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2016-17
Pupil Progression Plan
Format and Content

John White
State Superintendent of Education

March 2016
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For further information, contact:
Louisiana Department of Education's Help Desk
1-877-453-2721
Ask LDOE?
https://www.louisianabelieves.com/resources/ask-ldoe

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# TABLE OF CONTENTS

## SECTION I – FORMAL SUBMISSION
- Formal Submission Statement ...................................................... 1
- LEA Contact Information ............................................................... 2
- Pupil Progression Plan Timeline .................................................... 3
- Committee of Administrators, Educators, & Parents ........................ 4
- Documentation of Input ................................................................. 5
- Copies of Public Notice ................................................................. 6

## SECTION II – STATE AND DISTRICT POLICIES
### I. Placement .................................................................................. 7
| A. Kindergarten & First Grade Entrance Screening .......................... 7  
| B. Transfer Students ..................................................................... 9  
| C. Limited English Proficient Students ....................................... 15  
| D. Review of Placement .............................................................. 17 |
### II. Attendance Policy ................................................................. 18
### III. Uniform Grading Policy .......................................................... 18
### IV. Promotion K-8........................................................................ 19
| A. Requirements of the Louisiana Educational Assessment .......... 19  
| B. High Stakes Testing Policy ....................................................... 22  
| C. Elementary Program of Studies .............................................. 24 |
### V. High School Graduation Requirements ................................... 27
| A. Carnegie Credit & Credit Flexibility ........................................ 27  
| B. High School Graduation Requirements .................................... 29 |
### VI. Retention Policy ................................................................. 31
### VII. Acceleration .......................................................................... 32
| A. Early Graduation ................................................................. 32 |
### VIII. Remediation ....................................................................... 34
| A. Legal Authorization ............................................................. 34  
| B. Purpose ................................................................................. 34  
| C. State Mandatory Requirements ............................................. 34  
| D. School Year Intervention/Remediation Program ...................... 35 |
### IX. Alternative Schools/Programs/Settings .................................. 36
| A. Definition ................................................................. 36 |
### X. Other Policies and Procedures ................................................ 40
A. Policies on Due Process.................................................................40

SECTION III – LOCAL POLICIES.................................................................41
Grading Policy..........................................................................................41
- State Uniform Grading Scale.................................................................41
- Grade: Kindergarten.............................................................................42
- Grade: Transitional First.......................................................................43
- Grade: First..........................................................................................44
- Grades: Second & Third......................................................................45
- Grades: Fourth, Fifth, & Sixth..............................................................47
- Grades: Seventh & Eighth.................................................................49
- Grades: Ninth through Twelfth............................................................52
- Foreign Exchange Visitor Program......................................................59

APPENDIX A – DEFINITION OF TERMS......................................................61
A. State.................................................................................................61
B. Local.................................................................................................62

The format for writing the Pupil Progression Plan (PPP) was updated April 2011. The following information will explain the format. Anything printed in green is to be included in the local PPP from the Louisiana Department of Education, while anything printed in black is explanation. All district policy and response are typed in blue.
SECTION I

FORMAL SUBMISSION STATEMENT

Include the following information in this section:

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

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

Formal Submission Statement

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

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

[Signatures]

Superintendent

School Board President

Date

Date
LEA Contact Person (Primary) Melissa Strata-Burger

Telephone Number (985) 898-3235

E-mail Address Melissa.Strata-Burger@stpsb.org

If Applicable:

LEA Contact Person (Secondary) Amy DiCarlo

Telephone Number (985) 898-3221

E-mail Address Amy.DiCarlo@stpsb.org

(Primary Signature)  

8/2/16  
(Date)
St. Tammany Parish School System
Pupil Progression Plan Time Line for
2016-2017

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Venue</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Administrator Input</td>
<td>Principals Meeting-Electronic input</td>
<td>April 13, 2016 9:00 am</td>
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<td><strong>Advisory Meeting</strong></td>
<td>C &amp; I Conference Room</td>
<td>April 21, 2016 2:00 pm</td>
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<td><strong>Public Input</strong></td>
<td>Lakeshore High School</td>
<td>May 3, 2016 6:00 pm</td>
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<tr>
<td><strong>Advisory Meeting</strong></td>
<td>C &amp; I Conference Room</td>
<td>May 12, 2016 2:00 pm</td>
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<tr>
<td>Committee As A Whole</td>
<td>C.J. Schoen Board Room</td>
<td>July 12, 2016 7:00 pm</td>
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<tr>
<td>School Board Meeting</td>
<td>C.J. Schoen Board Room</td>
<td>July 14, 2016 7:00 pm</td>
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## Advisory Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Type</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Chapman</td>
<td>Teacher</td>
<td>Slidell Jr. High</td>
</tr>
<tr>
<td>April Jarrell</td>
<td>Teacher</td>
<td>Fontainebleau High</td>
</tr>
<tr>
<td>Alan Jones</td>
<td>Teacher</td>
<td>Pearl River High</td>
</tr>
<tr>
<td>Suzanne Schehr</td>
<td>Teacher</td>
<td>Lyon Elementary</td>
</tr>
<tr>
<td>Dinah Thanars</td>
<td>Teacher</td>
<td>Abney Early Childhood</td>
</tr>
<tr>
<td>Meagan Treigle</td>
<td>Teacher</td>
<td>Lakeshore High</td>
</tr>
<tr>
<td>Margie Barre</td>
<td>Parent</td>
<td>Covington High</td>
</tr>
<tr>
<td>Shane Hodgson</td>
<td>Parent</td>
<td>Madisonville Junior High</td>
</tr>
<tr>
<td>Erica Lambert</td>
<td>Parent</td>
<td>Abney Elementary</td>
</tr>
<tr>
<td>Shalene Lee</td>
<td>Parent</td>
<td>Little Oak Middle</td>
</tr>
<tr>
<td>Lenore Nelson</td>
<td>Parent</td>
<td>Fontainebleau High</td>
</tr>
<tr>
<td>Saudah Blackman-Stokes</td>
<td>Administrator</td>
<td>Salmen High</td>
</tr>
<tr>
<td>Kim Blanks</td>
<td>Administrator</td>
<td>Abney Elementary</td>
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<tr>
<td>Bruce Bundy</td>
<td>Administrator</td>
<td>Mandeville High</td>
</tr>
<tr>
<td>Diane Combs</td>
<td>Administrator</td>
<td>Pine View Middle</td>
</tr>
<tr>
<td>Patrick Mackin</td>
<td>Administrator</td>
<td>Slidell Junior High</td>
</tr>
<tr>
<td>Raymond Morris</td>
<td>Administrator</td>
<td>Bayou Lacombe Middle</td>
</tr>
</tbody>
</table>
Recommendations for Revision  
Documentation of Input by Advisory Committee

<table>
<thead>
<tr>
<th>Suggested Revisions</th>
<th>Decision by Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student shall not be promoted in grades 4, 5, 6, 7, and 8 if she/he fails the following: Reading or Math or any two major subjects: Language, Science, and Social Studies or a combination of any one major subject and two minor subjects: Health/Physical Education, Music, Art, or other electives.</td>
<td>Not Approved</td>
</tr>
<tr>
<td>Update designated course list to reflect updated course titles: - Functions and Statistics to Algebra III - AP Physics B to AP Physics I - Advanced Composition I and II to English Composition I, II - Removal of courses no longer offered.</td>
<td>Approved</td>
</tr>
</tbody>
</table>
Documentation of Public Notice

April 29, 2016

Contact: Meredith Mendez/Director of Communications
985.898.3244

FOR IMMEDIATE RELEASE

REMINDER OF SCHOOL SYSTEM PUPIL PROGRESSION PLAN TIME LINE

Officials with the St. Tammany Parish Public School System are set to begin conducting meetings to receive input and discuss proposed changes to the School System Pupil Progression Plan. Members of the community will have an opportunity to give input on the proposed changes on May 3, 2016, 6:00 p.m., at Lakeshore High School.

The plan establishes placement, promotion, retention, and grading policies for students within the St. Tammany Parish Public School System. A committee of school administrators, teachers, and parents meets annually to review the plan and submit recommendations to the School Board for consideration.

Following the Public Input meeting, the proposed Plan will be presented to the St. Tammany Parish School Board for its consideration at the July 7, 2016 Committee As A Whole meeting and again at the July 14, 2016, School Board meeting at the C. J. Schoen Administrative Complex.

###

Learning to Last a Lifetime,

321 Theard St., P.O. Box 940, Covington, LA 70435, 985.892.2276, Fax 985.893.3267
SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

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

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

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

   The Developing Skills Checklist (DSC), Richard Gentry’s Spelling Assessment, DIBELS Next assessment results, letters and sounds inventory, math assessment, and portfolio contents from the previous school, if applicable, will determine the recommendation for placement in first grade or transitional first grade.

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

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

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

In the rare occurrence of a gifted pre-kindergartner student’s parent requesting early entrance into kindergarten, this request will be addressed as needed on an individual basis through the school’s Student Building Level Committee (SBLC) process to determine the correct placement for the student.

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

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

The Developing Skills Checklist (DSC), Richard Gentry’s Spelling Assessment, DIBELS Next assessment results, letters and sounds inventory, math assessment, and portfolio contents from the previous school, if applicable, will determine the recommendation for placement in first grade or transitional first grade.

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

All students entering kindergarten in St. Tammany Parish Public Schools will be administered the Developing Skills Checklist (DSC) for the readiness screening instrument. The Developing Skills Checklist provides scores for Math, Language and Pre-reading. Using this data, teachers group children based on skills mastered and skills to be acquired. Small groups are formed to provide instruction needed in Math and English Language Arts to support each child's academic development.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
   a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
   b. For students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
   a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
   b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
c. For students in grades five and nine transferring to the public school system from any in state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out of state school, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

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

Students in grade eight failing to meet promotional standards transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school will be considered for Transitional 9th grade. A placement decision will be based on relevant information about the student performance test results, age, information from transfer school, and other data sources. A student who enters Transitional 9th grade must enter the freshman cohort the following school year.

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

  o Approved schools within the state (public/nonpublic)

**Transfer Students Intra-Parish (Grades K-8)**

Any child who transfers from a state-approved public or nonpublic school to another within the parish will be placed in the same grade from which he is transferring. This child shall have in his possession a transfer placement form and will present the form to the newly appointed school upon first day of entry. Electronic records within the Parish will also be used. The transfer form will contain the current reading and math performance levels. It also may contain other related information needed to enroll the child. The child’s former school records, a cumulative card/folder, complete reading and mathematics folders and confidential file, if applicable, will be forwarded upon request. Any consumable materials, which are in use, will be transferred with the student.
Transfer Students In-State (Grades K-8)

Elementary (K-8) students transferring from an approved school, public or nonpublic, within the state shall be allowed credit for work completed in the former school. Diagnostic testing or additional assessment may be used to determine appropriate placement. The SBLC will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade. The principal will consider the recommendation and render a decision. Acceleration decisions will be approved by the Superintendent through application with the Assistant Superintendent of Curriculum and Instruction. When a student transfers from one school to another, age, standardized test scores indicating the student’s record of attendance, achievement, immunization records, and the units of credit earned, shall be required.

Transfer Students High School (Grades 9-12)

A student transferring from a state-approved school, in or out-of-state, shall be allowed equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by St. Tammany Parish if the work completed in the former school were completed in St. Tammany Parish Schools. Granting such equivalent credit will only be considered at the request of the student/family and the student/family will be responsible for supplying all necessary documentation. Final determination of the equivalent credit will be made by the principal and may be reviewed by the Assistant Superintendent of Curriculum and Instruction. When a student transfers from one school to another, a properly certified transcript showing the student’s record of attendance, achievement, immunization records and the units of credit earned shall be required. Transfer grades will be weighted only in the subjects weighted in the district.

The principal of any approved school receiving a student from an unapproved school, in or out-of-state, shall investigate carefully the composition of the unapproved school’s instructional program. The principal and/or superintendent will require the student to take an examination on any subject matter for which credit is claimed. The test examiner in consultation with the designated secondary supervisor shall assign a grade of P or F. The school issuing the high school diploma shall account for all credits required for graduation, and its records shall show when and where the credit was earned.
Approved out-of-state schools (public/nonpublic)

Transfer Students Out-of-State (Grades K-8)

Elementary (K-8) students transferring from an approved school, public or nonpublic, within the state shall be allowed credit for work completed in the former school. Diagnostic testing or additional assessment may be used to determine appropriate placement. The Student Building Level Committee will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade. The principal will consider the recommendation and render a decision. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned, shall be required.

Transfer Students High School (Grades 9-12)

A student transferring from a state-approved school, in or out-of-state, shall be allowed equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by St. Tammany Parish if the work completed in the former school were completed in St. Tammany Parish Schools. Granting such equivalent credit will only be considered at the request of the student/family and the student/family will be responsible for supplying all necessary documentation. Final determination of the equivalent credit will be made by the principal and may be reviewed by the Assistant Superintendent of Curriculum and Instruction. When a student transfers from one school to another, a properly certified transcript showing the student’s record of attendance, achievement, immunization records and the units of credit earned shall be required. Transfer grades will be weighted only in the subjects weighted in the district during the year of phase-in implementation.

The principal of any approved school receiving a student from an unapproved school, in or out-of-state, shall investigate carefully the composition of the unapproved school’s instructional program. The principal and/or superintendent will require the student to take an examination on any subject matter for which credit is claimed. The test examiner in consultation with the designated secondary supervisor shall assign a grade of P or F. The school issuing the high school diploma shall account for all credits required for graduation, and its records shall show when and where the credit was earned.
Home Study and Unapproved schools (public/nonpublic)

Transfer Students from Home Study and Unapproved Public/Nonpublic

Elementary (K-8) and high school (9-12) students transferring from a home study program, unapproved, public or nonpublic, or foreign school will be administered diagnostic testing in any subject matter for which credit is claimed to determine appropriate placement. The Student Building Level Committee will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade. The principal will consider the recommendation and render a decision. 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. Credits earned by students in American schools in foreign countries shall be accepted at face value.

- Student entering 5th or 9th grade

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

- Names of the entrance tests used to determine grade placement

To determine placement for a home school student, the following assessments and criteria will be used:

Home Study Student Placement Grades K-3

At the K-3 level, DIBELS will be used for assessment of the reading level or a locally developed re-entry test. The end of the book test will assess the math level. The SBLC at the assigned school will decide placement if placement is to be in a grade lower than the age-appropriate grade. The principal will consider the recommendation and render a decision. Acceleration decisions will be approved by the Superintendent through application with the Assistant Superintendent of Curriculum and Instruction.
Home Study Student Placement Grades 4 and 6

In grades 4 and 6 a Reading Lexile and an informal reading inventory will be used for assessment of the reading level. The assessment tool for math will be the end of the book test or locally developed re-entry tests. The SBLC at the assigned school will decide placement if placement is to be in a grade lower than the age appropriate grade. The principal will consider the recommendation and render a decision. Acceleration decisions will be approved by the Superintendent through application with the Assistant Superintendent of Curriculum and Instruction.

Home Study Student Placement Grades 7 and 8

In grades 7 and 8 the student will take a locally-developed re-entry test to determine placement. The SBLC at the assigned school will decide placement if placement is to be in a grade lower than the age appropriate grade. The principal will consider the recommendation and render a decision. Acceleration decisions will be approved by the Superintendent through application with the Assistant Superintendent of Curriculum and Instruction.

Home Study Mid-Year Transfers

For the mid-year transfer placement will be determined by a locally developed entry test.

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

Students entering from a home study or non-approved school will provide a portfolio of student work. The student will be required to complete on site a reading/writing proficiency sample and proficiency test. A rubric will be used to evaluate the student’s proficiency for the course. The rubric will be divided into 3 sections: student’s work samples (from their portfolio), reading/writing proficiency, and the proficiency test. Each section will be worth 3 points. A student must receive 6/9 points on the rubric to receive a “P” on the High School transcript. A student entering from a State approved, accredited high school, the courses will be accepted at face value.

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

Not applicable
C. Limited English Proficient (LEP) Students

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

   a. Establish procedures to identify language minority students.

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

      All new students to St. Tammany Parish Public Schools will be identified by the completion of the Home Language Survey during registration. If a language other than English is spoken in the home, the school designee will submit a copy of the survey to the English as a second language (ESL) department. Further screening will be scheduled.

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

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

      A Limited English Proficient (LEP) student is one whose home language is one other than English (as determined by a Home Language Survey), and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age or grade. A Language Minority (LM) student is one whose home language does not interfere with his acquisition of aural comprehension, speaking, reading, or writing proficiency as it relates to his peers. Identified LEP and LM students will be placed in an age appropriate environment.

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

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

      ▪ The proficiency level should be determined by appropriate individualized English language assessment instruments identified as the Idea Proficiency Test (IPT).
      ▪ Assessment and evaluation materials and procedures must address listening, speaking, reading and writing skills.
      ▪ Education program offered must be altered to address Limited English Proficient students’ English language needs and instruction pertaining to the culture of the United States.
Instruction for Limited English Proficient students must address English as a Second Language development in Language Arts/Reading/English and other academic courses. (Refer to Bulletin 741.)

In grades K-8, placement, promotion or retention of a Limited English Proficient student must not be based upon English proficiency or lack of it. S/he should, however, be assigned grades based on cooperation, effort, and participation in classroom assignments to the degree his/her English language proficiency allows.

Appropriate English as a Second Language (ESL) instructional materials should be used to correlate with state grade level standards.

Home Language Survey data must be included in student registration forms, including:
- First language learned by student
- Language other than English spoken in the home
- Language student uses most often.

LEP student promotion at the elementary level will be considered by the School Building Level Committee and the ESL teacher. No LEP student shall be retained solely because of limited English proficiency.

At the secondary level, ESL services are provided for students in grades 9-12 for 2 or 3-hour time blocks. The LEP student may receive elective credit in ESL I, ESL II and ESL III. For the rest of the school day, LEP students are scheduled into age appropriate, non-language dependent classes.

Scheduling of students in grades 7-12 will be determined by each student’s needs and ability to succeed in a class where English is the only language of instruction. Totally non-English speaking students should be scheduled into non-highly language dependent courses (i.e. music, art, P.E.). The ESL teacher will be responsible for scheduling the LEP student being served by ESL. A 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 exam that will measure the degree of understanding and achievement required for credit in the Carnegie unit in question. Students may be allowed to take tests with the ESL teacher. Credit will then be assigned on a Pass/Fail basis.

The instructional program for the Limited English proficient secondary student will include ESL and non-highly language-dependent courses (i.e., music, art, P.E.) until s/he develops a level of competency to succeed in these required courses. Limited English students may be scheduled in courses such as reading, speech, music and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

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

The ESL instructors will confer with the regular classroom teachers on the progress of the LEP students who have exited out of the program by parental request or proficiency levels. The ESL instructors will review the interim reports and quarterly report cards to determine the success of the students. If a student is not being successful in the regular classroom, ESL services will be offered to the student.

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

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).

2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).

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

Parish policies for promotion and placement are monitored periodically by the St. Tammany Parish School Board Supervisory Staff to determine if policies are being implemented uniformly across the parish. A request for a change or reconsideration of decisions relative to a student’s educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian. The principal will consider the request or refer the matter to SBLC/SAT, when appropriate. The decision shall be communicated to the parents within three school weeks of the request. Parents may appeal that decision to the Assistant Superintendent or her designee. The Assistant Superintendent for Curriculum and Instruction will make a recommendation to the Superintendent who will make a final decision. Such requests must be submitted in writing and contain evidence to be considered. 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 Act (IDEA) Part B, LEA Application. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.
II. Attendance Policy

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

III. Uniform Grading Policy

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

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

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

A student in 7th and 8th grade will receive an extra quality point for an A, B, or C in a honors course for Carnegie credit from the designated course list meeting the criteria outlined in Bulletin 741 §2323. The following conditions will apply:

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade at a St. Tammany Parish high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie credit course from the designated course list will be applied to the student’s overall GPA.
A student in grades 9 – 12 will receive an extra quality point for an A, B, or C earned in advanced placement, international baccalaureate, dual enrollment, gifted, and honor courses listed in the St. Tammany Parish Public Schools designated course list. The designated course list can be found in the Weighted Grades – Local Policy section.

The grading scale remains the same for regular classes as well as for advanced coursework. However, students will receive an extra quality point assigned to the letter grades A, B, and C in the designated weighted courses:

<table>
<thead>
<tr>
<th>Grading Scale for Advanced Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

IV. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)

2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)

3. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)
4. At the conclusion of the 2016-2017 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)

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

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

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

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

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

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

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

Classroom teachers differentiate instruction for all students as needed. Remediation and intervention will be determined at the school level. In addition, non-proficient students are eligible for summer remediation. The Student Building Level Committee will determine content, skills, and number of hours based on the individual needs of the student.
Describe the LEA’s criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

If a student is determined to be non-proficient, consideration for promotion is based on the following: enrollment, attendance, previous academic history, performance on classroom assessments, age, behavioral data, and successful completion of summer remediation and/or summer school. SBLC will determine promotion into 9th Grade or placement into Transitional 9th Grade.

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

Summer Remediation will be offered for Transitional 9th grade students who are determined to be non-proficient based on previous academic history, grades, and attendance. For students who are non-proficient in English language arts and mathematics, the student will be enrolled in a remediation class along with the corresponding Carnegie unit course.

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

The SBLC’s function is to convene and consider all appropriate material that relates to the student’s class work and using the criteria in place as described in the LEA’s Pupil Progression Plan in order to determine appropriate placement. Based on the review of records available, the SBLC will make recommendations concerning student promotion and retention. An exceptional promotion as determined by the SBLC on a case by case basis may be considered where allowed by BESE policy only under any one or more of the following circumstances:
- if the student has been in the grade for two years
- if the student is two years above his age group and has been enrolled one full year in each preceding elementary grade
- exceptions as allowed by the state mandated assessment accountability guidelines.

(Exceptions for 4th and 8th Grade Students.)

In rare and extreme cases, as allowed by law, the SBLC may recommend to the principal that a child with other extenuating conditions be promoted. If the promotion involves moving from one school to another, the principals or their designees must communicate. Following this communication and review of the case, consultation will be held with the parents and a final recommendation will be made. In cases where agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.
B. High Stakes Testing Policy

1. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to meet requirements of local progression plans.

The decision to retain a student more than once as a result of failure to meet the promotional requirements of a 4th grader in the St. Tammany Parish Public Schools shall be made by the SBLC after reviewing the following information pertinent to each student:

- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances

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

The SBLC will review the following pertinent information to each student:

- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances

Following this review, consultation with the parent will be held and a decision made. In cases where agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make the final decision. A student who has repeated 4th grade may be promoted to the 5th grade only.
2. At the conclusion of the 2016-2017 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain relatively stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

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

Transitional 9th grade students will receive customized counseling support that includes:

- Student progress monitoring
- Career counseling
- Mentoring
- Individualized counseling as needed
- Any additional interventions deemed necessary by the SBLC committee.

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

Student progress will be tracked by the 9th grade counselor. Student data, including but not limited to, course grades, assessment data, and behavioral data will be reviewed by the SBLC or IEP Team committee periodically throughout the year to develop an individualized student intervention plan.

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

Opportunities for career exploration will be provided in courses such as Journey To Careers as well as embedded in other career technical education (CTE) courses. Counselors will assist students with the completion of career interest inventories and the exploration of careers/job opportunities. Inventory results will be used to help students complete his/her Individual Graduation Plan (IGP).

How will an appropriate T9 curriculum be identified and implemented?

The district has identified a recommended course progression for T9 students. In addition to core subjects, CTE courses that are common in many career pathways are recommended. Remedial courses are provided as needed that utilize research-based interventions that address reading and/or math deficiencies.
C. Elementary Program of Studies Requirements

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

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

3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student’s achievement of the standards. (Bulletin 741 §2301)

4. Elementary schools shall offer an articulated foreign language program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

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

**Kindergarten Promotion Requirements**
Students will be promoted from kindergarten to a transitional first grade or a regular first grade. The T-1 Developmental Screening, Richard Gentry’s Spelling Assessment, portfolio contents, teacher recommendation, and parental permission will determine recommendation for the transitional class. The criterion for promotion to first grade for kindergarten students is based on satisfactory progress at the end of the fourth grading period as reported on the St. Tammany Parish Kindergarten Student Evaluation Report. Students showing needs support/progressing toward stated goals on all available criteria will be referred to SBLC to determine promotion or retention with parent permission. Children who have not attended kindergarten must demonstrate satisfactory performance on a series of academic readiness tests, letters and sounds inventory, math assessment and Richard Gentry’s Spelling Assessment.

**Transitional First Grade Promotion Requirements**
The number of instructional minutes in transitional first grade will be the same as a regular first grade as described in Bulletin 741. A student who has completed transitional first grade shall be assigned to first grade. Other grade placements shall be referred to SBLC.
First Grade Promotion Requirements
If a student in first grade receives a “U” (Unsatisfactory/Not grasping stated goals) in reading or math as indicated on the fourth grading period, the SBLC shall review available data pertaining to the student’s reading or math proficiency to determine promotion or retention. The reading or math proficiency of the student shall be determined by using the informal teacher assessment portfolio which includes a collection of the following: DIBELS assessment results three times per year, writing sample, word recognition test, basal reading series assessments, math sample, spelling test, and any other pertinent information. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Second Grade and Third Grade Promotion Requirements
A student shall not be promoted in grades 2 and 3 if s/he fails the following:

- Reading or Math
- Two of these subjects: Language, Science, Social Studies, and Spelling

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Students in the third grade shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

Fourth Grade, Fifth Grade, and Sixth Grade Promotion Requirements
A student shall not be promoted in grades 4, 5, and 6 if s/he fails the following:

- Reading or Math
- Any two major subjects: Language, Spelling, Science, Social Studies
- A combination of any one major subject and two minor subjects: Health/Physical Education, Music, Art, or other electives

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.
**Seventh Grade and Eighth Grade Promotion Requirements**
A student shall not be promoted in grades 7, and 8 if s/he fails the following:
Any two major subjects (Reading, Math, English, Social Studies, Science)
  or
Any three minor subjects (all other subjects).
  or
Any combination of one major subject and two minor subjects

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

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

- An articulated elementary foreign language program for a minimum of 150 minutes per week in grades 7-8 shall be taught in the subject areas designated by the school for all academically able students. This program shall be optional for all others.
- Parents of the academically able will be notified of student participation in the foreign language program and of the designated area for foreign language. Students in grades 4-8 who do not meet the definitions of academically able may be scheduled whenever appropriate as long as they receive a minimum of 150 minutes of instruction each week.
- A student is academically able for foreign language if recommended by the principal and the reading teacher and if s/he satisfies all of the following criteria:
  - Scores a minimum of 75 percentile in reading on the state mandated assessment (or other norm-referenced test for students transferring into the system).
  - Has a B average or higher in language arts.
  - Has demonstrated interest in learning foreign language.
  - A waiver of this requirement was approved by BESE for grades 4 – 6 for a foreign language program.

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

Students are considered to be “on grade level” if they demonstrate proficiency towards mastery of grade–level content standards.
V. High School Graduation Requirements

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

1. Students may earn Carnegie credit as middle school and high school students in two ways:
   a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
   b. By demonstrating proficiency as set forth below.

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

3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
   a. the name of the examination used to measure proficiency, if nationally recognized, or
   b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
   c. a listing of requirements to demonstrate proficiency through portfolio submissions.

4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
   a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.

5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.

6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.

7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
   a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.
List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

**Students entering as freshman in the 2011 – 2012 school year or beyond.**

**Grades 9 – 12 Course Requirements:** A student is placed in a grade level based on the total number of Carnegie units earned. The following are the grade classifications for students in St. Tammany Parish Public Schools:

**Accumulated Carnegie Units for Grade Classification**

<table>
<thead>
<tr>
<th>Entry Grade</th>
<th>Accumulated Carnegie Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>0-4 units</td>
</tr>
<tr>
<td>10</td>
<td>5 units</td>
</tr>
<tr>
<td>11</td>
<td>11 units</td>
</tr>
<tr>
<td>12</td>
<td>17 units</td>
</tr>
<tr>
<td>Graduate</td>
<td>23/24 units depending on diploma</td>
</tr>
</tbody>
</table>

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

One-half unit of credit for all one-unit courses shall be awarded to the students who successfully complete a semester course.

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

Students who wish to enter a St. Tammany Parish Public School from a home study or non-accredited private school must complete several steps in order to obtain Carnegie unit credit for the course.

Proficiency exams are available for the following subjects:

One Carnegie unit credit awarded will be added to the student's transcript as a "P" indicating they passed the proficiency exam(s). Letter grades will not be awarded. Please speak to your school's guidance counselor about the implications of receiving a "P", rather than a letter grade.
B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.

2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)

3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
   
a. Students who entered the ninth grade prior to 2008-2009,

b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and

c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.

4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
   
a. Students who entered the ninth grade in 2014-2015 and beyond

5. Graduation requirements for the Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) may be found in §2319 of Bulletin 741.
   
a. A student who seeks to pursue a Career Diploma shall:
      
i. Fulfill the all the requirements for promotion to high school;
   
ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
   
iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.

6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)

7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
   
a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
i. Students with disabilities identified under the Individuals with Disabilities Education Act shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student’s disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)

b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
   i. English II or English III
   ii. Algebra I or Geometry
   iii. Biology or United States History

c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.

d. Students with disabilities identified under the Individuals with Disabilities Education Act shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student’s disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:
   a. Course requirements;
   b. Assessment requirements;
   c. Workforce-Readiness and Career Education requirements; and
   d. Transition requirements.

9. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).
VI. Retention Policy

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

The St. Tammany Parish School Board and the Louisiana State Department of Education shall base retention of a student on the student’s failure to meet the criteria for promotion as established. A child is retained in kindergarten only at the recommendation of the SBLC and parent permission. A student in grades 1-8 who has been in the same grade for two years may be considered for promotion by the SBLC, except where prohibited by BESE policy. Recommendations or requests by parents to retain students who have met Pupil Progression Plan promotion requirements for promotion shall be referred to SBLC. The committee will review all available student records. If the retention being considered involves a move from one school to another, both principals must communicate prior to the final decision. The Principal will consider the SBLC recommendation and render a decision. In cases where agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all relevant data and render a final decision. Students at the high school level shall only be promoted to the next grade by earning the required number of Carnegie units.

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

Students who do not meet the standard for promotion, meet attendance policies, or pass the state mandated assessments, where applicable, may be retained.

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

St. Tammany Parish Public Schools has developed learning experiences that are designed to address targeted literacy and numeracy skills for at risk students in the lower grades. Small group and individual instruction focusing in reading, writing, and mathematics are some of the instructional structures used. Extending the school day, the school year and intervention programs during the school day provides a variety of methods for students to access content. Numerous programs are used to intervene in both reading and mathematics. A list of the programs available to students varies from school to school; however, all are supported by the district. The elementary schools also have Literacy Coaches, trained teachers, who join classroom instruction to provide job embedded professional development and model teaching. District-created assessments are administered throughout the school year to assess mastery of grade level standards in order to inform instructional planning. SBLC serve as problem-solving teams and develop interventions for at-risk students.
VII. Acceleration

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

The K-8 SBLC or IEP Committee is involved in the decision-making process. Standardized tests, classroom grades, evaluation results, and teacher recommendations are considered for the appropriate placement for the student. For grades 9-12, the criteria is as follows:

- **Dual enrollment** - Student must meet the post-secondary institution eligibility requirements.
- **Honors and AP courses** – Student placement may be based on one or more of the following:
  - Teacher Recommendation(s)
  - Previous student academic record
  - Previous standardized test scores
  - SBLC recommendation
  - IEP decision

High school students shall only be promoted to the next grade by earning the required number of Carnegie units.

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

The SBLC or IEP Committee will be responsible for analyzing all available records as well as conduct student classroom observations to determine acceleration. If the acceleration being considered involves a move from one school to another, both principals or their designees must communicate prior to the final decision. Following this review, if acceleration is merited, a conference will be held with the principals, teacher and parents. The student would attend the advanced grade which would provide an instructional program equal to his/her ability. The time spent in that grade would be determined by the subject area where acceleration is noted. If an agreement between the principals cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.
Describe any applicable policies and procedures for grade “skipping.”

The “skipping” of elementary grades generally is not advocated; however, it is permissible under certain circumstances. The name of the student under consideration will be submitted to SBLC which will be composed of the principal and teachers from both grade levels. The committee will analyze all available student records. Their recommendation shall be referred to the SBLC. If the promotion being considered involves a move from one school to another, both principals or their designees must communicate prior to the final decision. Following this review, consultations will be held between the principal, teacher(s), and parents and a final recommendation made and forwarded to the Superintendent for approval. In cases where an agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.

Describe any policies governing services for gifted students.

In order to qualify for gifted services in St. Tammany, students must first successfully complete an established district screening and evaluation process. Once it is determined that a student meets gifted criteria by a diagnostic team, a recommendation is made for special education service eligibility. An IEP is convened for placement purposes in either a gifted enrichment or gifted academic program. The gifted academic model services grades preschool through 12, and the enrichment model classes service students in grades 1 through 8. Instructional activities in both models enhance not only the intellectual functioning of the gifted student, but also fosters one’s creativity, leadership abilities, and self-concept. Both approaches provide gifted students the opportunity to relate cognitively and effectively with their intellectual peers, and each support a horizontal acceleration approach where educational plans utilize modifications and differentiation to best meet the needs of the high ability learner.

List any Carnegie credit courses that will be offered on an “accelerated” schedule.

Students who receive high school credits through approved summer schools will be placed in appropriate grade levels and will be eligible to graduate when meeting the high school graduation requirements.

A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years. (Bulletin 741 §2317)

   a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

   b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
Describe the components and requirements of the local early graduation program.

In compliance with Act 660, no LEA shall have a policy or practice whereby students are prohibited from graduating in less than four (4) years. After the request from the parent, in writing, for early graduation, the principal will verify the completion of all high school graduation requirements.

VIII. Remediation

A. Legal Authorization

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

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

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

B. Purpose

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

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State test, shall be provided remedial education. (R.S. 17:397)

   a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
D. School Year Intervention/Remediation Program

► EOC Remediation

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

    o Program Description

      The goals of the remediation program are to provide appropriate instruction to all eligible students enabling them to correct deficiencies identified on the EOC tests and to prevent their early departure from school.

    o Student selection criteria
      Any public elementary or secondary students who participates in EOC and does not meet the performance standards established by the LDE and approved by BESE, will be provided remediation opportunities.

    o Pupil/Teacher ratio
      Schools will strive to achieve a 15 to 1 ratio of students to teachers in all remedial sessions.

    o Instructional time
      The district will meet or exceed all minimal time requirements (30 hours) as outlined in state regulations. Remedial sessions will be made available during the summer and regular school session.

    o Selection criteria for teachers and/or paraprofessionals
      Secondary certified English, mathematics, science, and social studies teachers currently employed by this school system shall be contracted to provide the remedial instruction. The summer and extended day program will provide remediation prior to testing for those students who avail themselves of the opportunity.

    o Materials and methodology to be used
      An individualized program, taught by a secondary certified teacher, shall be used for the extended day program and for the remediation courses which are locally-approved electives. Course content conforms to grade level expectations, standards, and benchmarks.
o Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
  • Students may take a remediation course using an elective period during the regular school day for ½ unit credit for eighteen weeks (i.e., English or math remediation).
  • Students attend after school remediation. Students are expected to provide their own transportation.
  • Eligible Special Education students will be included in the remediation program. Coordination will be provided through a status report completed by the remediation teacher.
  • Students may participate in the summer remediation program prior to the June retesting opportunity.

o Documentation of students’ and parents’ refusal to accept remediation
  If a student and his parent refuse EOC remediation, an appropriate form must be completed at the school, documenting the refusal of remediation.

o Plan for coordination of state, federal, and local funds for remediation

  The district’s strategic plan along with the individual school improvement plan outlines the plan for the coordination of state, federal, and local funds used for remediation. At the district level, state, federal, and local funds are used for the remediation program.

o Evaluation plan for documenting evidence of achievement/growth of students

  Achievement/growth of students participating in school year EOC remediation will be evidenced by individual student performance on the EOC assessment. Fifty percent of the students receiving remediation shall pass the corresponding graduate exit test.

VIX. Alternative Schools/Programs/Settings

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

  ► List the written policies for all alternatives to regular placements.
  St. Tammany Parish Public Schools will consider alternatives to student regular placement after a careful review of student data to determine what is in the best interest of the student. Factors of consideration include, but are not limited to, age, safety, academic and discipline records. Parental notification and consultation will take place in each instance.
Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

**A3 Virtual Academy**

A3 Virtual Academy is a non-traditional, interactive program of study that relies on technology designed to support teaching and learning in various educational settings.

**Eligibility:** Students in grades 9-12 consult with their school administrator and after careful review of eligibility, a student may enroll in the online courses for which they have been approved.

**Curriculum:** Internet-based course content consists of reading, videos, interactive review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and OdysseyWare. Certified teachers monitor student progress and are available via email, telephone, online discussion and face-to-face meetings. Blackboard is the software system that frames the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

**Promotion:** Final grades are issued upon completion of all course requirements.

**HiSet Preparation**

HiSet Preparation is a course that prepares high school students for successful completion of the HiSet test (state-issued high school diploma equivalency credential).

**Eligibility:** Students, with parental permission, who are 17 years of age and have 10 or fewer credits.

**Curriculum:** District HiSet preparation course designed and delivered by STPPS teachers.

**Promotion:** Attaining the required passing scores on the complete HiSet test battery administered through the Louisiana Technical College System. An IEP must be held prior to eligible special education students entering the HiSet program. A student who passes the complete HiSet test battery will be eligible to participate in the HiSet Graduation at the end of the school year hosted by the Louisiana Technical College System.

**Homebound Services**

Hospital/Homebound is an alternative educational setting provided to students enrolled in St. Tammany Parish Public Schools, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval.

**Eligibility:** Parents seeking homebound services for a student should request an application from the student’s school. IEP or SBLC team will review parent request, medical information, and other supporting documents. The Student Services Coordinator must approve these services.
Curriculum: Homebound instruction will be provided in the core academic subjects: English Language Arts, mathematics, Science, and Social Studies by a certified teacher. However, if the student requires homebound services for less than twenty (20) school days, instructional services may be provided through a consultative model (certified regular or special education teacher consults with the homebound teacher delivering instruction.) Homebound and school based teacher(s) will determine material to be covered that is similar to the school-based program.

Online Student Learning Program
Online Student Learning Program’s purpose is to meet the educational needs of our community with the flexibility of online “virtual” classroom instruction.

Eligibility: Currently enrolled students in grades 5, 6, 7, and 8 shall apply through a STPPS district application.

Curriculum: Internet-based course content consists of reading, videos, interactive review activities, writing assignments, research, quizzes, tests, and exams provided through OdysseyWare online platform. Certified teachers monitor student progress and are available via email, telephone, online discussion and face-to-face meetings. Blackboard is the software system that frames the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Students are required to participate in the state mandated assessment and pass accordingly, if applicable. A current grade average is maintained and available to students and parents at all times. Students will be given a grade at the completion of the online course.

Project BELIEVE
Project BELIEVE is an alternative program for students who have been recommended for expulsion from school in grades 5 – 10. A student who attends this program must remain for a minimum of 45 days as they explore what dignity, integrity, respect, and confidence means.

Eligibility: Students in grades 5 - 10 who are recommended for expulsion from a public school in St. Tammany are considered by the Superintendent for assignment to the program.

Curriculum: Students are provided instruction by certified teachers as well as drill instructors in English, Mathematics, Physical Education, and an elective. Students are evaluated on attendance, academics, behavior, compliance, and growth.

Promotion: Students return to their original school campus upon successful completion of the three levels.

Project TEAM
Project TEAM is an alternative program for students who have been expelled from school in grades K-12 and who have been recommended by the Superintendent. A student who attends this school must stay until the expulsion period is satisfied.
Eligibility: Students in grades K-12 who are expelled from a public school in St. Tammany are considered by the Superintendent for assignment for the Project TEAM program.

Curriculum: Internet-based course content consists of reading, videos, interactive review activities, writing assignments, research, quizzes, tests, and exams provided through OdysseyWare online platform. Certified teachers monitor student progress and are available via email, telephone, online discussion and face-to-face meetings. Blackboard is the software system that frames the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Students will be considered for promotion based upon the Pupil Progression Plan. Students in grades 9-12 are eligible to earn Carnegie units. Students will be classified based on credit hours earned as provided for in the Pupil Progression Plan.

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

Adult Education opportunities are available to any person 18 years or older who has less than a high school education and is not currently enrolled in the K-12 system.
Students who were enrolled in the regular high school program within the last three years must obtain a drop slip from their high school before entering the Adult Education program.
Parents of 17 year olds and, on a very rare occasion, 16-year-old students may petition the Superintendent through the Office of Child Welfare and Attendance to allow the student to exit school in order to enroll in Adult Education for the following hardships:
- Pregnant or actively parenting
- Incarcerated or adjudicated
- Institutionalized or living in a residential facility
- Chronic physical or mental illness
- Family and/or economic hardships
The parents must provide the appropriate documentation of the hardship.

► Describe the curriculum used to deliver coursework for alternate education programs.

Please see above under each alternate education program for its curriculum used to deliver coursework.
X. Other Policies and Procedures

A. Policies on Due Process

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

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

o Regular education students

A request for a change or reconsideration of decisions relative to a student’s educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian. The principal will consider the request or refer the matter to SBLC when appropriate. The decision shall be communicated to the parents within three school weeks of the request. Parents may appeal that decision to the Assistant Superintendent or her designee. The Assistant Superintendent for Curriculum and Instruction will make a recommendation to the Superintendent who will make a final decision. Such requests must be submitted in writing and contain evidence to be considered.

The Contractual Agreement between the St. Tammany Federation of Teachers and School Employees and the St. Tammany Parish School Board, Section 8, describes the processes and procedures for teachers to appeal student placement.

o Students with disabilities

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 Act (IDEA) Part B, LEA Application.

o Section 504 students

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

LOCAL POLICIES

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

Grading Policy

- LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used (Bulletin 741 §2302).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>B</td>
<td>92-85</td>
</tr>
<tr>
<td>C</td>
<td>84-75</td>
</tr>
<tr>
<td>D</td>
<td>74-67</td>
</tr>
<tr>
<td>F</td>
<td>66-0</td>
</tr>
</tbody>
</table>

The evaluation key to be used on Student’s Evaluation Report Card is as follows:

A - Excellent. The student has consistently demonstrated excellent performance.
B - High Quality Work. The student’s performance is in upper range of the satisfactory category.
C - Satisfactory. The student is performing in a satisfactory manner for grade level.
D - Needs Improvement. The student’s performance is below satisfactory standards. Parent(s) and teacher(s) need to have a conference.
F - Unsatisfactory Work. The student is not progressing according to standards. Parents and teachers need to have a conference.
Grading Policy – KINDERGARTEN

The Kindergarten Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences. All assessments shall be fair and reasonable as determined by the school principal or designee. The evaluation key to be used on the Kindergarten Student Evaluation Report Card is as follows:

<table>
<thead>
<tr>
<th>Grade Level: Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

O - Outstanding/Meets or exceeds stated goals  
S - Satisfactory/Meets stated goals  
N - Needs Support/Progressing toward stated goals

Emphasis will be placed on regular communication with parents through formal and informal conferences. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. The teacher is responsible for completing report cards. Each teacher is to be responsible for any other markings such as, social/emotional development, fine motor development and attendance to class. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP) or on an Individual Education Plan (IEP).

Students shall be promoted if they show satisfactory progress at the end of the 4th quarter grading period. Students showing Needs Support/Progressing toward stated goals on all available criteria will be referred to the SBLC to determine promotion or retention, with parent permission. There shall be no Honor Roll.
Grading Policy – TRANSITIONAL FIRST GRADE

The Transitional First Grade Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences. All assessments shall be fair and reasonable as determined by the principal or designee. The evaluation key to be used on the Transitional First Grade Student Evaluation Report Card is as follows:

<table>
<thead>
<tr>
<th>Grade Level: Transitional First Grade</th>
<th>Report by Letter Grade: O, S, and N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td></td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>Report by Letter Grade: S and N</td>
<td>Social/Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Fine Motor Development</td>
</tr>
</tbody>
</table>

O - Outstanding/Meets or exceeds stated goals  
S – Satisfactory/Meets stated goals  
N - Needs Support/Progressing toward stated goals

Emphasis will be placed on regular communication with parents through formal and informal conferences. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. The teacher is responsible for completing report cards. Each teacher is responsible for any other markings such as social/emotional development, fine motor development, and attendance to class. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP) or on an Individual Education Plan (IEP).

A student who has completed transitional first grade shall be assigned to first grade. Students showing Needs Support/Progressing toward stated goals on all available criteria will be referred to the SBLC. There shall be no Honor Roll.
Grading Policy - GRADE 1

The First Grade Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences. The evaluation key to be used on the First Grade Student Evaluation Report Card is as follows:

<table>
<thead>
<tr>
<th>Grade Level: Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report by Letter Grade: O, S, N, and U</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>Handwriting</td>
</tr>
<tr>
<td>Conduct</td>
</tr>
<tr>
<td>Work Habits</td>
</tr>
</tbody>
</table>

O - Outstanding/Meets or exceeds stated goals  
S – Satisfactory/Meets stated goals  
N - Needs Support/Progressing toward stated goals  
U – Unsatisfactory/Not grasping stated goals

There shall be a minimum of nine assessments for each student during the grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments of learning and should take place after the learning has taken place. The goal of summative assessment is to evaluate student learning at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments for learning and should take place while learning is taking place. The goal of formative assessment is to monitor student learning during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.
Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. The teacher is responsible for completing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance to class. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Program Plan (IPP), an Individual Education Plan (IEP), Individual Accommodation Plan (IAP) or an Individual Limited English Proficient Plan (ILEPP).

Conduct shall be considered separately and denoted accordingly on the report card. There shall be no Honor Roll.

**Grading Policy - GRADES 2-3**

The Second and Third Grade Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work shall be accumulated and shared with parents. The evaluation key to be used on the Second Grade and Third Grade Student Evaluation Report Card is as follows:

<table>
<thead>
<tr>
<th>Grade Level: Grade 2 and Grade 3</th>
<th>Report by Letter Grade: A, B, C, D, or F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report by Letter Grade: O, S, N, and U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct</td>
</tr>
<tr>
<td>Work Habits</td>
</tr>
<tr>
<td>Conduct and work habits shall not affect the quarterly or final grade point average.</td>
</tr>
</tbody>
</table>

- **O** - Outstanding
- **S** - Satisfactory
- **N** - Needs Support
- **U** - Unsatisfactory

*Only letter grades shall be recorded in the grade book and on the report card.*

There shall be a minimum of nine assessments for each second and third grade student during each quarter. Due to unusual circumstances, such as testing, some grading periods may be shortened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.
Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments of learning and should take place after the learning has taken place. The goal of summative assessment is to evaluate student learning at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments for learning and should take place while learning is taking place. The goal of formative assessment is to monitor student learning during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, all student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance in class. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). At the close of the fourth quarter grading period, report cards will be mailed to the home at the close of the teachers’ last day.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end-of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00. Any average less than 1.0 shall receive an “F” for the end-of-the-year letter grade. There shall be no Honor Roll.
Grading Policy - GRADES 4-6

The Fourth, Fifth and Sixth Grades Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. The evaluation key to be used on the Fourth Grade, Fifth Grade, and Sixth Grade Student Evaluation Report Card is as follows:

<table>
<thead>
<tr>
<th>Grade Level: Grade 4, Grade 5, and Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report by Letter Grade:</strong> A, B, C, D, or F</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>6th grade electives that are taught 50 minutes per day during the entire school year</td>
</tr>
<tr>
<td><strong>Report by Letter Grade:</strong> O, S, N, and U</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Handwriting</td>
</tr>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Conduct</td>
</tr>
<tr>
<td>These subjects shall not affect the quarterly or final grade point average.</td>
</tr>
<tr>
<td>O - Outstanding</td>
</tr>
<tr>
<td>S – Satisfactory</td>
</tr>
<tr>
<td>N - Needs Support</td>
</tr>
<tr>
<td>U – Unsatisfactory</td>
</tr>
</tbody>
</table>

(Only letter grades shall be recorded in the grade book and on the report card.)

There shall be a minimum of nine assessments for each student during the quarterly grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or a fractional equivalent of the shortened or lengthened grading period. When a grade of “U” occurs on a report card, a parent conference shall be requested. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or fractional equivalent of the shortened or lengthened grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments of learning and should take place after the learning has taken place. The goal of summative assessment is to evaluate student learning at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.
Formative assessments should be assessments for learning and should take place while learning is taking place. The goal of formative assessment is to monitor student learning during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, all student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices and homework guidelines to students and parents at the beginning of the school year and to new students when they enter the class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). At the close of the fourth quarter grading period, report cards will be mailed to the home at the close of the teachers’ last day.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end-of-the-year final grade and recorded on the report card.

**IMPORTANT NOTE:** Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00. The subjects scored with O, S, N, and U shall not affect the quarterly or final grade point average.

**Honor Roll** – There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject. A school may report a straight “A” Honor Roll at the end of the year. To be listed on the straight “A” Honor Roll, a student must have made all A’s on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.
Grading Policy - GRADES 7-8

The Seventh and Eighth Grades Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. The grading scale shall be used for all courses and subjects. There shall be a minimum of nine assessments for each student during the quarterly grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or a fractional equivalent of the shortened or lengthened grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments of learning and should take place after the learning has taken place. The goal of summative assessment is to evaluate student learning at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments for learning and should take place while learning is taking place. The goal of formative assessment is to monitor student learning during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, all student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices and homework guidelines to students and parents at the beginning of the school year and to new students when they enter the class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or fractional equivalent of the shortened or lengthened grading period. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP).
The administration of quarterly exams will be directed by the district after reviewing the state mandated assessment schedule. The quarterly exam, if and when administered, shall be comprehensive for the entire grading period and count for 20% of the quarterly grade. There shall be no exemptions.

Student conduct shall not be considered when computing the quarterly grade. Conduct shall be graded as O, S, N, or U. Conduct is not a subject.

For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card. The numerical grades for each quarter shall be averaged for the yearly grade and recorded on the report card along with the corresponding letter grade.

**IMPORTANT NOTE:** All numerical grades of .5 - .9 shall be rounded up to the next highest numeral including the grade of 66.5.

**English/Spelling -** English and spelling are combined for one grade, spelling shall count for no more than 10% of that combined grade.

**Honor Roll** – There shall be an Honor Roll for each grading period.
- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject. Only letter grade equivalents (A=4, B=3, C=2, D=1, and F=0) shall be used to compute the Honor Roll. There shall be no rounding of grades to compute Honor Roll.

*Example 1:* A student with a 2.9 GPA would not be placed on the 3.0 Honor Roll.

*Example 2:* A student with a 3.4 GPA would not be placed on the 3.5 Honor Roll.

*Example 3:* A student with a 3.9 GPA would not be placed on the 4.0 Honor Roll.

A school may report a straight “A” Honor Roll at the end of the year. To be listed on the straight “A” Honor Roll, a student must have made all A’s on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.

**Extracurricular Academic Eligibility** - For 7-8 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. Students in grade 7 and 8 will have academic eligibility determined on a quarterly basis. Students in grades 7 and 8 must pass five (5) subjects and earn a GPA of 1.5 or greater for the previous quarter. All other eligibility requirements for other activities are at the discretion of the school. The school shall disseminate these requirements to students and parents. A student’s GPA cannot be rounded.
High School Credit at the Junior High

Junior High schools can offer courses for Carnegie credit. Courses offered include Spanish I, French I, Family and Consumer Science, Reading, Agriculture I, Art I, Piano, Orchestra, General Technology Education, Journey to Careers, Introduction to Computer Business Applications, World Geography, and Band. Offerings will be based upon the students’ schedule requests, secondary certified staff, and the availability of resources at the Junior High site. The student shall receive a letter grade on his/her high school transcript. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

With a minimum score of 85 on the rubric, the student will be enrolled in Acceleration to Algebra I as a 7th grader. The accelerated student shall successfully complete the 7th/8th Blended math curriculum to be enrolled in Algebra I the following school year. To receive Carnegie credit in Algebra I, a student must pass the course and must take the End of Course Test for Algebra I. The results for the End of Course Test will count for the final exam and 20% of the fourth quarterly grade. Students meeting the criteria to receive Carnegie credit at the junior high school shall receive a letter grade to be placed on their high school transcripts. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Geometry Credit for Students at the Junior High Level

If a junior high school plans to provide students the opportunity to earn Geometry credit, the principal shall request authorization from the Assistant Superintendent for Curriculum and Instruction. The teacher providing the course instruction shall be certified to teach geometry. To be eligible to enroll in geometry, a student shall have earned Algebra I credit. The student must take the End of Course Test for Geometry. The results of the End of Course Test will count for the final exam and 20% of the fourth quarterly grade.

Students meeting all criteria to receive Carnegie credit shall receive a letter grade on their high school transcripts. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Foreign Language Credit at the 8th Grade Level

To earn high school credit for Spanish I or French I at the junior high level, a student must meet all criteria to receive Carnegie credit. The student shall receive a letter grade on his/her high school transcript. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.
University Credit at the Junior High Level

Students may earn a Carnegie credit from a university under the following circumstances:

- Be recognized and recommended to participate in university summer programs
- Receives permission from the Junior High Principal prior to beginning the course
- Receive a grade equivalent of a B or higher in the coursework
- Provide an official transcript/official documentation of completed coursework to the junior high school principal where the student is enrolled before the opening of the next school year
- Schedule a local credit exam for the appropriate course with the designated testing agent before the opening of the next school year and receive a passing grade on the test

When principals of junior high schools receive an official transcript from students as outlined above and also receive the results of the credit exam from the designated testing agent, they will inform in a written format the awarding of a Carnegie unit to the Assistant Superintendent of Curriculum and Instruction and to the high school principal. Students meeting all criteria to receive Carnegie credit shall receive a “P” grade with no quality points on their high school transcripts.

Summer School Credit for Grades 1 – 8

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. However, an elementary student may request to enroll in a class to strengthen knowledge and skills in which a need has been recognized. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

Grading Policy - GRADES 9-12

The grading scale shall be used for all courses and subjects, except the designated weighted courses. In non-weighted classes, the following quality points will be assigned to the letter grade: “A” = 4, “B” = 3, “C” = 2, “D”=1, “F” = 0. In the designated weighted courses, the following quality points will be assigned to the letter grade: “A” = 5, “B” = 4, “C” = 3, “D” = 1, “F” = 0. The numerical grade and letter equivalent will be recorded on the report card. There shall be a minimum of nine assessments for each student during the grading period, excluding the quarterly test. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.
Summative assessments are assessments of learning and should take place after the learning has taken place. The goal of summative assessment is to evaluate student learning at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments for learning and should take place while learning is taking place. The goal of formative assessment is to monitor student learning during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, all student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Student conduct shall not be considered when computing the quarterly grade. Conduct shall be considered separately and graded “S” or “U”. “S” denotes “Satisfactory”, and “U” denotes “Unsatisfactory.

Each assessment shall count for no more than 1/9 of the total quarterly grade or the fractional equivalent of the shortened or lengthened grading periods. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period. Only 2nd and 4th quarterly exams will be administered. The quarterly exam shall count 20% of the quarterly grade. The quarterly exam may be comprehensive for the entire semester; however, the exam shall include no more than 20% of material tested in the previous quarterly grading period. There will be no exemptions from quarterly exams. All students enrolled in a subject, where the State has developed an End of Course Test, must take the test during the time frame as identified by the State. The end of course test results must be counted as the final exam for the course counting 20% of the fourth quarterly grading period.

Teachers shall communicate, in writing, their grading practices, performance standards, and homework requirements to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Each teacher shall note on the report card, following parish procedures, student grades earned with documented modifications. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), or an Individual Limited English Proficiency Plan (ILEPP). All assessments shall be fair and reasonable as determined by the principal or designee.

For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card.
All numerical grades of .5-.9 shall be rounded up to the next highest numeral including the grade of 66.5.  

**Honor Roll** - There shall be an Honor Roll for each grading period.  
- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.  
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.  
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.  

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject. Conduct is not a subject.  

In non-weighted courses letter grade equivalents “A = 4,” “B = 3,” “C = 2,” shall be used to compute the Honor Roll. In weighted courses letter grade equivalents “A = 5,” “B = 4,” “C = 3” shall be used to compute the Honor Roll.  

There shall be no rounding of grades to compute the Honor Roll.  

*Example 1:* A student with a 2.9 GPA would not be placed on the Honor Roll.  
*Example 2:* A student with a 3.4 GPA would be placed on the 3.0 Honor Roll.  
*Example 3:* A student with a 3.9 GPA would be placed on the 3.5 Honor Roll.  

All students shall be eligible for inclusion on the Honor Roll if they are attempting at least five credits.  

**Grade Point Average**  

A student’s overall GPA is based on semester grades. All courses attempted, including credit earned prior to the 9th grade, courses failed and duplicate credit, shall be used to calculate GPA. A grade point average shall not be rounded off. A grade point average is defined as an average of all subjects, where “A=4,” “B=3,” “C=2,” “D=1,” “F=0”.  

*Example:* A 2.7 GPA cannot be rounded off to a 3.0.  

**Extracurricular Academic Eligibility** - For 9-12 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. According to LHSAA, a student in high school must earn at least six (6) units with a “C” average from the previous year to be eligible for the first semester of the school year. To be eligible for the second semester of the school year, a student shall pass at least six (6) subjects from the first semester. A senior taking a shortened schedule must pass all of the classes. A student’s GPA cannot be rounded. For grades 9 – 12, all other eligibility requirements for other activities are at the discretion of the school principal. The school shall disseminate these requirements to students and parents.  

“**A**” Average = 3.5 and Above  
“**B**” Average = 2.5 – 3.4999  
“**C**” Average = 1.5 – 2.4999  
“**D**” Average = 1.0 – 1.4999  
“**F**” Average = Below 0.9999  

A “P” has no numerical value in calculating the grade point average of a high school student. NCAA will convert a “P” to a “D” with 1 quality point in the GPA to establish College athletic eligibility. Carnegie credit earned in the 8th grade will not be considered by the NCAA.
**Weighted Grades- Local Policy**

A student will receive an extra quality point for an A, B, or C earned in gifted, honors, dual enrollment, and advanced placement courses listed on the designated course list. The extra quality point assigned to an A, B, or C in a designated course will not be retroactive.

A student receiving an extra quality point for an A, B, or C earned in an honors courses listed in the local designated course list must meet the criteria outlined in Bulletin 741 §2323:

<table>
<thead>
<tr>
<th>Honors Course</th>
<th>Additional Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I, II, III, IV, English Composition I, II</td>
<td>Students shall complete an additional unit of instruction beyond the regular course. The unit of instruction shall include additional grade-level, complex texts and related writing and research tasks.</td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II, Algebra III,</td>
<td>Students shall complete an additional unit of instruction beyond the regular course.</td>
</tr>
<tr>
<td>Probability and Statistics, Pre-Calculus, Calculus</td>
<td>i. The unit of instruction shall exemplify the following shifts identified in the math standards:</td>
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<td></td>
<td>(a). focus;</td>
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<td>(b). coherence;</td>
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<td>(c). rigor–conceptual understanding, procedural skill and fluency, and application.</td>
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<td>ii. All standards marked with a &quot;+&quot; from the specified course domain of the high school standards must be included in the course.</td>
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<td></td>
<td>iii. Students must design and implement a research project requiring mathematical modeling.</td>
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<tr>
<td>Physical Science, Biology, Biology II, Chemistry,</td>
<td>Students shall complete two additional labs beyond the regular course.</td>
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<tr>
<td>Chemistry II, Physics, Anatomy and Physiology,</td>
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<tr>
<td>Environmental Science</td>
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<tr>
<td>World Geography, Civics, American History,</td>
<td>Students shall complete two additional research projects beyond the regular course resulting in a written or performance-based product (e.g. formal debate, delivery of a speech, etc.).</td>
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<tr>
<td>American Government, Psychology, European History,</td>
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<tr>
<td>World History</td>
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</table>
7th and 8th grade students who earn an A, B, or C in a Carnegie credit course from the designated course list will earn an extra quality point. The following conditions will apply:

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade at a St. Tammany Parish high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie credit course from the designated course list will be applied to the student’s overall GPA.

**Designated Course List:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Honors</th>
<th>Gifted</th>
<th>Advanced Placement</th>
<th>Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
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<tr>
<td>English II</td>
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<td>English III</td>
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<td>English IV</td>
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<td>English Composition I</td>
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<td>English Composition II</td>
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<tr>
<td>Algebra I</td>
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<td>Geometry</td>
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<td>Algebra II</td>
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<td>Probability &amp; Statistics</td>
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<td>Algebra III</td>
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<td>Pre-Calculus</td>
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<td>Calculus</td>
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<td>Calculus AB</td>
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<td>Calculus BC</td>
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<tr>
<td>Physical Science</td>
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<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Biology II</td>
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<tr>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>Chemistry II</td>
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<tr>
<td>Physics I, II</td>
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<tr>
<td>Physics C (E &amp; M)</td>
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Minimum Number of Classes for a Graduating Senior

Fourth year graduating seniors must enroll in a minimum of five periods on a short day schedule. Rank-in-Class will be adversely affected by a short day schedule. Each individual high school principal shall determine which athletic and extracurricular activities require graduating seniors to maintain a full seven period schedule. For athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. All other eligibility requirements for these and other activities are at the discretion of the school. The school shall disseminate those requirements to the students and parents. Fifth year (or more) seniors follow the schedule that will complete their requirements for graduation.

Summer School Credit

High school students may enroll in summer school to earn Carnegie credit in order to graduate in four years, to remove a deficiency, or to improve grade point average by repeating a previously taken course. Students must have written authorization of the school principal to register and receive new credit/Carnegie credit for courses taken in summer school. New credit will be offered in an online format only. However, Carnegie credit earned through summer school shall not carry a weighted designation. Although the high school student may earn Carnegie credit during summer school for a course s/he previously failed, both failing and passing grades are included on the high school transcript and in the computation for grade point average. High School students may earn new credit in summer school with the permission of the high school principal. A maximum of two credits may be earned.
**Rank-In-Class**

Rank in class will be based upon quality points a student completes in grades 9-12. A full-time high school student may complete a maximum of 28 credits based upon a seven period day schedule. Rank in class is determined based upon a maximum of 16 weighted courses from the designated course list completed in grades 9-12. The student who earns the most quality points will be ranked number one in the graduating class.

All St. Tammany Parish students shall attempt 3.5 credits each semester in the 9th, 10th, and 11th grades. To attempt fewer than 3.5 credits per semester, a student must receive prior approval from the Assistant Superintendent of Curriculum and Instruction.

Students electing to take a short day schedule in the senior year will negatively impact their rank-in-class. A student electing short day in the senior year may earn fewer quality points than seniors taking 7 credit classes. Transfer grades will be weighted only in the subjects weighted in the district.

**Commencement Recognition**

**Honor Graduates (GPA)**

The following will be recognized at commencement: top students based on GPA in a graduating class will be coordinated between the high schools and the secondary supervisors of instruction.

**Best in Class (Rank in Class)**

The method of recognizing the top students based on quality points in a graduating class will be coordinated between the high schools and the secondary supervisors of instruction.

**Accountability Outcomes**

The method of recognizing the students based on accountability outcomes in a graduating class will be coordinated between the high schools and secondary supervisors of instruction.
Foreign Exchange Visitor Program

The St. Tammany Parish School Board recognizes the importance and far-reaching effect of intercultural and international experiences that supplement classroom instruction. The Foreign Exchange Visitor Programs promote and improve America’s awareness and understanding of global cultures and issues allowing parish students the opportunity to be exposed on a personal basis to foreign cultures. Likewise, the foreign student is able to broaden his/her knowledge of American culture and language skills through active participation in family, school and community life. Any student from a foreign country, sponsored by a foreign exchange visitor program, who fulfills all eligibility requirements (Federal, State and local school regulations) including written approval of the principal, may attend a St. Tammany Parish public school at the discretion of the St. Tammany Parish School Board.

Organizations and institutions sponsoring students for a school term must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program.

Foreign Exchange Sponsors

All sponsoring organizations shall supply the school principal the name, address and telephone number of a local representative who lives within a 100 mile radius of the C. J. Schoen Administrative Complex and can be contacted in case of an emergency. This information must be included on the application form submitted by June 1st prior to the beginning of the fall session.

Foreign Exchange Student Requirements

- Any foreign exchange student listing a language other than English as a home, first or frequently used social language is to be screened for LEP status and, if eligible for services, to be served accordingly;
- have appropriate medical insurance;
- be at least 17 prior to October 1st of the current school year, but not more than 19 at the time of registration;
- classify only as a senior as determined by evaluation of the student’s application packet;
- present to the school principal all necessary translated transcripts to be evaluated;
- follow all rules and regulations as outlined by the St. Tammany Parish School Board;
- reside with a host family;
- enroll in a St. Tammany Parish high school by September 1; and
- be enrolled for one full academic year beginning in August and ending in May/June.
Foreign Exchange Procedures for Admission

The sponsoring organization must apply by June 1st prior to the fall session and obtain written approval from the principal for admission of the student by August 1st prior to the fall enrollment period. The application shall include the student’s health record, assurance of appropriate medical insurance coverage, English translation of academic records, a student biographical essay, a photo, and a written recommendation of home principal including discipline records. The purpose of the Foreign exchange visitor program is to experience the American culture. A foreign exchange student will not participate in the commencement ceremonies due to not meeting the requirements for a diploma. It is the responsibility of the sponsoring agency to make all travel and accommodation agreements. It is also the agency’s responsibility to resolve all conflicts that arise between the student and the host family and/or the school. All expenses, including school related ones, are the responsibility of the sponsoring agency and the students.

Foreign Exchange Student Employment

If exchange students are not permitted to take regular part-time jobs during their stay in the United States, they will not be issued work permits or be enrolled in cooperative programs.

Foreign Exchange Student Athletic Eligibility

Students will be governed by the Louisiana High School Athletic Association rules and regulations concerning participation in interscholastic athletic competition. Foreign exchange students will be eligible to participate only in the school district in which the host family resides.

Foreign Exchange Student Scheduling

After the principal evaluates the student’s transcript and certifies senior level placement, the school guidance counselor or other designated school official will interview the student and host family to learn as much as possible about the student’s academic background, including necessary course clarification, competency, and fluency in English. Math, science and social studies classes are assigned by matching these courses as nearly as possible with the ones the student was taking previously.
APPENDIX A

This section should include the following:

Definition of Terms

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

A. State Terms:

- **Acceleration**: Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted students” identified according to the Pupil Appraisal Handbook.
- **Alternative to Regular Placement**: Placement of students in programs which have applied for deviations from standards in Bulletin 741.
- **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.
- **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 and city school board, which shall be based on student performance on LEAP with goals and objectives which are compatible with the Louisiana grade level expectations and which supplement standards approved by BESE. Emphasis shall be placed upon the student’s mastery of the grade level expectations in reading, writing and mathematics before he or she would be recommended for promotion or placement provided that other factors shall be considered.
- **Regular Placement**: The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, and acceleration.
- **Remedial Programs**: Programs designed to assist students, including identified students with disabilities and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
- **Remediation** – See Remedial Programs.
- **Retention**: Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these Guidelines.
- **State-mandated Assessments for English Language Arts and Mathematics**: The state’s testing program that includes grades 3, 4, 5, 6, 7, and 8.
- **Summer Remediation Program** – The summer school program offered by the LEA for the specific purpose of preparing non-proficient students for success at the next level.
B. Local Terms

- **Academically Able**: A student who scores at or above the 76th national percentile in the discipline area in question as measured by the adopted standardized achievement test. Student interest, grades and teacher recommendation are taken into account at the school level as essential components for successful participation in courses designed for the “academically able.” Students must be performing at least on grade level in the discipline area in question in order to be considered for a program designed for the academically able.

- **Academically Able for Foreign Language**: A student is academically able for foreign language if recommended by the principal and the reading teacher and if he/she satisfies all of the following criteria:
  - Scores a minimum of 75 percentile in reading on the norm-referenced test.
  - Has a B average in Language Arts or higher.
  - Has demonstrated interest in learning foreign language.

  Parents of the academically able will be notified of the subject area omission in grades 4-8. Students in grades 4-8 who do not meet the definitions of academically able may be scheduled whenever appropriate, as long as they receive a minimum of 150 minutes of instruction each week.

- **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for the academically able students which offer greater opportunities for individual progress and accomplishment. Students who score well on Advanced Placement examinations receive college credit for AP courses taken while they are still in high school.

- **Career and Technical Education** – Organized educational programs specifically designed to provide students with skills necessary for success at the postsecondary level as well as in the world of work. Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational course cluster affords students with an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.

- **Carnegie Unit of Credit** – State approved quantitative as well as quantitative measure. A unit of credit is awarded after successful completion of a year’s work.

- **Co-curricular Activities**: Those activities that are relevant, supportive and are an integral part of the course of study in which the student is enrolled and which are under the supervision and/or coordination of the school instructional staff (Bulletin 741:1.039.02).

- **Commencement**: High school commencement exercises shall be held to recognize those students who have successfully completed the required course of study, thus satisfying the requirements to earn a Louisiana high school diploma.

- **Concurrent Enrollment**: A high school student earns college credit only for a college course taught online or on a college campus by a post-secondary institution. Ex: A student takes courses at two separate institutions.

- **Cross-grading**: Through the use of appropriate assessment techniques, the placement of a child in different grade levels of particular content areas to provide instruction at a more appropriate level for that specific child.
- **Developmental**: Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, social-emotional development, auditory discrimination, visual discrimination and self-help skills (BESE policy).
- **Dual Enrollment**: An opportunity for students to receive college credit and high school credit for the same course. Ex: A single course taken on the high school campus that earns a student both high school and college credit at the same time.
- **Enrichment**: Learning activities providing depth and breadth to regular teaching according to the child’s abilities and needs.
- **Exceptional Promotion**: That promotion of the student which is made in accordance with state law and those extenuating circumstances as so defined by the local educational agency.
- **Extracurricular Activities**: Activities which are not directly related to the program of studies and which are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of the student (Bulletin 741:1.039.02).
- **Gifted (Academically)**: In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes.
- **IAP**: The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular education classroom.
- **IEP**: A written, individualized education plan developed for each student eligible under IDEA which describes a free appropriate public education (FAPE).
- **LEP**: Limited English Proficiency
- **Reading Proficiency: First Grade**: The student has learned basic sound/symbol system correspondence, more advanced phonemic and syntactic awareness, blending and word-attack skills, automatic recognition of basic high-frequency words and word families, comprehension skills, and how to use these tools to read for meaning. The Developmental Reading Assessment or DIBELS Next results are to be used to determine reading proficiency.
- **Readiness Screening**: The process of identifying the performance levels, skills, and abilities of young children through the gathering of information concerning their physical, intellectual and social development.
- **School Building Level Committee (SBLC)**: A committee of at least three school level staff members, including the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included, such as the guidance counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a problem solving, decision making group who meet on a scheduled basis to receive referrals from teachers, parents, or other professionals on individual students who are experiencing difficulty in school due to academic and/or behavior problems. In most instances, for enrolled students, it is only through the SBLC that a referral can be made to pupil appraisal for an individual evaluation.