and 8th graders are eligible to participate in LEAP summer remediation:

- Students entering the 5th and 9th grades who did not take the spring LEAP test
- Students who fail to achieve the Basic/Approaching Basic combination on the spring LEAP tests
- Students who met the passing standard of Basic/Approaching Basic who need remediation in the subject on which they scored Approaching Basic (no summer retest is offered for this group of students)
- Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA2) (no summer retest is offered for this group of students)
- Nonpublic/home schooled students who fail to achieve the Basic/Approaching Basic combination on the spring LEAP test who do not test in the spring but who wish to prepare for the summer administration of LEAP.

- Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

The district suggests that at each school, every effort should be made to have the pupil/teacher ratio as low as possible. The recommended pupil/teacher ratio in grades four and eight summer remediation is 15:1 or less.

- 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 summer remediation program will begin as soon as the spring LEAP test results are received. Bridge hours will be offered between the release of the LEAP test results and the end of the regular school year. In combination with the bridge hours, the summer school schedule will be devised to complete the 50 hours program requirement per subject.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the summer remediation. Please be reminded that all teachers selected must be certified.

Remediation personnel shall be appropriately certified in the subject(s) they are teaching. In conjunction with the Human Resource Department, the principals at each school are responsible for hiring certified teachers to teach in the summer remediation program. Current teach certificates must submitted to the LEA for submission to the SDOE.

- Describe the materials and methodology to be used throughout the district in summer remediation.

Materials should include but are not limited to: LEAP Individual Student Reports, Tangipahoa Parish School System Individual Student Remediation Documentation Charts, State Content
Standards/Benchmarks/Grade Level Expectations for English Language Arts and Mathematics, print resources, online/software resources, Teacher’s Guide to State Assessments, and other supplies as funds are available.

Methodology:
1. Whole group, small group, flexible group, individual student, peer tutoring, or cross-age tutoring may be used in the remediation process.
2. Coordination of instruction for addressing the skill deficiencies will be conducted between the regular classroom teacher and the special program teachers, when applicable.

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

Schools will be required to send home a letter developed by the districts to the parents of all eligible students. This letter will provide information concerning the LEAP Summer Remediation Program. It also includes a section for parents to check if their child will or will not participate in the program. The principal/designee will collect all letters from eligible students and keep them on file.

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

Federal, state and local funds will be used together to provide a quality remediation program by utilizing hand-on materials, technology hardware and software, and web resources which were purchased with a combination of funds, from federal and state sources. These resources will be used to provide instruction that can meet the individual needs of each student in the program. Local funds will pay the electrical, custodial, and some administrative costs.

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

Information will be collected from each school pertaining to attendance of eligible students and percentage of students achieving the passing standard needed for promotion to 5th and 9th grade.

►GEE, LAA 2, and EOC Remediation

- Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:

  - Program Description
    - Student selection criteria

  The Remedial Education Student Profile provided by the State Department of Education shall be used by the Tangipahoa Parish School System to identify all students who are eligible for remediation as follows:

1. Any public secondary student, including special education students who do not meet the performance standards established by the Department of Education and approved by the State Board, as measured by the Louisiana Educational Assessment Program Criterion-Referenced Tests, shall be eligible to receive remedial education (R.S. 17:397)
2. The failure of Special Education students to achieve performance standards on the state criterion-referenced test does not qualify such students for extended special education programs. (Board Policy)

- **Pupil/Teacher ratio**
The pupil/teacher ratio is recommended not to exceed 15:1 during the summer remediation program.

- **Instructional time**
High schools will offer remediation to eligible students during the school day during the regular school year. The Tangipahoa Parish School System will not offer remediation instruction during a Carnegie unit class other than an remediation elective.

The district may offer a secondary summer remediation program to all eligible students that will include instruction in English, science, social studies, and mathematics based on the State Content Standards, grade-level expectations, and the rigor of the test. Summer remediation will be offered in each subject for up to 24 hours prior to summer re-test.

- **Selection criteria for teachers and/or paraprofessionals**
Remediation classes during the regular school year and the summer session will be taught by certified, highly qualified instructors.

- **Materials and methodology to be used**
The district and/or school will provide instructional materials to be used by students enrolled in remediation classes. Materials will include supplemental instructional items such as practice tests, software, teacher resources, and student workbooks in a variety of areas related to mathematics, English language arts, science, and social studies. Remedial methods and material shall supplement and reinforce those methods and materials used in the regular program.

- **Program type – Examples**
  - Remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
    - Remediation courses will be taught during the regular school day for elective credit.
    - A summer remediation program may be offered.
    - Additional remediation opportunities may be offered by individual high schools

- **Documentation of students’ and parents’ refusal to accept remediation**
Any student/parent/guardian that refuses to accept LEAP/CRT remediation must have three copies of a formal statement signed by the student and the student’s parent (s). The three copies will be disseminated as follows:
  - Original copy: filed in the student’s cumulative folder
  - Second copy: filed in the student’s remediation folder
  - Third copy: sent to the Central Office designee for LEAP/CRT remediation

- **Plan for coordination of state, federal, and local funds for remediation**
Federal, state and local funds will be used together to provide a quality remediation program by utilizing hand-on materials, technology hardware and software, and web resources which were
purchased with a combination of funds, from federal and state sources. These resources will be used to provide instruction that can meet the individual needs of each student in the program. Local funds will pay the electrical, custodial, and some administrative costs.

- Evaluation plan for documenting evidence of achievement/growth of students
  The district will review the success of its remediation program by evaluating results of the GEE/EOC retests. This data will be collected through individual student profile cards and results released from the State.

IX. Alternative Schools/Programs/Settings

A. Definition

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

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

Students are assigned to the alternative program by Child Welfare and Attendance through the approved Step VI due process hearing.

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

Students assigned to an alternative program will participate in the district’s Alternative Educational Solutions Program (AESP). Courses will be completed by students online with support provided by teachers. There will be weekly check-ins as well as proctored tests. Students will be assigned to the program by Child Welfare and Attendance.

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

The term “adult education” means service or instruction below the post secondary level for individuals:

1. who have attained 16 years of age;
2. who are not enrolled or required to be enrolled in secondary school under state law; and
3. who –
   a. lack sufficient mastery of basic educational skills to enable the individual to function effectively in society
   b. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
   c. unable to speak, read, or write the English language.

Requirements for Taking the General Educational Development GED Test

A student shall be 17 years of age or older to be authorized to be administered the General Educational Development (GED) Test. A student who has attained the age of
16 and qualified to take the GED Test may request an age waiver from the local school Superintendent if one or more of the following hardships exist and if the appropriate documentation is on file at the local school board office:

- pregnant or actively parenting;
- incarcerated or adjudicated
- chronic mental or physical illness
- institutionalized or living in a group setting, and
- Economic and/or family hardship

The local school superintendent or his/her designee may approve the request without requesting action from the State Board of Elementary and Secondary Education (SBNSE). Such local action must occur prior to a qualified 16 year old student taking the GED Test. If the request for an age waiver is denied at the local level, a student may request the waiver from the Department of Education for approval by the SBESE with documentation of reason for denial at the local level.

All other requests of age waivers because of hardships not listed above must be approved by the SBESE prior to the students’ taking the GED Test. Individuals 15 years of age and below shall not be permitted to take the GED test under any circumstances.

**GED Testing**

To qualify for General Educational Development (GED) Test, an individual shall be 19 years of age or above. Individuals between 17-18 years of age or 16 years of age with an approved age waiver may qualify for the General Educational Development (GED) Test by taking the Official Half-Length GED Practice Test and scoring a minimum of 410 on each part with an average score of 450. State-approved adult education sites of instruction shall certify qualifying scores on the Official GED Practice Test.

**B. Connections Process**

1. Connections is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age by September 30th and 2 or more grade levels behind are eligible to enter the process.

   ► Describe the local process for placing students in the Connections Process.

Connections program is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age by September 30th (beginning in 2011) and 2 or more grade levels behind are eligible to enter the process. Current Pre-GED/Options will move into an appropriate exiting pathway pending committee review. Students who meet the above criteria will be offered this program by their school Pupil Performance Committee. The student will be placed in the curriculum at their middle school.

   ► Describe the components and requirements of the local Connections Process.

The program will consist of testing for skills level, orientation piece for students and parents, mentoring, monitoring, interventions and intensive remediation, career exploration, high school readiness and an opportunity to earn Carnegie units. Students will after one year move into an exit pathway.
X. Other Policies and Procedures

A. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student’s placement, K-12. Each record shall be maintained as a part of the student’s cumulative file.

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

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

►Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.

a. The Tangipahoa Parish School System shall maintain permanent records of each student’s placement. The permanent cumulative record is the official record which follows the student through school in grades K-12.

b. Records and Reports that relate to pupil progress include:

   - Cumulative card which includes family information, birth date, course grades, attendance, promotion information, grouping or placement information, birth certificate number and social security number. There should be only one cumulative card on file per student and that card shall contain all required information pertaining to that student. In cases where two or more cumulative cards exist on the same student, all information shall be consolidated on one card. Care must be exercised to ensure that the transfer of information is accurate. If additional space is needed, an additional card may be attached.

c. Registers (K-12) which include course grades for the grading periods

d. Grade Sheets (9-12) which include course grades for the grading period
e.  Report Card (K-12) which are sent home each grading period

f.  Individual student folders which contain the following items:
   - Proof of Residence
   - Birth Certificate – a copy of the original birth certificate
   - Social Security Card – a copy of the original social security card
   - Home Language Survey – completed by the parent/guardian
   - English Proficiency Test booklets for students whose Home Language Survey indicated a first language learned one other than English
   - Report Cards – the school copy
   - Developmental Reading Assessment – Grades 1-3
   - Dyslexia Screening
   - Information regarding student placement
   - A copy of the letter informing the parent of either the placement of the student in, or the removal of the student from, either a compensatory or a remedial program
   - A copy of the parent’s written consent for either the student to be placed in, or removed from, an alternative to regular placement
   - Information on the outcome of student participation in remedial and alternative programs
   - Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the rehabilitation Act of 1973
   - Refusal of Limited English Proficiency (LEP) services – Parent letter
   - Refusal of the LEAP Remediation Program – Parent letter
   - Scores of the LEAP test, state or locally adopted Criterion-Referenced Tests, Norm-Referenced Tests, Kindergarten Screening Instrument.
   - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion
   - A copy of the Notification of Retention / Due Process Letter which is mailed to the parent/guardian
   - LEAP Remediation Folder
   - Section 504 Information

Career Option Act 1124 Information

B. 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:

   o Regular education students

Due Process procedures related to retention are given below and must be followed in sequential order. Any appeal of the decision made in relation to this procedure will revert to the Parish and/or special programs due process/grievance procedures.

1. A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends or holidays) of notification of retention or failure
of a course. If official notification is given through the postal service, two (2) additional days shall be given to ensure delivery.

2. The school principal will act on the appeal with two (2) operational days after receipt of the written request.

3. The principal will be responsible for notifying the parent(s) or legal guardian, in writing at the time that the decision is rendered.

4. Any appeal beyond the school principal must be submitted in writing within five (5) operational days to the Assistant Superintendent of Curriculum and Instruction for review by the Central Office Review Committee. A copy of the principal's written decision must accompany the letter requesting further appeal. The mailing address is: 59656 Puleston Road, Amite, Louisiana 70422.

5. Records related to the student’s retention must be forwarded to the central office when there is an appeal.

6. The Central Office Review Committee will act on the appeal within ten (10) operational days after receipt of the written request. A final decision will be rendered at this hearing.

7. The Parish Superintendent or the Assistant Superintendent of Curriculum and Instruction will notify the parent(s) or legal guardian of this decision in writing within three (3) operational days.

8. Any appeal beyond the hearing with the Central Office Review Committee will revert to Step Three of the Parish and/or special program due process procedures.

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**Students with disabilities**

1. The Tangipahoa Parish School System shall provide a specific due process procedure in order to ensure that the rights of exceptional children and their parents are protected. Such procedure is set forth in Bulletin 1706.

2. In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

3. The School System shall make all reasonable efforts to resolve informally any on-going disputes regarding the Evaluation Process, Placement Decisions, and Individual Education Plans.

4. If the dispute cannot be resolved informally, a hearing may then be initiated. A hearing may be requested any time there is a disagreement between school personnel and parents after the child is initially identified or suspected of having exceptionality. The impartial hearing provides an opportunity for the school system and the parents to present evidence before an unbiased individual who then, on the basis of the evidence presented, resolves the dispute before them.

5. Implementation and placement must take place within ten (10) days after a final decision by a hearing officer, BESE, or a court.

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**Section 504 students**

**Due Process for Section 504 of the Rehabilitation Act of 1973**

**Section 504/ADA Grievance Procedure**

The Tangipahoa Parish School Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by The Americans with Disabilities Act (ADA) and by THE OFFICE FOR CIVIL RIGHTS regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (20 U.S. C. 794). Section 504 states, in part, that “no otherwise qualified disabled individual shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be
subjected to discrimination under any program or activity receiving federal financial assistance.

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

Complaints shall be addressed to:
Renee' Durio, Section 504
Resource Teacher for Students with Special Needs
Tangipahoa Parish School System
59656 Puleston Road
Amite, Louisiana 70422
1-985-748-2477

a. A complaint shall be filed in writing, contain the name, address and telephone number of the person filing it as well as that person's relationship with the School Board (i.e., employer, parent, student, etc.), and briefly describe the alleged violation of the regulations. If the person filing is different from the complainant, the name of the individual who is the subject of the alleged Section 504 shall be given, this person's address and telephone number, and the identification of the school the individual is associated with shall be part of the descriptive narrative.

b. A complaint must be filed within thirty (30) calendar days after the complainant, or the individual formally filing said complaint, becomes aware of the alleged violation, otherwise the complainant waives his/her right of action. The only exception would be if mitigating circumstances exist such as lack of knowledge, fraud, or duress, in which case an equitable amount of time shall be allowed on a case by case basis.

c. An investigation, as may be appropriate, will follow a filing of complaint. The investigation will be conducted by the Resource Teacher for Students with Special Needs. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit written evidence relevant to a complaint. All written evidence, whenever received, shall be stamped as of the date received and shall be made available to all parties to the complaint.

*Under THE OFFICE FOR CIVIL RIGHTS regulations, the Tangipahoa Parish School Board need not process complaints from applicants for employment or from applicants for admission to post-secondary educational institutions.

*d. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the Resource Teacher for Students with Special Needs and a copy forwarded to the complainant no later than fifteen (15) working days after its filing.

e. The Resource Teacher for Students with Special Needs will maintain the files and records of the Tangipahoa Parish School System relating to the complaints filed.

f. The complainant can request a reconsideration of the case in instances when he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) working days to:

Mr. Thomas Bellavia
Assistant Superintendent
Mr. Bellavia shall enter a written decision within fifteen (15) working days of the receipt of the complete file. The **STANDARD OF REVIEW** for the appeal shall be that of arbitrary and capricious, that is, the review officer shall not take new evidence, but shall judge the initial hearing officer’s decision only as to whether or not he/she had a valid objective reason for his/her decision and that his/her decision was fairly arrived at considering all equal protection ramifications.

g. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person’s pursuit of other remedies such as the filing of a Section 504 complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

These rules will be construed to protect the substantive rights of interested persons, meet appropriate due process standards and assure that the Tangipahoa Parish School Board complies with Section 504 and its implementing regulations.

C. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).

2. Local criteria for K-12 must supplement the content standards approved by the BESE (R.S. 17:24(G)).

3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan (R.S. 17:24.4(E) and (G)).
D. Other Policies and Procedures

Each LEA shall have policies and procedures that address, but are not limited to, the following (Bulletin 741 §337):

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;

2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;

3. the operation of special departments and special programs in each school;

4. the admittance of students to and the dismissal of students from special educational programs;

5. the exclusion of students with communicable diseases and their readmittance following their recovery (refer to §1131);

6. the control of communicable problems, such as lice and scabies (refer to §1131);

7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;

8. the administration of medication in schools (refer to §1129);

9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);

10. the disciplining of students with disabilities (refer to §131.);

11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;

12. the use of school buildings outside of regular school hours;

13. student access to the Internet (refer to §1709);

14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);

15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;

16. the prohibition of teachers from using a parent’s refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or
evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;

17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
   a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
   b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;

18. the implementation of §2304 Science Education;

19. the school assignment of students in foster care (refer to §1109);

20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);

21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);

22. the physical abuse of public school teachers and other school employees by students (refer to §521);

23. the collection of student biometric information (refer to §1149);

24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;

25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and

26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities)

► Include policies related to these requirements in this document, if the PPP is the appropriate location for the policies and procedures.
Instructional Time Guidelines

### Instructional Minimum Time Requirements for PRE-Kindergarten

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Directed Activities</td>
<td>25% - 35%</td>
</tr>
<tr>
<td>(Indoor and outdoor, whole and small group)</td>
<td></td>
</tr>
<tr>
<td>Child Initiated Activities</td>
<td>35% - 45%</td>
</tr>
<tr>
<td>(Indoor and outdoor learning centers)</td>
<td></td>
</tr>
<tr>
<td>Snack and Restroom Time</td>
<td>10%</td>
</tr>
<tr>
<td>Rest Periods</td>
<td>20%</td>
</tr>
</tbody>
</table>

The goal of pre-kindergarten instruction shall be to improve academic readiness, individual development skills, and social skills.

*The above suggested minimum time requirements shall be flexibly scheduled to meet the developmental needs of young students. Because transition times are teacher-directed, they shall be included as teacher-directed activities. Schools providing pre-kindergarten programs shall offer a curriculum that is developmentally appropriate and informal in nature.

### Instructional Minimum Time Requirements

#### Kindergarten

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
<th>Percentage of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Directed</td>
<td>144</td>
<td>40%</td>
</tr>
<tr>
<td>Student Initiated Activities</td>
<td>126</td>
<td>35%</td>
</tr>
<tr>
<td>Learning Centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack and Restroom</td>
<td>36</td>
<td>10%</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rest Periods</td>
<td>54</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td>360 minutes</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Kindergarten shall be informal in nature with teacher-directed and student-initiated activities; it shall be planned to meet the developmental needs of young students. The above mentioned time requirements shall be flexibly scheduled to meet the developmental needs of young students.

### First through Eighth Grade

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Periods per Week</th>
<th>Minimum Time</th>
<th>Refer to Bulletin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>5</td>
<td>165</td>
<td>1588</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>60</td>
<td>1609</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>45</td>
<td>1613 1601</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td>30</td>
<td>1596 1597</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
<td>30</td>
<td>1596 1597</td>
</tr>
<tr>
<td>Music, Arts, and Crafts</td>
<td>5</td>
<td>30</td>
<td>1586 1591</td>
</tr>
<tr>
<td>Increase of Instructional Time</td>
<td>5</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
a. Grades 1-8 shall adhere to the following minimum time requirements per subject area regardless of the organizational pattern of the school.

b. For grades pre-kindergarten through grade 12, the minimum school day shall include 360 minutes of instructional time, exclusive of recess, lunch, and planning periods.

c. The minimum instructional day for a full day pre-kindergarten and kindergarten program shall be 360 minutes.

d. The above minimum time requirements shall apply to all students performing at or above grade level in language arts and mathematics. Subject to review and approval of the principal, teachers may vary the daily schedule for the various subject time requirements as long as the weekly aggregate of time for each subject is in accordance with the above.

e. For students performing BELOW grade level in language arts or mathematics, teachers may increase the daily/weekly instructional time in language arts or mathematics by reducing instructional time in other subjects.

f. English as a Second Language may be offered as a part of Language Arts.

g. An articulated elementary foreign language program for 30 minutes daily in Grades 4 through 6 shall be required for academically able students and shall be optional for others. See section III B 4 for additional information regarding foreign language.

<table>
<thead>
<tr>
<th>SUBJECT AREAS</th>
<th>PERIODS</th>
<th>MINIMUM TIME</th>
<th>REFER TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE ARTS</td>
<td>5</td>
<td>110</td>
<td>1795</td>
</tr>
<tr>
<td>MATHEMATICS/INTRO TO ALGEBRA</td>
<td>5</td>
<td>55</td>
<td>1609</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>5</td>
<td>55</td>
<td>1802</td>
</tr>
<tr>
<td>(American Studies, Grade 7)</td>
<td></td>
<td></td>
<td>1604</td>
</tr>
<tr>
<td>(Louisiana Studies, Grade 8)</td>
<td></td>
<td></td>
<td>1605</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>5</td>
<td>55</td>
<td>1614</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION OR</td>
<td></td>
<td></td>
<td>1596</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION AND ELECTIVE/EXPLORATORIES</td>
<td></td>
<td></td>
<td>1597</td>
</tr>
<tr>
<td>INCREASE OF INSTRUCTIONAL TIME</td>
<td></td>
<td>30</td>
<td>360 Minutes</td>
</tr>
</tbody>
</table>

GRADE 7 & 8
(6-Period Day Option)
Electives for a 6-Period Option:

1. Electives/exploratory may be offered on alternate days with Health and Physical Education for the entire year, provided an equal number of days is given to each subject.

2. Electives/exploratory may be offered five periods per week for one semester and Health and Physical Education for five periods per week for one semester.

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GRADE 7
(7-Period Day Option)

<table>
<thead>
<tr>
<th>SUBJECT AREAS</th>
<th>PERIODS</th>
<th>MINIMUM</th>
<th>REFER TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERIODS PER WEEK TIME BULLETIN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE ARTS 5 100 1795</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS/INTRO TO ALGEBRA</td>
<td>5 50</td>
<td>1609</td>
<td>1802</td>
</tr>
<tr>
<td>SOCIAL STUDIES 5 50</td>
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<td>1604</td>
<td>1605</td>
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<tr>
<td>(American Studies, Grade 7)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(Louisiana Studies, Grade 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE 5 50</td>
<td></td>
<td>1614</td>
<td>1643</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION 5 50</td>
<td></td>
<td>1596</td>
<td>1597</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION AND ELECTIVE/EXPLORATORIES 5 50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INCREASE OF INSTRUCTIONAL TIME 30</td>
<td></td>
<td>380 Minutes</td>
<td></td>
</tr>
</tbody>
</table>

It is strongly recommended that local school systems choose the 7-period day.
Grades 7 and 8 (including grade 6 when grouped with grades 7 and 8) may offer electives from the following:

- Reading
- Mathematics
- Writing
- Science
- Social Studies
- Exploratory Agriscience
- Exploratory Technology Education
- Construction
- Manufacturing
- Communication
- Transportation
- Production
- Exploratory Homemaking
- Art
- Foreign Languages
- Instrumental or Vocal Music
- Keyboarding/Typing
- Speech
- Computer Literacy/Computer Science

In Exploratory Technology Education, the minimum time for any cluster is six weeks. Maximum time allowed in a cluster is 36 weeks. All areas in each cluster should be taught.

Grade 6 may adhere to the grade 7 and 8 schedules only in organizational patterns which includes grades 7 and 8.

Choice of electives/exploratories may be altered during the year and/or semester. Additional electives/exploratories may be offered with the approval of the State Department of Education.

Exploratory courses (electives offered for less than a full semester) may be taught by any elementary or secondary certified teachers qualified to teach that grade level.
Diploma Endorsement Policy Changes

Career Technical Endorsement

2007-2008
Instead of completing the 90 hours of work-based learning, a student may complete a Senior Project related to the student’s area of concentration.

2008-2009
Students must score 20 on the ACT or the state average (whichever is higher) or achieve the Silver Level on the WorkKeys Assessment.

2009-2010
Students must 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:
- 1 Approaching Basic, 1 Mastery or Advanced, Basic or above in the remaining two
- 2 Approaching Basic, 2 Mastery or above

2010-2011
Students shall meet the course requirements for the LA Core 4 Curriculum.

Academic Endorsement

2007-2008
The new TOPS Core Curriculum for an additional math or science replaces the Academic Endorsement requirement of an additional math, science or social studies.

2010-2011
Students shall complete the LA Core 4 Curriculum with the following exceptions:
- The fourth math requirement must be one of the following: Advanced Math I, Advanced Math II, Pre-Calculus, Calculus, Probability and Statistics, or Discrete Math.
- One advanced science is required from the following: Biology II, Chemistry II, Physics, or Physics II
- Two units of foreign language in the same language are required.

Credit Recovery Policy

Proficiency Exam Policy Change

Students who have previously taken and failed a course can now earn credit by passing a proficiency exam. The results of the proficiency exam are recorded on the student’s transcript as Pass (P) or Fail (F). This may be an option for students who have mastered the content of a course but failed due to excessive absences.

Recovering Instructional Time

Additional instructional time can be provided for students who have excessive absences or who are in danger of failing a course after regular school hours. The make-up sessions must be completed before the end of the current semester, and all other policies must be met.
Credit Recovery Programs

The new credit recovery policy allows districts to develop credit recovery programs that are self-paced and competency-based. To earn credit through a credit recovery program, students must have previously failed the course. The students must meet the instructional time requirement through the combination of the previous course and the credit recovery course. Computer-based programs may be used if they are provided in a classroom setting with a secondary certified teacher facilitating the class. All courses must be aligned with state content standards and Grade-Level Expectations. A teacher certified in the content area must provide instruction for content not covered by the computer-based programs.

One of the following criteria must be met for students to receive credit for a credit recovery course:

- The student successfully completes the course requirements for a computer-based credit recovery program approved by the DOE;
- The student passes a final exam approved by the DOE.

The Department will develop a process for approving the computer-based credit recovery programs. For the 2007-2008 school year, all districts with credit recovery programs should submit proficiency exams for approval. The following recommendations should facilitate the approval process for the proficiency exams:

- Exams must be aligned to Grade-Level Expectations if applicable, and the GLE for each test item must be identified.
- Approximately 20% of the exam should be open response.
- The e-mail address and phone number of the contact person for each exam must be included. This will facilitate the process for revisions to the exam, if needed.
- An answer key and the passing score for each exam must be included.
- The exams should be submitted two weeks before the date of administration. The time for approval will depend on revisions needed.

Exams should be submitted to Nancy Beben, Supervisor of Middle and Secondary Standards.
SCHOOL ADMISSIONS*

The Tangipahoa Parish School Board shall require all children, including kindergarten, who wish to enroll in public schools of the parish to meet pertinent eligibility requirements.

No student may be excluded from the appropriate school within the school district except by due process or failure to meet specifications of Board policies. The Board fully recognizes that providing equality of educational opportunities for all children requires objectivity. The Board is equally concerned that all admission policies adhere strictly to applicable legal requirements, e.g. health-related standards.

ADMISSION REQUIREMENTS

1. BIRTH CERTIFICATE - first time entry into school and all transfers

   The Board shall require all children to present their official birth certificate to the school principal in order to be registered for the school in this parish. A copy of the certificate will be placed in the student’s cumulative folder as a permanent record. Only records for an official register of vital statistics will be accepted.

   If no birth certificate is presented at the time of registration, the application for an official birth certificate will be made available in the school office. Parents/guardians must pay the required fee and the school must mail the application to the Bureau of Vital Statistics for the parent. A copy of the application must be placed in the student’s cumulative folder until a copy of the official birth certificate replaces the application copy. If no birth certificate is presented or no application for the birth certificate is completed by the parent, the student will not be registered for school. The principal should forward notification to the Child Welfare and Attendance Officer.

   A copy of the birth certificate must remain in the student’s cumulative folder throughout the student’s school life.

2. IMMUNIZATION REQUIREMENTS - first time entry into school and all transfers

   All persons entering a school in Tangipahoa Parish for the first time, including pre-school, kindergarten, elementary and secondary, at the time of registration or entry shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to a schedule approved by the office of public health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress. A current immunization record as documented on a Health Department MCH 14 Immunization Certificate is the preferred record of documentation for the Tangipahoa Parish School System.

   School principals and all teachers, including kindergarten, shall be responsible for checking student’s records to assure that the provisions of this section are enforced.

3. SOCIAL SECURITY CARD

   The Board shall require all children, including kindergarten, to present an original social security card at the time of registration. A copy of the social security card will be placed in the student’s cumulative folder as a permanent record. The social security number will be applied to all documents and permanent records pertaining to each individual student as a method of identification. The social security number will be the student identification number.
If no social security card is presented at the time of registration, an application for a social security card will be made available in the school office and a state identification number shall be assigned to the student. A notice will be placed in the student’s cumulative folder that the application was made available to the parent. This notice will remain in the student’s cumulative folder for up to thirty (30) days when it must be replaced with a copy of the original social security card.

*Policy Manual - File: JBC*

School principals and all teachers, including kindergarten, shall be responsible for checking students’ records to assure that the provisions of this section are enforced.

**NAME CHANGE**

Legal documents from the Bureau of vital Statistics or Courts must be provided to the school verifying a legal name change, adoptions, or correction of other information before and information contained on permanent records can be amended. A copy of the legal documents must also be placed in the cumulative folder as proof of the changes.

**NON-RESIDENTS**

Except in special cases relating to the welfare of the community and its schools, or to individual cases of hardship, the Board shall not accept non-resident students. Upon proper application, accompanied by sufficient proof, the children of families who expect to become residents or Tangipahoa Parish during a given semester or who may be residing temporarily within the jurisdiction of the Board, may be admitted to the school in the attendance zone in which they plan to reside at or after the beginning of the semester during which they expect to become residents. All school admission requirements apply to students in these cases.

**PROVISIONS OF COURT ORDER**

The court order specifically states that each student shall attend a school in the district in which he resides. However, students may be assigned to other schools in which there is some valid reason or under the Majority-Minority Rule and hardship circumstances. The residence of a child is that of his parents or court appointed guardians.

If a child is residing with his parents/court appointed guardians and does not have authorization either under the Majority-Minority or as a hardship circumstance, the child must attend school in the district in which he resides. Approval for Majority-Minority and hardship circumstances must be given by the school attendance officers and the Compliance Officer.

**MAJORITY-MINORITY**

The Majority-Minority transfers (M-to-M) are available to a student whose race (white or black) is in the majority at his home attendance zone school to attend a paired school in which his/her race will be in the minority. M-to-M transfers must be received by the school system, through the Office of Desegregation Plan Implementation Officer not less than 45 days prior to the commencement of a school year. An M-to-M transfer student once enrolled in a receiving school is eligible to remain so enrolled through the terminal grade of the school without need to resubmit after enrollment an M-to-M transfer form for succeeding school year. An M-to-M transfer student may opt to return to his/her home attendance zone school by filing a request prior to the end of the first semester of the school year or at the end of the school year.
4. PROOF OF LEGAL DOMICILED RESIDENCE

Present to school officials evidence of being bona fide residents of the Parish, with limited exception. However, children temporarily residing within the jurisdiction of the Board who have no permanent address or who have been abandoned by their parents shall be admitted to school, except as may be allowed by statute.

a. Parents/legal guardians must give proof of legal domiciled residence, i.e. Entergy meter, Dixie Electric meter, or other meter deposit receipt with actual name of parents and location of residence. The domiciled residence should coincide with the parent/legal guardian's 911 address. Consideration may be given where a single parent may be residing with a relative.

b. Each student shall provide the school his 911 address at the beginning of each school year. This information should be requested on the standard registration form.

c. On-site visitation of legal domiciled residence to verify that parents/legal guardians reside at the designated address may be completed where deemed necessary.

d. It shall be the responsibility of each principal to ascertain the physical residence of each student who registers at the school. The principal shall develop a plan where each physical address will be recorded in the official records. If the principal suspects that a student may be attending school out of his attendance zone, without proper permission, the principal shall make every effort to determine if the child resides in the district. If the principal, based on this information, can make a decision regarding appropriate attendance zone, he shall. The principal shall make every effort to handle the matter at the local level.

5. PRE-SCHOOL ROUND-UP

A Pre-School Round-Up will be held prior to the school year for children registering for Pre-Kindergarten or Kindergarten. All documents cited under Admission Requirements shall be presented at the time of Pre-School Round-up.

No child shall be registered at Pre-School Round-Up without the following documents:
- Birth certificate
- Certified copy of Immunization Record
- Social Security Card
- Verification of Residence

6. Present to school officials, as a prerequisite to enrolling in the first grade, evidence of having attended at least a full-day public or private kindergarten for a full school year; or satisfactorily passed academic readiness screening administered by the school system prior to the time of enrollment in first grade.

ACADEMIC RECORDS FOR TRANSFER STUDENTS

Students transferring should present to the school of entry a copy of the last report card if entering at the beginning of the School year and a copy of current records if entering during the school year.

Students will be temporarily place according to academic records received at time of entry. If no academic records are received, the student must receive temporary placement. Within five (5)
school days, the principal must request the official transcript and other school records from the school(s) of the student’s prior enrollment.

A student whose transcript(s) and other records are not received with thirty (30) days shall be given placement test(s). The Pupil Performance Conference Committee will evaluate the results of the test(s) and recommend placement of the student according to the results of the test(s).

A student transferring from a state approved school, in or out of the state, shall be allowed credit for work completed in the former school.

Students transferring from school situation which are not state approved or special home study programs will be given appropriate placement test(s). The Pupil Performance Conference Committee will evaluate the results of the test(s) and recommend the placement of the student according to the results of the test(s).

Science Education Act

1. Each LEA is required to have a policy regarding the implementation of the Science Education Act. (Bulletin 741 §337 C. 18; §2304) Include the policy for your district.

The Tangipahoa Parish School System shall have the teachers teach the content presented in the Louisiana Comprehensive Curriculum that is based on the Louisiana Science Content Standards and Grade-Level Expectations. The district will follow the guidelines in Bulletin 741, §2304 concerning science education.
APPENDIX A

This section should include the following:

Definition of Terms

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

A. State Terms:

1. Acceleration

The advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to The Pupil Appraisal Handbook.

2. Alternate Assessment

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

3. Louisiana Educational Assessment Program (LEAP)

The state’s testing program that includes the grades 3, 5, 6, 7, and 9 Louisiana Norm-referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies and science; and the Graduation Exit Examination (English language arts, mathematics, written composition, science, and social studies).

4. LEAP Summer Remediation School

The summer school remediation program offered by the LEA for specific purpose of preparing students to pass the LEAP test in English language arts or mathematics.

5. Promotion

A pupil’s placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.

6. Pupil Progression Plan

“The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education. A Pupil
Progression Plan shall require the student's proficiency on certain test as determined by SBESE before he or she can be recommended for promotion." (Act 408).

7. **Regular Placement**

The assignment for student to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, and acceleration.

8. **Remedial Programs**

Programs designed to assist students including students with disabilities and Non/Limited English Proficient (LEP) students to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.

9. **Remediation**

See Remedial Programs.

10. **Retention**

Non-promotion of a pupil from a lower to a higher grade.

11. **Content Standards**

Statements of what we expect students to know and be able to do in various content areas.

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

**B. Local Terms**

1. **Academically Able**

(As pertains to academically able students for elementary foreign language)

Students who meet three of the four criteria listed below are deemed to be “academically able” and are required to receive elementary foreign language instruction, when available.

a. Obtained an overall grade point average (GPA) of 2.5 or better the previous year in reading, mathematics, English, science, social studies.

b. Completed the elementary foreign language course the previous year with a 2.0 or better grade average.

c. Completed English the previous year with a 2.0 or better grade average.
d. Completed reading, on grade level, the previous year with a 2.0 or better grade average.

2. Honors Courses

A course that is faster paced which offers more in-depth coverage of course content as outlined by a parish developed sequential plan for appropriate high school textbooks and appropriate curriculum guides for subject areas designated by the school system. This also includes College Board Advance Placement courses.

3. Accommodation

Any technique that alters the academic setting or environment, i.e. extended time, oral tests, isolated testing/work area, thus enabling the student to demonstrate more accurately what he/she actually knows.

4. At Grade Level or Above
(As pertains to academically able students for elementary foreign language)

Functioning at grade level is defined as meeting three of the four criteria as listed below:

a. Obtained an overall grade point average (GPA) of 2.5 or better the previous year in reading, mathematics, English, science, social studies.

b. Completed the elementary foreign language course the previous year with a 2.0 or better grade average.

c. Completed English the previous year with a 2.0 or better grade average.

d. Completed reading, on grade level, the previous year with a 2.0 or better grade average.

5. Central Office Review Committee

A committee at the parish level consisting of at least three Central Office personnel. The purpose of this committee is as follows:

a. to investigate and act on a request for a student’s vertical acceleration

b. to investigate and act on an appeal of the decision regarding retention which was rendered by the school principal

c. to review special circumstances requiring placement decisions after the end of the first grading period by meeting with the school level Pupil Performance Conference Committee in order to render a joint decision

7. Horizontal Acceleration
Advance of a student who demonstrates the need for a higher, more challenging level of instruction, on grade level, which extends beyond the core curriculum.

8. **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, encouraging and facilitating academic success.

9. **Multi-sensory Instructional Program**

An instructional program which uses auditory, visual, kinesthetic, and tactile methodology.

10. **Pupil Performance Conference Committee**

The **Pupil Performance Conference Committee** is a committee of professionals at each local school serving as a coordinating team to determine whether or not students assigned to that particular school should be administratively placed or placed with interventions at the next grade level (K,1,2,3,4,5,6, and 7 only) or retained (according to guidelines), or be vertically accelerated (according to guidelines). For student of grade 4 and 8 the committee must review student performance on the LEAP Spring Test/Summer Retest to determine promotion, retention, or placement options.

**The Pupil Performance Conference Committee includes the following:**
- Principal
- Homeroom Teacher
- Teacher or Counselor for the grade level above
- Parent/Guardian* (optional)
- Others as needed

*The parent/guardian shall be afforded the opportunity to attend the Pupil Performance Conference Committee meeting. However, the signature of the parent or guardian is **required** for vertical acceleration and retention (K-3).

11. **Section 504 Accommodation Plan**

A written plan describing placement and services based upon the consideration of all documented information drew from a variety of sources. Placement and service decisions must be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

12. **Section 504 Committee of Knowledgeable Persons**

A committee of school level professionals serving as a coordinating team to determine a student’s eligibility according to Section 504 of the Rehabilitation Act of 1973.

Members of the Section 504 committee of Knowledgeable Persons may include the following:
- SBLC Chairperson
- Section 504 Chairperson
- Person(s) knowledgeable of dyslexia, ADD/ADHD, and other learning difficulties
d. Principal or designee

e. Teacher and other referring person, if applicable

f. Any other persons deemed appropriate, including parents

13. **Vertical Acceleration**

Advancement of a student at a rate faster than usual from a given grade to the next higher grade. This may include students identified as gifted according to Bulletin 1508. It may also include students who have met exceptionally high intellectual functioning levels and who meet specific criteria for vertical acceleration.

- Additional information that you wish to add would begin with Appendix B.