

Pupil Progression Plan 2021-2022

Local Education Agency:



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Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

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

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I. Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

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 28 of the 40 skills (70%) or be recommended by the principal to be placed.**

Every child entering kindergarten for the first time shall be given **the DRDP** (Desired Results Developmental Profile). 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).

Gifted

Refer to LEA's policy regarding Vertical Acceleration.

II. Placement of transfer students

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

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

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

Transfer Students from State Approved, Accredited Public/Nonpublic, schools in or Out-of-State

In addition to bullet point one -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.

Transfer Students from Home Study and Unapproved, Non-Accredited Public/Nonpublic/Foreign Schools

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.

When students enter or re-enter a Tangipahoa Parish public school from a BESE-approved home study program, parents are responsible for educational documentation and/or verification required by the school district (See "TPSS Home Study and Private Non-Accredited Entry or Re-entry Checklist").

Grade placement or Carnegie credit decisions will be determined by the receiving residential school. Appropriate placement and/or proficiency tests will be administered to determine student placement.

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.

Placement Policy for Transfer Students in Grades 5 and 9 (until placement tests are released):

Students transferring into local school systems after the LEAP 2025 Summer retest but prior to February 15 are required to take the district based assessment for placement and may use other pieces of evidence such as grades and/or transcripts, if the student has not taken the Louisiana high stakes assessment. Students not meeting the passing standard will be placed in transitional 9th grade.

TPSS Home Study and Private Non-Public Student Entry or Re-entry Procedures:

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.

Parents/legal guardians should check with the local school board office regarding the procedures outlined in the district's Pupil Progression Plan (Tangipahoa Parish School System Home Study and Private Non-accredited Student Entry or Re-entry Checklist).

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 or IEP Team 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 30 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 complete a re-entry form to notify the parish superintendent/designee of such intent.

Parents/guardians must show proof of annual home study program registration and approval from Louisiana Department of Education. In addition, evidence of a sustained curriculum of at least equal to that offered by public schools at the same grade level must be submitted to the school system.

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 entering or re-entering grades K, 1, 2, and 3 are to be administered textbook placement tests and/or End-of-Year tests at the appropriate grade level, or parents may provide the necessary documentation of student achievement level.

Students entering or re-entering grades 4, 6, 7, and 8 must take an achievement test administered by the Tangipahoa Parish School System, or parents may provide the necessary documentation of student achievement level.

Students who are entering grade 5 must take the state-authorized test/placement test. All guidelines for Non-Public and Home Study students transferring to the Public Schools Systems concerning participation in state-authorized testing will be followed. If entering after the summer retest and prior to February 15 of the current school year, they must take the district's placement test.

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" and who intend to reenter the public school system shall complete a re-entry form to notify the parish superintendent/designee of such intent.

Parents/guardians must show proof of annual home study program registration and approval from Louisiana Department of Education. In addition, evidence of a sustained curriculum of at least equal to that offered by public schools as the same grade level must be submitted to the school system.

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

Students who are entering or re-entering grade 9 from a home study program must take the State authorized test/placement test. Results of the test will determine student placement in transitional 9th grade or 9th grade.

All guidelines for Nonpublic and Home Study students transferring to the Public School Systems concerning participation in state-authorized testing will be followed. If entering after the summer retest and between August and February 15 of the current year, they must take the district's placement test.

All students who meet the passing standard on the State-authorized test/placement test 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.

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.

All 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 Program regarding necessary procedures for obtaining the high school equivalency diploma.

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 state-authorized testing, schools will use these test results in lieu of Proficiency Examinations, Placement Tests, or End of Year Tests.

Transfer policies for students with disabilities (Grades K-12)

3. 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)

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.

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 multidisciplinary 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.

If the evaluation is not current (within the last three years), Pupil Appraisal Personnel will review to determine process in order for school to determine appropriate placement (i.e., Interim IEP or SBLC process).

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: _____

TO BE COMPLETED BY THE DISTRICT	YES	NO	N/A
1. Copy of letter to superintendent/designee of notification of intent to enter or reenter the Tangipahoa Parish School System.			
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.)			
3. An approved entry or re-entry letter has been forwarded from superintendent/designee to the residential school district of the student.			
<i>Superintendent/Designee Signature</i>			
TO BE COMPLETED BY THE SCHOOL	YES	NO	N/A
4. Student is registering for grades K, 1, 2, or 3 and has taken placement/End-of-the-year Tests at the appropriate grade level, or parents have provided the necessary documentation of student achievement level. Results are on file at the school.			
5. Student is registering for grades 4, 6, 7, or 8 and has taken an achievement test administered by TPSS, or parents have provided the necessary documentation of student achievement level. Placement test and/or End-of-the-Year tests may be administered. Results are on file at the school.			
6. Student is registering for grade 5 or 9 and has taken the state-authorized/placement test. For grade 9, results of the test will determine student placement in transitional 9 th grade or 9 th grade. Results are on file at school.			
7. Student is registering for high school and has set up a schedule to take available proficiency examinations.			
<i>Principal/Designee Signature</i>			

Please keep this checklist, letters, and all other documents in the student's cumulative folder. The procedure used for determining Carnegie credit for high school students:

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

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Kindergarten Promotion Criteria:

1. Students must meet the required instructional minutes per school session as established by Bulletin 741.
2. Attend school a minimum of 6 hours each day.
3. Follow the program of studies as detailed in Bulletin 741.
4. The first nine weeks of school will be ungraded and will be marked on the report card as "readiness."
5. 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 or the IEP Team.

First Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.
5. Major subjects are ELA and mathematics. All other subjects are considered minor. A student may fail two minors and still be promoted. If they fail ELA and a minor they fail. To successfully complete a course, a student must compile four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.
6. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through four nine-weeks and dividing by the sum of four.
7. When a minimum of two points was NOT earned during the last two nine 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. Session grade will be determined by adding the quality points on grades earned from the first through fourth nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
9. Achieve an average of an absolute D (1.0) in ELA. Session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
10. A special education student whose **Individualized Education Plan (IEP)** specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.
11. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may 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 ELA grade.
13. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.

Second Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.
5. Major subjects are ELA and mathematics. All other subjects are considered minor. A student may fail two minors and still be promoted. If they fail ELA and a minor, they fail. To successfully complete a course, a student must compile four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.
6. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through four nine-weeks and dividing by the sum of four.
7. When a minimum of two points was NOT earned during the last two nine 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. Session grade will be determined by adding the quality points on grades earned from the first through fourth nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
9. Achieve an average of an absolute D (1.0) in ELA. Session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
10. A special education student whose **Individualized Education Plan (IEP)** specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.
11. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may 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 ELA grade.
13. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.

Third Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.
5. Major subjects are ELA and mathematics. All other subjects are considered minor. A student may fail two minors and still be promoted. If they fail ELA and a minor, they fail. To successfully complete a course, a student must compile four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.
6. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through four nine-weeks and dividing by the sum of four.
7. When a minimum of two points was NOT earned during the last two nine 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. Session grade will be determined by adding the quality points on grades earned from the first through fourth nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
9. Achieve an average of an absolute D (1.0) in ELA. Session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
10. A special education student whose **Individualized Education Plan (IEP)** specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not

meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.

11. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may be entered as remediation grades on the report card, such as ***S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.***

12. Supplemental Reading Programs **not** be used as the student's primary ELA grade.

13. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.

Fifth Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are ELA, mathematics, 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 ELA and mathematics. 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 four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.

7. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4).

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

9. A special education student whose **Individualized Education Plan** (IEP) specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.

10. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based

instructional/intervention reading programs may be entered as remediation grades on the report card, such as ***S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory.***

11. Supplemental Reading Programs **should not** be used as the student's primary ELA grade.

12. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.

Sixth Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.

5. Major subjects are ELA and mathematics, 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 ELA and mathematics. 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 four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.

7. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4).

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

9. A special education student whose **Individualized Education Plan (IEP)** specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.
10. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may be entered as remediation grades on the report card, such as ***S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory***.
11. Supplemental Reading Programs **should not** be used as the student's primary ELA grade.
12. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.

Seventh Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.
5. Major subjects are ELA, mathematics, 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 ELA and mathematics. 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 four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.
7. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4).
8. When a minimum of two points was NOT earned during the last two nine-weeks, a grade of F is to be recorded for the session grade.
9. A special education student whose **Individualized Education Plan (IEP)** specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.
10. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may be entered as remediation grades on the report card, such as ***S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory***.
11. Supplemental Reading Programs **should not** be used as the student's primary ELA grade.
12. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.

IV. Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented

plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Fourth Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 ELA and mathematics. 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 four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.
5. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4).
6. When a minimum of two points was NOT earned during the last two nine-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. Session grades will be determined by adding the quality points of grades earned during each nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine week periods.
8. Achieve an average of an absolute D (1.0) in ELA. Session grades will be determined by adding the quality points of grades earned during each nine-weeks and dividing the sum by four (4), with a minimum of two points earned during the last two nine-week periods.
9. A special education student whose **Individualized Education Plan (IEP)** specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student’s current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student’s needs.

10. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may be entered as remediation grades on the report card, such as *S-Satisfactory, N-Needs Improvement, or U- Unsatisfactory*.
11. Supplemental Reading Programs **should not** be used as the student's primary ELA grade.
12. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.
13. If applicable, a student must meet the high stakes testing promotion criteria in addition to the policies listed above.
14. If a student does not qualify for promotion based on their assessment results, the Pupil Performance Committee will convene the IAP meeting to develop an appropriate plan to support the students' academic growth. (See Individual Academic Plan Template & IAP Parent/Legal Guardian Agreement Form.)

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

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

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

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

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

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

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

Eighth Grade Promotion Criteria:

1. Students must meet the required instructional minutes 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 assessment must demonstrate proficiency in grade appropriate skills as defined by state standards.
5. Major subjects are ELA, mathematics, 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 ELA and mathematics. 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 course, a student must compile four points during the four nine-week periods, with a minimum of two points earned during the last two nine-week periods.
7. When a minimum of two points was earned during the last two nine-weeks, the session grade will be determined by adding the quality points of grades earned from the first through fourth nine-weeks and dividing the sum by four (4).
8. When a minimum of two points was NOT earned during the last two nine-weeks, a grade of F is to be recorded for the session grade.
9. 8th Grade will not receive partial credit for full credit nor ½ credit courses. The student must pass the course with a letter grade of D or higher and earn second semester average of D or higher to earn credit for the course.
10. A special education student whose **Individualized Education Plan** (IEP) specifies instruction in the locally-approved alternative program must achieve an absolute D (1.0) at the student's current instructional level. If the student does not meet this criterion, the IEP committee shall reconvene to determine further accommodations to meet the student's needs.

11. Grades for a regular education student whose **Section 504 Accommodation Plan** specifies instruction in one or more of the parish-adopted research-based instructional/intervention reading programs may 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 ELA grade.
13. Students must achieve an absolute D (1.0) in the regular ELA classroom that addresses the Louisiana Student Standards at the student's current grade level.
14. If applicable, the student must meet the high stakes testing promotion criteria in addition to the policies listed above.

High school promotion and transition considerations

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

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

Early Graduation

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

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

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

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

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

LHSAA Academic Credit Policy

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

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

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

Ninth through Twelfth Grade Promotion Criteria:**1. Attendance:**

Students must attend the required instructional minutes per semester as established by Bulletin 741.

2. Carnegie Units: Incoming Freshman 2008 and Thereafter*

Sophomore	6 units
Junior	11 units
Senior	17 units
Graduate	24 units (23 depending on diploma)

**Per "Transitional 9th Grade Promotion Policy Guidance: 2015-2016 School Year" from Louisiana Department of Education, all Transitional Ninth Grade students (T9) will automatically be placed in 9th grade after one year on the high school campus, regardless of the number of Carnegie credits earned.*

TOPS UNIVERSITY DIPLOMA REQUIREMENTS

For students entering 9th grade in 2014-2015 and beyond

ENGLISH**4 UNITS**

English I, English II

One unit from the following: English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance

One unit from the following: English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & Performance

MATHEMATICS**4 UNITS**

Algebra I

Geometry

One unit: Algebra II (Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)

One unit from the following: Algebra III; Advanced Math - Functions and Statistics, Advanced

Math - Pre-Calculus, Pre-Calculus, IB® Math Studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and Statistics, AP® Statistics, IB® Mathematics SL, or IB® Mathematics HL

SCIENCE**4 UNITS**

Biology I (1unit)

Chemistry I

Two units from the following: Earth Science; Environmental Science; AP® Environmental Science or IB® Environmental Systems; Physical Science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; Physics I, or IB® Physics I; one of AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, or IB® Physics II AP® Physics I, AP® Physics II; one of Biology II, AP® Biology, IB® Biology I, or IB® Biology II

SOCIAL STUDIES**4 UNITS**

One unit from the following: U.S. History, AP® U.S. History, IB® History of the Americas I

One unit from the following: Government, AP® U.S. Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics

Two units from the following: One of Western Civilization, European History, or AP® European History; one of World Geography, AP® Human Geography, or IB® Geography; World History or AP® World History; IB® History of the Americas II; Government, Economics; AP® Macroeconomics; AP® Microeconomics; or IB® Economics

FOREIGN LANGUAGE

2 UNITS

Foreign Language, both units in the same language, which may include the following:

American Sign Language I, II, III, IV; B® Language ab initio: Arabic, IB® Language B: Arabic; AP® French Language and

Culture, IB® Language ab initio: French, IB® Language B: French, French III, IV; AP® German Language and Culture, IB®

Language ab initio: German, IB® Language B: German, German III, IV; AP® Latin, IB® Classical Language, Latin III, IV;

AP® Spanish Language and Culture, IB® Language ab initio: Spanish, IB® Language B: Spanish, Spanish III, IV; AP®

Chinese Language and Culture, IB® Language ab initio: Chinese, or IB® Language B: Chinese, Chinese III, IV; AP® Italian Language and Culture, IB® Language ab initio: Italian, IB® Language B: Italian, Italian III, IV; AP® Japanese Language and Culture, IB® Language ab initio: Japanese, IB® Language B: Japanese, Japanese III, IV, or other approved courses identified by LDE

ART

1 UNIT

One unit from the following: Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting

HEALTH/PHYSICAL EDUCATION

2 UNITS

Physical Education I

½ Unit from the following: Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams

½ Unit from the following: Health Education (JROTC I and II may be used to meet the Health Ed)

ELECTIVES

3 UNITS

TOTAL: 24 UNITS

JUMP START REQUIRED CREDENTIALS

Students must attain an approved statewide or regional credential in order to graduate.

JUMP START REQUIRED TESTING

When students take a course corresponding with an End-of-Course test, students are required to take the test. Students remain required to score at least a “Fair” on three of six courses.

Students also must take the EPAS tests: Explore, Plan, and ACT. Jump Start teams may elect to have students pursuing the Career Diploma take the WorkKeys test in addition to the ACT. The Department of Education will establish a policy creating score level equivalents between the ACT and WorkKeys. A student’s highest equivalent score, resulting of the student’s score on either the ACT or WorkKeys, would generate ACT index accountability points.

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

Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester although it can prolong time in high school to complete requirements. (Bulletin 741 §2317 G. and H.)

In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)

Early Graduation

A. There will be two ways that students in Middle School may enroll in a high school course in a core subject area:

Option 1: Take the high school core course in addition to the 8th grade course in the same subject. The criteria to be eligible:

- 7th grade LEAP 2025 or District Benchmark score of “Mastery” or higher in the subject AND
- Final report card average of “A” or “B” in the subject

Option 2: Take the high school core course in place of the 8th grade course in the same subject. The criteria to be eligible:

- 7th grade LEAP 2025 or District Benchmark score of “Advanced” in the subject AND
- Final report card average of “A” in the subject

6th grade LEAP 2025 scores may also be used to determine eligibility when 7th grade LEAP 2025 scores are not available at the end of the year.

B. To be eligible to enroll in Spanish I for Carnegie credit in Middle School, the student must meet the following criteria:

- 7th grade LEAP 2025 or District Benchmark score of “Mastery” or higher in ELA AND
- Final report card average of “A” or “B” in ELA

6th grade LEAP 2025 scores may also be used to determine eligibility when 7th grade LEAP 2025 scores are not available at the end of the year.

All middle school students will be able to enroll in a minimum of three Carnegie credit courses in grades 6-8 (one per year).

A Middle School student shall be eligible* to receive high school credit in courses listed in the program of studies provided that:

- The student passes a course in which the instructional time requirements are met (See Bulletin 741, §2314). The instructional time can be face-to-face or online.

**Students enrolled in a course for the first time, which is not a credit recovery course, or part of an accelerated program, shall only earn credit in which instructional time requirements are met (Bulletin 741, §2314.D).*

High school courses offered at the Middle School must be approved by the High School/Middle School Advisory Committee and the Pupil Progression Committee before being offered to students (form is available at the Curriculum and Instruction Policies and Procedures link on the TPSS website). The following courses have been approved with noted stipulations:

6th grade or higher:	Introduction to Business Computer Applications (IBCA)—1 credit
7th grade or higher:	Computer Technology Literacy (1/2 credit) / Health (1/2 credit)
8th grade:	Quest for Success Algebra I (high school certified math teacher) + score of <i>Mastery or Advanced</i> on LEAP 2025 English I (high school certified English teacher) Spanish I (high school certified Spanish teacher)

Students can earn up to 4 Carnegie units in Middle School.

Reporting Grades

- Students will be awarded a final letter grade in core or TOPS-required subjects. For core subjects with a LEAP 2025 test, a student must score a *Mastery* or *Advanced* to earn a Carnegie credit.
- A grade of Pass/Fail will be awarded to students who fulfill the requirements of the elective (non-core) or non-TOPS-required subject.

Secondary Requirements

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 State-required 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, virtual, or distance learning opportunities or attendance at schools that have an 8-period day.

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

VI. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.

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

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

Summer remediation

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

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

VII. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.

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

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

Definition

An English Learner (EL) 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.

Each school year the EL Resource Teachers visits schools at the beginning of the school year and throughout the school year to identify limited English students. The resource teachers administer the ELPS to all EL students demonstrating low levels of English ability. In addition, the state test, English Language Proficiency Test (ELPT), is administered each spring to all identified limited English proficient students who have not achieved the following state exit requirements:

Grades K-12

Exit Criteria:

4's and/or 5's in all domains on the ELPT test given in the spring.

Placement

When deciding on the placement of the English Learner 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 EL student, the district will place the students with an ESL certified teacher when possible. The EL resource teacher will provide support and resources for teachers who instruct EL 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 English Learner secondary student will be on in which the non-English speaking student will not be placed in high language content 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 courses such as remedial reading, speech, music, study skills and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credit. These EL students must be assigned to an ESL class when one is available.

Federal legislation requires the EL students not be isolated for a substantial part of the day. An EL 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.

The EL 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	Credits Earned
Promotion	Attendance
DIBELS Assessment	Proficient or Above on the State Assessments

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 or IEP Team. 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 or IEP Team 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."

VIII. Alternative education placements

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

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

Students are assigned to the alternative program by Student Services either through the approved Step VI due process hearing or as a result of an IEP committee decision following a Manifestation Determination Review (MDR).

Students assigned to an alternative program will participate in the Tangipahoa Alternative School (TAS). Students placed at the alternative site will have the ability to participate in the full day traditional program, which uses a blended learning model, or work virtually from home with weekly check-ins in an after-hours (PM) program. Students will be assigned and released from the program by the Student Services staff.

Students with an Individualized Educational Plan who are assigned to an alternative program will receive instruction in accordance with the IEP.

TAS utilizes the same coursework as regular programs along with Edgenuity as a supplement

IX. Due process related to student placement and promotion

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

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 decisions 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 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 then (10) operational days after receipt of the written request. A final decision will be rendered at this hearing.
7. The Superintendent or the Assistant Superintendent 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 3 of the Parish and/or special program due process procedures.

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 ongoing 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.

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:

**Section 504 Coordinator
Tangipahoa Parish School System
59656 Puleston Road
Amite, Louisiana 70422
(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 Section 504 Coordinator. 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.

*These exclusions do not apply under the ADA.

d. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the Section 504 Coordinator and a copy forwarded to the complainant no later than fifteen (15) working days after its filing.

e. The Section 504 Coordinator 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:

**Assistant Superintendent
59656 Puleston Road
Amite, Louisiana 70422
(985) 748-2500**

The Assistant Superintendent 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.

X. Additional LEA policies related to student placement, promotion, etc.

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

Middle School Carnegie Credit and Proficiency/Credit Flexibility

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. Of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the LEAP 2025, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered LEAP 2025 must be demonstrated using the LEAP 2025 test.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
 - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

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.

If a course has a national certifying exam attached to a credential, the student may earn a “P” for the course with the same name as the credential. (NCCER CORE, Customer Service)

Secondary Program of Studies

Students not meeting promotion requirements for 8th grade who are placed in transitional 9th grade shall have the opportunity to take high school level English and mathematics subjects. The transitional 9th grade students will be concurrently enrolled in intervention/remediation courses that support foundational skills in English and mathematics (double-blocking).

For the 2014-2015 school year and thereafter, Reading I or Reading II may serve as the intervention/remediation course for students promoted to transitional 9th grade.

For the 2014-2015 school year and thereafter, students entering high school as transitional 9th graders will enroll in Algebra I, Part 1, along with a high school level remediation/intervention course.

Retention: Grades K-8

Students in grades K–3 can be retained once with parent permission. Otherwise, students not meeting promotion requirements will be placed with intervention as monitored by the Student Assistance Team/SAT.

Students who fail to meet the promotion criteria in grades 4-8 may be retained (within limits) as approved by the Pupil Performance Conference Committee or IEP Team. For students with disabilities, the IEP Team can determine promotion criteria if the student has not otherwise met the state and local requirements for promotion or has not otherwise met state established benchmarks on required state assessments.

Retention: Grades 9-12*

- Attendance
- Competency test scores on the exit or end-of-course examinations as required for graduation by the State Department of Education
- Number of units (See Section IV—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.

Alternatives to Student Retention

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 Assistant Superintendent or Director of Academics, where needed.

Other Administrative Placement decisions include the Alternate Pathway for Promotion based on Act 833 eligibility, or other extenuating circumstances (EL, etc.). The Pupil Performance Conference Committee or the IEP Team determines these placement decisions.

Acceleration

K—8 Criteria for Acceleration:

- 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.

- 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, writing, "Vertical Acceleration—Placed in Grade ____" across the face of the card along with securing all required signatures. Then attach the blue card and any relevant documentation to the copy of the student's final report card that is filed in the student's cumulative folder.

9-12 Criteria for Acceleration:

- A secondary student in a Tangipahoa Parish School may receive a high school diploma upon the satisfactory completion of all graduation requirements as stated in Bulletin 741: Louisiana Handbook for School Administrators. These requirements include satisfactory completion of course work, attendance requirements, and passing scores on the State-required exit examinations. Any student meeting the identified requirements 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 overall and subject-specific grade point averages, test scores from previous years, teacher and/or parent/student recommendation, along with other criteria identified by the district.

- 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 Board of Elementary and 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 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 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.

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 expenses 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 expenses 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. Grade skipping is not applicable.

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, itinerant 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 a multidisciplinary team as indicated in the Pupil Appraisal Handbook. This does not apply to those identified as talent: music, art, and or theatre.

APPENDIX
LOCAL POLICIES

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

Attendance Policy

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

Uniform Grading Policy

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

GRADING SCALE REGULATIONS

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

KINDERGARTEN GRADING SCALE

Kindergarten will use the following scale:

S – Satisfactory	80 – 00%
P – Progressing	70 – 79%
N – Not Satisfactory	0 – 69%

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, record comments on the report card, as applicable, for Health/Physical Education and Fine Arts.

~In grades 7-8, record comments on the report card as applicable.

~In grades 1-8, comments may be used to indicate areas for improvement in Personal and Social Growth.

GRADES 9-12 GRADING SCALE

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 point	67 - 74%
F - 0 points	0 - 66%

HONORS COURSES GRADING SCALE (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 point	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:

1994-1995

(H) *English I, II, III
(H) *Physical Science
(H) *World History
(H) *Algebra I, II

(H) *Geometry

(H) *Biology I, II

(H) *Chemistry

(H) *Trigonometry

(H) *Advanced

Mathematics

(H) *Physics

(H) *American History

(H) *All College Board

Advanced Placement

Subjects

1995-1996

(H) *English IV

(H) * Calculus

2002-2003

(H) Spanish III,
IV

(H) French III,
IV

2003-2004

(H) World Geography

2008-2009

(H) Chemistry II

2014-2015

(H) *All International

Baccalaureate Subjects

2017-18

*All AP, IB, Honors, and DE courses designated as
5 pts. on TOPS scale

<https://www.louisianabelieves.com/docs/default-source/jumpstart/course-substitutions.pdf?sfvrsn=27>

2021-2022

*DE expanded to include any course with a post-secondary institution towards an Associates or
Tops Tech credit.

GRADING POLICY FOR CREDIT RECOVERY COURSES

Credit recovery grades will be based on the percentage score earned in the on-line program for a specific subject area. If a student is working in an EOC-subject area, the student's EOC grade will be a percentage, as determined by Tangipahoa Parish School System, of the final course grade. Course requirements for recovery grades include completing on-line content lessons, taking on-line quizzes, completing on-line homework and lab activities, and passing Topic and Cumulative Exams.

AVERAGING GRADES

NOTE: For more detailed grading procedures and forms, refer to "Tangipahoa Parish School System Grading Procedures, Grades 1-8" packet

GRADES 1-5:

A student must have a minimum of nine grades per marking period. Nine weeks grades 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 nine-week grades.

A session grade will be determined by adding the quality points of the four nine-week grades and dividing by four. 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 four points during the four nine-week periods. (See Section II – Grades 1-5 Promotion Policies)

A minimum of two quality points must be earned during the last two nine-week periods. (See Section II – Grades 1-5 Promotion Policies)

GRADES 6-7:

A student must have a minimum of nine grades per marking period. Nine 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 ELA and mathematics, grades from selected activities will be weighted in determining the nine weeks grades.

Session grades will be determined by adding the quality points of the four nine-week grades and dividing by four. 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 four points during the four nine-weeks periods, with a minimum of two points earned during the last two nine-week periods. (See Section II – Grades 6-8 Promotion Policies)

GRADES 8-12:

CUMULATIVE PERCENTAGE GRADES

At grades 8-12, each grade during the semester will be recorded using a numerical value in the electronic grade book. At the end of each nine weeks period, numeric grades will be converted to percentage values by the electronic grade book for the purpose of reporting progress for interim grades, semester grades, or final grades in accordance with the Tangipahoa Parish Grading System Regulations.

1. Grades will be determined by averaging the cumulative grades with a minimum of nine grades recorded per reporting period as follows:
 - a. After 9 weeks - a minimum of 9 grades recorded
 - b. After 18 weeks - a minimum of 18 grades recorded
 - c. After 27 weeks - a minimum of 27 grades recorded
 2. Semester grades will be given in all classes with one (1) interim report being issued during each semester. Interim reports will be issued as follows:
 - a. After 9 weeks
 - b. After 18 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 in grades 9-12 who fails the first semester and passes the second semester with a semester grade of "D" will receive ½ credit for a course.* this does not apply to students in grade 8.

*A student in grades 9-12 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.

For the purpose of determining athletic eligibility, a grade of "P" on a student's transcript or report card is equivalent to a "C."

GRADING PROCEDURE FOR ENGLISH LEARNER (EL) STUDENTS

Students whose native, 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 **and** have been identified as a LEP student are to be graded as follows:

EL's should NOT receive a failing grade in their content classes if their lack of English proficiency is what is keeping them from fully accessing the content.

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 ELL student in elementary who has been in an English speaking school in the US for less than two school years, who is functioning below grade level due to limited English abilities, shall be assigned P/F 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.
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. * In addition, the instructional program for the English Learner 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 courses such as reading remediation, study skills, speech, music and other courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credit. EL students should be assigned to an ESL class when available.
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 adopted curriculum guides 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 adopted curriculum guides.
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

If the student does not meet the above criteria in a satisfactory manner, the student can fail however, **documentation needs to be provided.**

6. 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, retention or administrative placement.
 - b. No elementary or secondary limited English proficient student shall be retained based solely on the lack of English proficiency.(p. 14*)

According to the USDOE Guidance Handbook, If the EL student is receiving all of their accommodations and /or classroom modification and is still unable to access the content, the student should be referred to SBLC for evaluation consulting with a teacher from the ESL Department for their professional input.

*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.

This summary has been compiled from information in the *Louisiana School Administrators Handbook: Educating the Non/English Learner Student* - Bulletin 1851.

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** and **IEP Team** are groups of professionals at each local school serving as coordinating teams 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), retained (according to guidelines), or be vertically accelerated (according to guidelines). For fourth and eighth grade students, the appropriate committee must review student performance on the district-created test (administered during summer remediation) along with other data sources identified in Section III.A to determine promotion, retention, or placement options.

The Pupil Performance Conference Committee or IEP Team includes the following:

- Principal/designee
- Classroom Teacher
- IEP Team Participants (as applicable)

- 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 or IEP Team meeting. However, the signature of the parent or guardian is **required for vertical acceleration and retention (K-3).*

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.

GRADING POLICY FOR LEAP 2025 TESTS

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

Grading Policy for LEAP 2025 Tests

1. Students enrolled in a course for which there is an LEAP 2025 test must take the LEAP 2025 test.
 - a. The LEAP 2025 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.
 - c. For students with disabilities identified who entered the high school cohort for the 13-14 school year and prior years and meet (modified to reflect Act 833 guidelines) the LAA 2 participation criteria prior to taking the first LEAP 2025 test, the LEAP 2025 test score shall count for 5 percent of the students’ final grade for the course.
 - d. The grades assigned for the LEAP 2025 achievement levels shall be as follows:

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

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

LEAP 2025 EXAMINATIONS GRADING POLICY

- **For students in grades 9-12**, the LEAP 2025 for Algebra I, Geometry, English I, English II, Biology, and U. S. History will count as 15% of the second semester cumulative grade.
- **For LAA2 students only**, the LEAP 2025 test will count for 5% of the students' final grade in courses that administer the LEAP 2025 test. This applies to students who entered the high school cohort for the 13-14 school year and prior years.
- **Eighth grade students enrolled in courses with LEAP 2025** shall take and pass the LEAP 2025. The LEAP 2025 test shall count as 15% of the final course grade.

If a student takes a Carnegie Unit while in Middle School, where the Carnegie Unit requires an LEAP 2025 test, then the student must score *Mastery* or *Advanced* on the LEAP 2025 test in order to receive the Carnegie Credit.

If the student scores less than *Mastery* on the LEAP 2025 test but earned a passing grade in the course, then the student must either:

1. Attend LEAP 2025 summer remediation and retake the LEAP 2025 during the summer test administration. If the student scores *Mastery* or *Advanced* during the summer retest, then the student will receive a Carnegie Unit along with the grade earned while in the Middle School. If the student fails to score *Mastery* or *Advanced* on the LEAP 2025 during the summer retest, then the student will be required to retake the course during the 9th grade year in high school.
2. Retake the course during the first year of high school along with the LEAP 2025 test that goes with the course. The LEAP 2025 score will be calculated in the student's final grade at the TPSS standard of 15%. If the student failed the course while in middle school, then the student must retake the course and the LEAP 2025 at the high school level. The LEAP 2025 score will be calculated as 15% of the student's second semester cumulative grade.

Tangipahoa Parish Schools follow *Bulletin 741* as required when determining standards for awarding a Carnegie Credit.

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

CRITERIA FOR ADMISSION INTO HONORS COURSES (Grades 9-12)

Students must meet three of the four 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 2025 test in subject area.

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

CLASS RANKING

RANKING OF STUDENTS

~~The ranking of students shall be based on the student's final Cumulative 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. The high school average of all semester grades is used in determining the GPA for ranking and honor students.~~

STUDENTS EARNING SCHOLASTIC HONORS

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. The GPA shall be defined as the total quality points divided by the number of credits pursued. The high school average of all semester grades is used in determining the GPA for honor students. Classes completed for high school credit at the junior high level are also included in the calculations. Students beginning with the freshman class of 2008-2009 will be recognized at commencement exercises as honor students using the system defined below:

<u>Designation</u>	<u>Grade Point Average (GPA)</u>
Summa Cum Laude	4.0
Magna Cum Laude	3.999 – 3.50
Cum Laude	3.499 - 3.00

~~Public recognition of “Top Ranking” graduates should be given at commencement exercises. Rather than to the honor students of the class.~~

Revised:

June, 1993

Revised:

July, 2008

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 nine–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

GRADES 1-7:

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 1-7:

1. Teachers use the letter symbols A, B, C, D, and 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 nine-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:

GRADES 1-4		GRADES 5-8	
<u>MAJOR SUBJECTS</u>	<u>MINOR SUBJECTS</u>	<u>MAJOR SUBJECTS</u>	<u>MINOR SUBJECTS</u>
ELA	Science	ELA	Health/Physical
Mathematics	Social Studies	Mathematics	Education Foreign
	Foreign Language	Science	Language (when
	(when offered)	Social Studies	offered)
	*Electives		Electives

*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.

GRADES 8-12:

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.

Credit Recovery Policy

Proficiency Exam Policy

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 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 either by meeting the attendance requirements when they took the course previously or through the combination of the previously failed 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 Standards.

Credit recovery grades will be based on the percentage score earned in the on-line program for a specific subject area. If a student is working in an LEAP 2025, the student's LEAP 2025 grade will be a percentage, as determined by Tangipahoa Parish School System, of the final course grade.

Course requirements for recovery grades include completing on-line content lessons, taking on-line quizzes, completing on-line homework and lab activities, and passing Topic and Cumulative Exams.

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

Our school day must reflect 375 minutes. The extra 15 minutes each day can be added to ELA, mathematics, interventions, remediation, or enrichment.

*Because of state laws, *Bulletin 741* specifies required times for physical activity (rigorous and organized) and visual and performing arts. *Bulletin 741* requires 30 minutes a day for physical activity, 60 minutes a week for visual arts, and 60 minutes a week for performing arts.

For students with specific needs, schools/teachers may include the weekly time in English language arts or mathematics by reducing instructional time in other subjects, subject to the review and approval of the principal.

For schools not offering Foreign Language, the extra 30 minutes a day can be added to language arts, mathematics, interventions, remediation, or enrichment.

It is strongly recommended that teachers integrate reading (skills and comprehension) throughout all content areas.

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.

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 placed 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 within thirty (30) days shall be given placement test(s). The Pupil Performance Conference Committee or IEP Team 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 or IEP Team will evaluate the results of the test(s) and recommend the placement of the student according to the results of the test(s).

For students with disabilities, Pupil Appraisal Personnel will review all necessary information to determine appropriate process in order to determine appropriate placement (i.e., interim IEP or SBLC process).

Records and Reports

Local policies relating 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 (if available). 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 (if available)
 - 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 (if available)
 - DIBELS/SRI Score Reports (if available)
 - 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 (EL) 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
- Results of 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 / Student Charts
- Section 504 Information
- Career Option Act 1124 Information
- Placement tests (if applicable)
- IDEA Documentation

Definition of Terms

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.

Act 833

Act 833 states that IEP teams can determine promotion criteria, only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the state and local requirements for promotion or has not otherwise met state-established benchmarks on the required state assessments.

This Act empowers the IEP teams to be involved in promotion decisions for students in ALL grades. There may be additional proficiency requirements, per TPSS Pupil Progression Plan, that could require IEP team involvement per ACT 833.

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.

Content Standards

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

Louisiana Educational Assessment Program 2025 (LEAP 2025)

The state’s testing program that includes grades 3-8 criterion-referenced tests in English language arts, mathematics, social studies and science; and for specific secondary subjects, the LEAP 2025/End-of-Course Examinations in Algebra I, Geometry, English I, English II, Biology, and U.S. History.

LEAP 2025 Summer Remediation Program (Grades 4 and 8)

The summer school remediation program offered by the LEA for specific purpose of preparing students to pass the LEAP 2025 test in English language arts or mathematics.

Promotion

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

Pupil Progression Plan

“The comprehensive plan developed and adopted by each 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).

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.

Remedial Programs

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

Remediation

See Remedial Programs.

Retention

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

- 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.)

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.

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

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.

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:

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

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:

- to investigate and act on a request for a student’s vertical acceleration
- to investigate and act on an appeal of the decision regarding retention which was rendered by the school principal
- 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

Honors Course

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.

Horizontal Acceleration

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

IEP Team

The IEP Team is a committee of professionals, at the school level, consisting of a minimum of one special education teacher (or other special education provider), a regular education teacher, the parent or guardian of the student, Principal or designee, a representative of the LEA who is knowledgeable of the evaluation (if appropriate), and any other provider(s). This committee serves in making decisions regarding programming, services, and promotional decisions for the student with an IEP.

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, thus enabling the student to demonstrate more accurately, what he/she actually knows.

Multi-Sensory Instructional Program

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

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-8), retained (according to guidelines), or be vertically accelerated (according to guidelines). The Pupil Performance Conference Committee includes the following:

- Principal/designee
- Classroom 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).*

Section 504 Accommodation Plan

A written plan describing placement and services based upon the consideration of all documented information drawn 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.

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
- Principal or designee
- Teacher and other referring person, if applicable
- Any other persons deemed appropriate, including parents.

Summer Remediation Program

For grades 4 and 8, a summer remediation program is offered by the LEA for the specific purpose of remediating students in deficit areas in English, Reading, or Mathematics.

For high school students, a summer remediation may be offered for the purpose of remediating students in deficit areas in Algebra I, Geometry, English I, English II, U.S. History, and Biology.

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.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Tangipahoa Parish School System 2021-2022 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 10/19/21



Superintendent



Board President