2020-2021 Pupil Progression Plan

Local Education Agency:

Rapides Parish School Board
Background and Purpose

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

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

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

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

Questions about this document should be directed to ppp@la.gov.
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Placement of students in Kindergarten and Grade 1

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

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

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

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

Grade 1
- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

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

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

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

- Rapides Parish will use the Kindergarten Skills Assessment in ELA and mathematics as the academic readiness screening instrument for students entering first grade.
  - The kindergarten student will score a minimum of 85% on the English Language Arts and mathematics sections of the Kindergarten Skills Assessment.
  - Students who score below proficient on the screening test will receive RTI services.
Placement of transfer students

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

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

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

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

- Approved Out-of-State Schools (public/non-public)
  - Parents/guardians have 30 calendar days to provide all necessary information. Adjustments to the student’s schedule may be necessary upon receipt of official documentation.
  - Office of Child Welfare and Attendance/Homeless in conjunction with JB Lafargue will determine placement of transfer students who have been expelled and have not completed expulsion requirements or who have been incarcerated and/or institutionalized.

- Approved In-State Schools (public/non-public)
  - Parents/guardians have 30 calendar days to provide all necessary information. Adjustments to the student’s schedule may be necessary upon receipt of official documentation.
  - Students transferring or dropping from a school must meet all obligations to that school – payment of fees, return of textbooks, return of fundraiser items or monies, etc.
  - Students with outstanding financial obligations to the school from which they are transferring will be permitted to arrange a payment schedule to be completed within a specific timeline.
  - In accordance with La. R. S. 17:146, students who are suspended for damage to property are not to be admitted to a school until full payment for the damage has been made. They must meet all financial obligations to the school and district before they can graduate or receive a diploma.
  - Office of Child Welfare and Attendance/Homeless in conjunction with JB Lafargue will determine placement of transfer students who have been expelled and have not completed expulsion requirements or who have been incarcerated and/or institutionalized.
Approved Home Study (in/out of state) or Unapproved Non-Public Schools

- Students in grades K-12 will be required to take a placement test.
- Kindergarten & 1st grade students will be assessed using the Rapides Parish School District Kindergarten Skills Assessment in ELA and math to determine readiness at school of enrollment.
  - Kindergarten students must be five years of age by September 30th to enter Kindergarten.
  - First grade students must be six years of age by September 30th to enter 1st grade.
- Students entering grades 2, 3, 4, 6, 7, and 8 will be administered the District Placement Test to determine placement.
- Students entering grades 5 and 9 will be administered the LEAP Placement Test to determine placement.
  - Students who fail to meet proficiency requirements will be referred to the receiving school’s SBLC and the student’s academic records will be reviewed to determine placement.
- Office of Child Welfare and Attendance/Homeless in conjunction with JB Lafargue will determine placement of transfer students who have been expelled and have not completed expulsion requirements or who have been incarcerated and/or institutionalized.

Procedure for Determining Carnegie Credit for Transfer Students

- Unapproved schools, foreign systems, or home study programs - students must pass District Proficiency Exams to be eligible for any Carnegie Unit credit.
  - The District Testing Office will administer the District Proficiency Exams for each course in which the student is claiming credit. The District Proficiency Exams may be either state-generated or teacher-generated exams. All teacher-generated exams are submitted to the State Department for approval prior to administering.
  - The student must score 67% or above to receive a Carnegie credit. A grade of “P” for pass will be entered on the transcript.
  - For the current year, the student will be enrolled in classes at the receiving school; no grade will be recorded for past grading periods if there is no forwarding grade. The student must pass the final exam of the course with a 67% to receive credit. If the final exam is passed, the final transcript grade will be averaged from grades received in the school of enrollment, including the final exam.
- Approved non-public school – student’s grades will be accepted.

Transfers of students with an IEP - The Rapides Parish School District will follow the procedures described in Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act for enrollment of a transferring student with an IEP.
In-State Transfers
- Students with an IEP who transfer from another district in Louisiana shall be provided services that are comparable to those received in the previous district, until Rapides either:
  - adopts the student’s IEP from the previous public agency; or
  - develops and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

Out-of-State Transfers
- The records of out-of-state transfers will be reviewed by designated pupil appraisal staff. If records received do not indicate compliance with Louisiana Bulletin 1508 criteria, the student shall be offered either interim placement in a special education program while an evaluation is completed OR shall be referred to SBLC, which will review student information and follow procedures outlined in the SBLC handbook.
  - Additionally, interim IEPs may be considered for students who enroll in public school with no record or history of services but show signs of significant disabilities.

A student entering 5th grade must meet state-mandated requirements of scoring “Basic” in at least two core academic subjects (ELA, math and social studies) on the 4th grade LEAP 2025 assessment.

- If a 5th grade student transfers into the district and did not take the 4th grade LEAP 2025 assessment, the District Office will administer the LEAP Placement Test and they will be expected to score “Basic” in at least two core academic subjects (ELA, math and social studies). If the student participated in the previous year’s LEAP 2025, those scores may be used in lieu of the placement tests.
- If the 5th grade student fails to meet the requirement of “Basic” in at least two academic core areas, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning. See Bulletin 1566, section 701.
- If the 5th grade student fails to meet the requirement of “Basic” and is promoted or retained:
  - The student shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student’s parent or legal custodian by October 1st.
  - The plan must outline at least two allowable interventions/supports that include: Enrollment in a summer program
    - Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
    - Additional in-school support
    - Guaranteed access to tier 1/high quality curriculum
  - The plan shall remain in effect until such time as the student performance in identified subjects increases to appropriate levels.

Adopted by RPSB 7/7/2020
A student entering 9th grade must meet state-mandated requirements of scoring Basic/Basic or Basic/Approaching Basic in ELA and math on the LEAP 2025 assessment in order to meet promotion requirements.

- If a student entering 9th grade transfers into the district and did not take the 8th grade LEAP 2025 assessment the District Office will administer the LEAP Placement Test and they will be required to score Basic/Basic or Basic/Approaching Basic in ELA and math on the LEAP Placement Test. If a student participated in the previous year’s LEAP 2025, those scores may be used in lieu of placement tests.
  - If the student fails to meet the minimum requirement they will be required to attend remediation in ninth grade. Students with disabilities attending remediation shall receive special supports as needed. Remediation will occur between the end of LEAP 2025 testing and October 1 of the following academic year.

- If the 9th grade student transfers into the District from another state, country, homeschooled or private school after the completion of summer remediation the District shall administer the LEAP Placement Test.
  - If the student passes the LEAP Placement Test, they will enter as a ninth grader or transitional ninth grader.
  - If the student fails to meet the state-mandated requirements, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning. Such placement shall occur on or no later than October 1 of the school year. See Bulletin 1566, section 701.

- If the 9th grade student enters the school system after October 1st the student will take the LEAP Placement Test administered by the District Testing Coordinator.
  - If the student receives the required scores, he/she will be enrolled in classes at the receiving school. No grade will be recorded for all prior grading periods. The student must pass the final exam of the course to receive credit; if the final exam is passed, the transcript grade will be averaged from the grades (including the final exam) received in the school of enrollment.
  - If the student does not achieve the required scores, the student will be referred to the receiving school’s SBLC for placement into the 9T program. No grade will be recorded for all prior grading periods. The student must pass the final exam of the course to receive credit; if the final exam is passed, the transcript grade will be - averaged from the grades (including the final exam) received in the school of enrollment.

- If the 9th grade student transfers from a public or approved non-public school, currently enrolled in a transitional 9th grade program, will remain in the 9T program at the receiving school.

Adopted by RPSB 7/7/2020
• ELL Transfers

  o If a previously identified ELL has current ELPT scores, or language proficiency test scores from another state, those scores are used to place the ELL as an identified ELL. Other placement considerations include previous academic transcripts, and actual age of the student.

  o If a student transfers into the district without ELL identification, ELL Placement is based on results obtained through the LAS screening instrument. Grade placement will be according to chronological age.

  o An ELL grade K through 8 entering the school system with no official academic records, will be placed in a grade appropriate to his/her chronological age.

  o An ELL 15 years of age or older entering the school system with no official transcripts or records will be placed in the appropriate program of studies within grades 9-12, and must complete all BESE requirements to receive a diploma.

  o Scheduling all decisions and recommended accommodations will be reviewed at frequent and regular intervals, and adjusted to meet the needs of the ELL.
Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

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

Promotion decisions will be based on student achievement on grade-appropriate skills and attendance. The Rapides Parish School Board Grading Policy will be used to record student performance and attendance.

- Promotion of 3rd grade students who fail to meet state-mandated requirements of scoring “Basic” in at least two core academic subjects (ELA, math, science and social studies) on the LEAP 2025 assessment shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student’s parent or legal custodian by October 1st.

  - The plan must outline at least two allowable interventions/supports that include:
    - Enrollment in a summer program
    - Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
    - Additional in-school support
    - Guaranteed access to Tier 1/high quality curriculum

  - The plan shall remain in effect until such time as the student performance in identified subjects increases to appropriate levels.

- Students with Disabilities
  - Promotion decisions for all students with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and talented and who has no other exceptionality, will be made by the SBLC.

- Administrative promotions will be made through the SBLC process, and should consider the following factors:
  - Student’s chronological age in relation to peer group
  - Achievement test scores
  - Parental input
  - Provision for remediation
  - Social maturity
  - Physical maturity
  - Attendance
  - Health problems

10 Adopted by RPSB 7/7/2020
Psychological testing, if available

**Uniform Grading Policy**

Rapides Parish 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>Grade</th>
<th>Percentage</th>
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<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>
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</table>

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501)

**Grade Errors:**

1. If it is determined that the grade is an error or that the grade is demonstrably inconsistent with the district’s or teacher’s grading policy directly or indirectly, then that grade will be changed by the appropriate school personnel (Bulletin 1566 §501 C.)

2. If a grade needs to be changed, a school-level grade change form must be completed with appropriate signatures. This action must be completed by September 1 of the following school year. In order for a grade to be changed, it will have to be cleared through the assigned professional staff and the principal.

3. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors/pre-AP, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<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>
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Adopted by RPSB 7/7/2020
Grading Scale for 5 Quality Point Classes as defined by the LDOE.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Transcribed Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
<td>0</td>
</tr>
</tbody>
</table>

- Grading for students with disabilities (IDEA or Section 504):
  - Special education students taking the Louisiana alternate assessment (LEAP Connect) may receive grades of S and U based on a decision by the IEP Committee.
  - For students with disabilities all modifications and/or accommodations listed on each student’s Special Education IEP or Section 504 IAP must be provided in the student's educational program.
  - The grade earned by a student on activities wherein modifications and/or accommodations are applied shall be the student's grade of record. When the student completes an activity which has not been modified and then performs the same activity with modifications, the grade earned on the modified activity shall become the recorded grade.
  - Teachers should document the provision of modifications and/or accommodations on student report cards by marking the appropriate comment code.
  - In an inclusive classroom, the grade is the result of collaboration between the regular and special education teachers. If the child is in the regular classroom with no inclusion services, the grade in that subject(s) is assigned by the classroom teacher. If the child is pulled out of the regular classroom and receives all instruction from the special education teacher, that teacher assigns the grade and appears on the report card as the teacher of record for that subject(s).

- Home Learning (Policy IHB)
  - Keeping in mind that the student spends seven (7) hours per day in school and approximately one additional hour traveling to and from school, a reasonable time frame shall be established for home assignments. The following time frames shall be the maximum spent on home assignments.
    - K-3 45 minutes maximum
    - 4-6 60 minutes maximum
    - 7-8 90 minutes maximum

Adopted by RPSB 7/7/2020
9-12  120 minutes maximum (for all subjects combined)

- Teachers may give bonus points. Those points shall be curriculum related and of minimum benefit not to exceed 10% of the total possible points for the grading period. Papers from which grades are recorded must be kept on file in the school through the first nine weeks of the following school year.

**KINDERGARTEN**

- Kindergarten progress reports will be sent home at the end of each grading period and the final Progress Report will denote promotion status.

- All kindergarten students are recommended to progress to first grade.

**NUMERICAL GRADES** will be assigned and recorded in the electronic grade book according to the grade level below.

**GRADES 1-2**

- Students in grades 1 and 2 will receive a grade in ELA (Reading, Writing, and Language) and Math.
  
  - A minimum of nine (9) grades per nine weeks will be recorded for ELA. A minimum of two (2) of the 9 ELA/Writing grades will be derived from writing.

  - A minimum of nine (9) grades per nine weeks, will be recorded in Math. A majority of these grades must be derived from assessments, class assignments, and/or projects. All grades will be derived from the state approved Tier 1 curriculum.

  - Social Living (Science/Social Studies) will receive a grade of Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U).

- Major courses are ELA, and Math.

**GRADE 3**

- Students in grade 3 will receive grades in, ELA, Writing, Math, Science, Social Studies, and Health/PE.

  - A minimum of nine (9) grades per nine weeks, per subject will be recorded in the gradebook. A majority of these grades must be derived from assessments, class assignments, and/or projects. All grades will be derived from the state approved curriculum.

  - Health/PE will receive a grade of Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U).
Major courses are ELA and Math.

**GRADES 4 & 5**

- Students in grades 4 and 5 (and students in grade 6 housed in an elementary school) will receive grades in ELA, Writing, Math, Science, Social Studies, and Health/PE.
  - A minimum of nine (9) grades per nine weeks, per subject will be recorded each grading period. A majority of these grades must be derived from assessments, class assignments, and/or projects. All grades will be derived from the state approved curriculum.
  - Health/PE will receive a grade of Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U).

- Major courses are ELA and Math

**REMINDERS FOR GRADES 1 - 5**

- Teachers must update students’ grades in the electronic grade book, weekly. This process will allow parents/guardians to have an accurate indication of their child’s progress.
- A state aligned rubric with specific criteria must be utilized to assign grades to all writing assignments and projects.
- At the end of each grading period, the numerical grades will be averaged. The decimal .5 or higher will be rounded up to the next whole number.
- The four (4) nine-week numerical grades will be averaged and that numerical average will be converted to a letter grade. The decimal .5 or higher will be rounded up to the next whole number.

  **Example:**  
  78 + 92 + 83 + 80 = 333 divided by 4 = 83.2 (83 C)  
  78 + 92 + 93 + 87 = 350 divided by 4 = 87.5 (88 B)

**GRADE 6**

- Grade 6 housed in an elementary school will follow the grades 1-5 requirements and are not required to take final exams.

- Health/PE will receive a numerical grade.
Major courses are ELA and Math.

Grade 6 housed on campus with grades 7-8 will follow the grades 7-8 grading requirements and will be required to take final exams.

Grade 6 housed in a K-8 or K-12 school will have the option of requiring or not requiring final exams for every 6th grade course.

Teachers must update students’ grades in the electronic grade book, weekly. This process will allow parents/guardians to have an accurate indication of their child’s progress.

**GRADES 7 - 8**

- Numerical grades will be assigned and recorded in the electronic grade book for all subjects during each grading period.

- At the beginning of all Carnegie Unit courses taught in Grades 7-8, a syllabus which includes the grading policy for the course will be provided.

- A minimum of seven (7) grades per nine weeks, per subject will be recorded each grading period. A majority of these grades must be derived from assessments, classroom assignments, and/or projects. All grades will be derived from the state curriculum.

- Major courses are ELA and Math.

- Teachers must update students’ grades in the electronic grade book, weekly. This process will allow parents/guardians to have an accurate indication of their child’s progress. In instances where a school uses block scheduling, the gradebook may be updated every 2 weeks; the minimum requirement of seven (7) grades per nine weeks still applies in blocked courses.

- A state aligned rubric with specific criteria must be utilized to assign grades to all writing assignments and projects.

- The 4 nine-week numerical grades and the final exam grade (one-fifth of the final grade) will be averaged and that numerical average will then be converted to a letter grade for transcription purposes. The decimal .5 or higher will be rounded up to the next whole number.

  **Example:**  
  
  78 + 92 + 83 + 85 + 68 (final exam) = 406 divided by 5 = 81.2 (82 C)  
  78 + 92 + 93 + 87 + 78 (final exam) = 428 divided by 5 = 85.6 (86 B)

- To determine the semester (1/2 credit), the numerical grades will be averaged. The nine
weeks grade will be doubled and the final exam will count as one. The decimal .5 or higher will be rounded up to the whole number.

**Example:**  
78 + 78 + 83 + 83 + 52 (final exam) = 374 divided by 5 = 74.8 (75 C)  
88 + 88 + 75 + 75 + 86 (final exam) = 412 divided by 5 = 82.4 (82 C)

**GRADES 9 - 12**

- At the beginning of all Carnegie Unit courses taught in Grades 9-12, a syllabus which includes the grading policy for the course will be provided.

- Numerical grades will be assigned and recorded in the electronic grade book for all subjects during each grading period.

- A minimum of seven (7) grades per nine weeks, per subject will be recorded each grading period. A majority of these grades must be derived from assessments and/or projects. All grades will be derived from the state approved curriculum.

- Teachers must update students’ grades in the electronic grade book, weekly. This process will allow parents/guardians to have an accurate indication of their child’s progress.

- A state aligned rubric with specific criteria must be utilized to assign grades to all writing assignments and projects.

- The 4 nine-week numerical grades and the final exam grade (one-fifth of the final grade) will be averaged and that numerical average will then be converted to a letter grade for transcription purposes. The decimal .5 or higher will be rounded up to the next whole number.

  **Example:**  
  78 + 92 + 83 + 85 + 68 (final exam) = 406 divided by 5 = 81.2 (81 C)  
  78 + 92 + 93 + 87 + 78 (final exam) = 428 divided by 5 = 85.6 (86 B)

- Students will fulfill all requirements of the course - as documented in the course syllabus, whether or not they need the credit in the course to satisfy requirements for promotion or graduation.

**CARNegie UNIts EARnekIn A NON-TRADITIONAL SETTING (Virtual Learning, etc.)**

- Grades earned in a non-traditional setting during the semester are “progress grades” and will be finalized at the end of each semester. Grades are not finalized each grading period; they are on-going. These grades will be weighted using the following formula:
Assignments, assessments, projects = 80%
Semester final = 20%

Retention Policy K-8

● A student in grades K-3 may only be retained once. It is not recommended that a kindergarten student be retained.

● A student in grades 4 through 8 may only be retained once.

● Pending a review by the SBLC, students will be retained if they meet the following conditions:
  a. fail two major subjects: ELA and Math
  b. fail one major subject and two minor subjects, or
  c. fail to meet attendance requirements.

Numerous strategies will be used to intervene in mathematics, reading, and English Language Arts. Students’ progress will be monitored periodically between grading periods to determine the effectiveness of intervention strategies utilized. Student intervention may continue, change, or discontinue based upon student progress, monitoring results and academic performance. Research based programs and strategies will be utilized by teachers to provide for additional instruction both in the regular classroom (Tier I) and in pull-out settings for those who need additional instruction (Tier II and Tier III).
Promotion of students in grade 4

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

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

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.
In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

- Promotion of fourth grade students will be based on student achievement on grade-appropriate skills, attendance, and the state-mandated requirements on LEAP 2025. The Rapides Parish School Board Grading Policy will be used to record student performance and attendance.

- First time fourth graders are expected to meet state-mandated requirements of scoring “Basic” in at least two core academic subjects (ELA, Math, Science and Social Studies) on the 4th grade LEAP 2025 assessment.

- In the absence of test scores, the school shall make promotion decisions based on a preponderance of evidence of student learning.

- Retention decisions are determined by the SBLC.

- Upon receipt of state assessment scores, if the student fails to meet the requirement of “Basic” and is promoted or retained:
  
  - The student shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student’s parent or legal custodian by October 1st.
  
  - The plan must outline at least two allowable interventions/supports that include:
    - Enrollment in a summer program
    - Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
    - Additional in-school support
    - Guaranteed access to tier 1/high quality curriculum
  
  - The plan shall remain in effect until such time as the student performance in the identified subject(s) increases to appropriate levels.
Promotion and support of students in Grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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

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

*Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

- Promotion of 8th grade students will be based on student achievement on grade-appropriate skills, attendance, and the state-mandated requirements on LEAP 2025. The Rapides Parish School Board Grading Policy will be used to record student performance and attendance.

- The decision to retain a student in 8th grade must be in consultation with the student’s parents. Students who are retained in the 8th grade must be provided an Individual Academic Improvement Plan (IAIP).
  - The school will develop the plan with the student’s parent or legal custodian by October 1st, and it shall be signed by all parties.
  - The plan must outline at least two allowable interventions/supports that include:
    - Enrollment in a summer program
    - Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
    - Additional in-school support
    - Guaranteed access to tier 1/high quality curriculum
  - The plan shall remain in effect until such time as the student performance in identified subject(s) increases to appropriate levels.

Adopted by RPSB 7/7/2020
• Upon receipt of state assessment scores, if the student fails to meet the state mandated requirements, they must participate in remediation. Remediation will occur between the end of LEAP 2025 testing and October 1 of the following academic year.

• Upon entering the 9T transitional program, students will receive instruction in the ninth grade curriculum, and be enrolled in a remedial course in ELA (technical reading) and/or mathematics (technical math) for the subject in which the student did not demonstrate proficiency, as documented in the Individual Graduation Plan (IGP).
High School Considerations

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

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

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

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

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

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

Credit Recovery
Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

● receiving more than two credit recovery credits annually; and/or
● applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Adopted by RPSB 7/7/2020
Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student’s final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Policy

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

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

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

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

Information for school administrators

Adopted by RPSB 7/7/2020
If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the NCAA Eligibility Center to begin the review process.

Credit recovery programs
For a credit recovery program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school’s policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Distance and E-Learning Environments
Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.
In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

- CLEP Exams for credit:
  - The Spanish CLEP test will be used as a proficiency exam in Rapides Parish. The student must score the following in order to gain Carnegie unit(s):
    - A score of 48-50 - 1 Carnegie unit (Spanish I)
    - A score of 56-100 — 2 Carnegie units (Spanish I and Spanish II)
  - A grade of P (pass) will be entered on the student’s transcript and will not count in his/her overall GPA.

- Awarding ½ Unit of Credit
  - Two one-half units of credit may be awarded by the school for any one-unit courses.
  - To determine the final grade for one-half units of credit, the two nine-week grades are doubled, and the final exam counts as 1/5 of the grade.

- Exemptions for Required Courses
  - Students may be exempt from the requirements in physical education for medical reasons.

- Additional Course Requirements
  - Students will fulfill all requirements of the course in order to gain credit in a course even if they have a passing grade. Each student will receive a course syllabus documenting all course requirements, which will also be on file in the principal’s office.

- Final Exams
  - Final exams must be given for each subject at each grade level unless the student attained an “A” average in the course. Students who have earned an “A” average may be exempt from the final exam in that course.
  - There will be no exam exemption for LEAP 2025 (EOC), Advanced Placement and/or Dual Enrollment classes.

- Repeating a Course for which Credit has been Awarded
  - All Carnegie units earned by a student, including grades of F, will be printed on the transcript.
The cumulative grade point average (GPA) will be computed using all grades earned, including any grades of F earned. Repeat/Delete is permitted for TOPS only.

- Credit Recovery
  - Credit recovery for Rapides Parish will be conducted through Edgenuity and the Rapides Virtual Program. Each course is web-based and facilitated by a certified RPSB teacher.

- Post-secondary Credits
  - Concurrent College or Enrichment Courses
    - A student taking concurrent college courses or enrichment courses while enrolled in high school is responsible for reporting those courses to be counted on his/her high school transcript.
    - If a college transcript is received by RPSB - all grades will be transcripted.
    - The student must indicate his/her decision to the high school within one week.

- Dual Enrollment Courses
  - Students must be at least 15 years of age and currently enrolled in 10th, 11th, or 12th grade at a public Louisiana high school and currently on track for completing the TOPS University Curriculum. Students must have either the PLAN or ACT (or SAT) scores on file at the high school.
    - 18 Composite ACT or Pre ACT score (or SAT equivalent) and
    - 18 English ACT or Pre ACT sub-score (or SAT equivalent) and
    - 19 Mathematics ACT or Pre ACT sub-score (or SAT equivalent) to enroll in mathematics courses
    - A student must have permission from the high school and his/her parent/guardian to participate.

- Developmental Course: An English or mathematics course that generates postsecondary institutional credit, but not degree credit, and is designed to prepare the student for college-level instruction.
  - Students must complete all required developmental courses before enrolling in any college level, degree credit course.
  - Students must be a 12th grader/senior on track for completing the TOPS Curriculum.

- Early College Admissions Requirements
• If using SCA funds, course must be transcripted.

• Credit must be recorded on both the high school and college transcript.

• Students enrolled in a dual enrollment class are subject to the attendance and withdrawal deadline rules of the college or university. Failure to comply with these rules will result in a grade of F for the college course.

• If students are using SCA funds to pay for University Dual Enrollment, the school will assess a fee per course. Students will be responsible for any additional expenses such as books, admission fees, etc.

• Students with IEPs must produce documentation for the college counselor who will evaluate and prescribe accommodations for the college courses and will provide them to the instructor.

• Students who drop with a W will be transferred to an equivalent high school course for high school credit.

• High School Student Classifications

<table>
<thead>
<tr>
<th>Classification</th>
<th>Carnegie Unit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 – 5.5 Carnegie Units</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6 – 11.5 Carnegie Units</td>
</tr>
<tr>
<td>Junior</td>
<td>12 – 17.5 Carnegie Units</td>
</tr>
<tr>
<td>Senior</td>
<td>18 or More Carnegie Units</td>
</tr>
</tbody>
</table>

  o 9T students who have earned 6 credits or more at the end of the first year in high school will enter the 9th grade cohort but will be classified as a sophomore

• All students enrolled in a course for which there is a state administered LEAP 2025 (EOC) are required to take this exam, and results of which shall count as the final exam for the course.

• The grades assigned for the LEAP 2025 (EOC) exam achievement levels shall be as follows:

<table>
<thead>
<tr>
<th>LEAP 2025 End-of-Course Exams</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III &amp; Old US History</td>
<td></td>
</tr>
<tr>
<td>LEAP 2025 (EOC) Achievement Level</td>
<td></td>
</tr>
</tbody>
</table>

Adopted by RPSB 7/7/2020
### High School LEAP 2025

**Algebra I, Geometry, English I & II, US History, Biology**

<table>
<thead>
<tr>
<th>LEAP 2025 (EOC) Achievement Level</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>A</td>
</tr>
<tr>
<td>Mastery</td>
<td>B</td>
</tr>
<tr>
<td>Basic</td>
<td>C</td>
</tr>
<tr>
<td>Approaching Basic</td>
<td>D</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>F</td>
</tr>
</tbody>
</table>

- The Department of Education will provide conversion charts denoting numerical grades that will be used for the final exam grade for that course.

- Remediation and retake opportunities will be provided for students who do not pass the LEAP Connect and/or LEAP 2025 (EOC) exams.

- Students who take the alternative assessment (LEAP Connect) shall be offered 50 hours of remediation each year in the content area they did not pass.

- Students who fail to pass the LEAP 2025 (EOC) test, shall be offered 30 hours of remediation in the course for which the LEAP 2025 (EOC) was taken.

- Prior to or upon the student entering a high school and/or program in the Rapides Parish School System, the student and his/her parents or guardians shall be notified of the requirement of passing LEAP Connect and/or the LEAP 2025 (EOC) exams.

- In accordance with Bulletin 1530 §401-§405, 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 meets the requirements for ACT 833 and is required to meet state or local established performance standards on any assessment for purposes of graduation.

  - A student with a disability is not guaranteed a diploma and shall meet either the standard requirements for graduation or those established by his IEP Team to be awarded a diploma.
The requirement of the completion of a senior project for a course or participation in the graduation ceremony will be a school-building level decision.

Each high school shall recognize its Top Graduates in lieu of Valedictorian/Salutatorian. To determine the Top Graduates, every high school in Rapides Parish shall use the following procedure beginning with the graduating class of 2019:

- The Rapides District final Grade Point Average (GPA) shall be calculated using the added-value method (weighted classes determined by using the BESE Approved TOPS Core Weighted GPA Grid). All transcripted, Carnegie unit grades will be used to calculate students’ GPA with the exception of courses assigned a P (pass) or E (exempt).

- All students with a 4.0 added-value GPA will be recognized as Top Graduates. In the event there are no students with a GPA of 4.0 or higher, the high school will recognize the top 10% of the class as Top Graduates.

Diploma Options

- The minimum course requirements for graduation shall be the following:
  - TOPS University Diploma requires 24 units of study (21 required units and 3 electives).
  - Jump Start Diploma 1.0 requires 23 units (14 required and 9 electives).
    - For incoming freshmen in 2014-2015, students completing the Jump Start 2.0 curriculum must 2021-2022 specified electives and credentials of the chosen pathway.
  - Ninth graders will be enrolled in the TOPS University curriculum.

- After the student has attended high school for a minimum of two years, the student and the student's parent or guardian must declare a graduation diploma track.

A student who is 18 years of age or older and has attended high school for two years may request to be exempt from completing the TOPS University curriculum given that the parent/guardian has been notified.

The following conditions shall be satisfied for consideration of the exemption of a student from completing the TOPS University curriculum.

- The student, the student's parent or guardian, and the school administrator/counselor shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his educational pursuit and future educational plan.
During the meeting, the student's parent or guardian shall determine whether the student will achieve greater educational benefits by continuing the TOPS University curriculum, the Jump Start curriculum.

The student's parent or guardian shall sign and file with the school a written statement granting their consent to the student graduating without completing the TOPS University curriculum and acknowledging that one consequence of not completing the TOPS University curriculum, may be ineligibility to enroll into a Louisiana four-year public college or university. The statement will then be approved upon the signature of the principal or the principal's designee.

The student, the student's parent or guardian and the school administrator / counselor shall jointly revise the Individual Graduation Plan.

A student in the Jump Start curriculum may return to the TOPS University curriculum, in consultation with the student's parent or guardian and the school’s administration/counselor.
# School Policies and Standards Minimum Requirements for High School Graduation

**Effective for Incoming Freshman 2014-2015 and Thereafter**

**Tops University Diploma**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Units</td>
<td>Shall be English I, II, III, IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 Units</td>
<td>Shall be Algebra I or Algebra I-Part 2, Geometry, Algebra II</td>
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<tr>
<td></td>
<td></td>
<td>The remaining mathematics units shall come for the following: Algebra III,</td>
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<tr>
<td></td>
<td></td>
<td>Advanced Math - Pre-Calculus, Advanced Math – Functions and Statistics,</td>
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<td></td>
<td></td>
<td>Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or</td>
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<tr>
<td></td>
<td></td>
<td>a locally-initiated elective approved by BESE.</td>
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<tr>
<td><strong>Science</strong></td>
<td>4 Units</td>
<td>Shall be Biology and Chemistry</td>
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<tr>
<td></td>
<td></td>
<td>The remaining 2 science units shall come from the following: Physical Science,</td>
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<tr>
<td></td>
<td></td>
<td>Integrated Science, Physics I, Physics of Technology I, Aerospace Science,</td>
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<td></td>
<td></td>
<td>Biology II, Chemistry II, Earth Science, Environmental Science, Physics II,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics of Technology II, Agriscience II, Anatomy and Physiology,</td>
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<tr>
<td></td>
<td></td>
<td>or a locally initiated elective approved by BESE as a science substitute.</td>
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<tr>
<td></td>
<td></td>
<td>If using AP Physics for TOPS you have to take AP Physics I &amp; II.</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>4 Units</td>
<td>Civics or AP American Government, and US History</td>
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<tr>
<td></td>
<td></td>
<td>Two remaining unit shall come from: World History, World Geography, Western</td>
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<tr>
<td></td>
<td></td>
<td>Civilization, AP European History, AP Psychology</td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>1/2 Unit</td>
<td>JROTC I and II may be used to meet the Health Education Requirement.</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 ½ Units</td>
<td>Shall be Physical Education I and Physical Education II, or Adapted Physical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education for eligible special education students. A maximum of 4 units of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education may be used toward graduation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: The substitution of JROTC is permissible.</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>2 Units</td>
<td>Shall be in the same foreign language</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>1 Unit</td>
<td>Shall be Fine Arts Survey, or 1 unit of Art, Dance, Music, Theatre Arts, or</td>
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<tr>
<td></td>
<td></td>
<td>Applied Arts</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>3 Units</td>
<td></td>
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</tbody>
</table>

Adopted by RPSB 7/7/2020
NOTE: A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from the within the student’s Area of Concentration for the fourth science unit, social studies unit and for the art unit.
SCHOOL POLICIES AND STANDARDS MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION  
Effective for Incoming Freshman 2014-2015 and thereafter  

JUMP START DIPLOMA

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

ENGLISH  
4 UNITS  
English I, English II  
Two units from the following: English III, English IV, AP or IB English courses, Business English, Technical Writing, or LCTCS equivalent English credits offered by Jump Start regional teams as approved by the state Board of Elementary and Secondary Education.

MATHEMATICS  
4 UNITS  
1 unit - Algebra I, Algebra I – Part 1, Algebra I – Part 2 or An applied or hybrid Algebra course  
3 units shall be from the following: Geometry, Math Essentials, Financial Literacy, Business Math, Technical Math, Algebra II, Algebra III, Advanced Math – Functions and Statistics, Advanced, Math – Pre-Calculus, Pre-Calculus, or LCTCS equivalent math credits offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education  
(Integrated Mathematics I, II and III may be substituted for Algebra I, Geometry and Algebra II, and shall be considered the equivalent of 3 math units.)

SCIENCE  
2 UNITS  
1 Unit Biology I  
1 Unit from the following: Chemistry I, Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); AP or IB Science offerings

SOCIAL STUDIES  
2 UNITS  
1 Unit from the following: U.S. History, AP U.S. History, or IB U.S. History  
½ Unit from the following: Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States  
½ Unit from the following: Economics, AP Macroeconomics, or AP Microeconomics  
1 Unit of Civics may be substituted for the two ½ Units above

HEALTH  
½ Unit

Adopted by RPSB 7/7/2020
JROTC I and II may be used to meet the Health Education Requirement

**PHYSICAL EDUCATION**

Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation.

Note: The substitution of JROTC is permissible.

9 electives aligned to the chosen pathway

Industry based credentials aligned to the chosen pathway
● Graduation Ceremony Requirements

  o Students will be allowed to participate in Commencement exercises upon successful completion of all graduation requirements as prescribed by the Louisiana Board of Elementary and Secondary Education (BESE) and the Rapides Parish Pupil Progression Plan prior to the school’s designated graduation practice, and the school's commencement exercise policy as provided by each school.

● High School Time Recommendations

● All high schools will be on a seven (7) period schedule (RPSB decision beginning 2008-2009)

<table>
<thead>
<tr>
<th>High School Time Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Health/P.E.</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Additional Instruction</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
</tr>
</tbody>
</table>

  NOTE: Rapides Parish schools may offer non-graded electives.

  o Students may not schedule a course for one-half (.5) Carnegie credit after five days of class meetings.

  o Students who drop a course after ten (10) days of class meetings will receive a grade of “F” on their transcript for that course. Administrative exceptions that may be made within the same content are, e.g. English IV-Senior Applications in English or Algebra II-Math Essentials. Written parental permission must be obtained.

● Early Graduation

  o The Rapides Parish School District follows the procedures outlined in Bulletin 741 for acceleration in grades 9-12 concerning proficiency exams, college credit, advanced placement, and online or distance learning.

  o The Rapides Parish School District’s local early graduation program provides high school students the opportunity to earn a high school diploma in less than four years by earning Carnegie credit in middle school and participating in virtual learning and dual enrollment.

Adopted by RPSB 7/7/2020
Support for students

School year support

The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

- The Individual Academic Improvement Plan will be reviewed with and signed by the student’s parent or legal custodian by October 1st.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.
- The plan shall remain in effect until such time as the student performance in identified subject(s) increases to appropriate levels.
- In addition, identified students will be placed in Tier II interventions where skill deficits will be addressed.
- A thirty minute daily remediation period has been built into all K – 8 schools to address student specific deficiencies.
- After school remediation programs will be available through Title I at Title I schools, and special education funds.

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

Adopted by RPSB 7/7/2020
Students with disabilities attending summer remediation will receive special supports as needed.

**Summer remediation**

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

- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

- **K-8 Summer Remediation**
  - In the absence of state test scores, schools will use a preponderance of evidence such as: 3rd grade state assessment scores, diagnostic & interim data, and grade-level performance to identify potential students for summer remediation.
  - Prior to the end of the school year, identified students will receive notification from their school recommending summer remediation
  - In-school support of students will begin upon identification after state testing.

- **High School LEAP 2025 (EOC) Summer Remediation Program**
  - During the month of June, a minimum of 30 hours of summer remediation is available for students not passing LEAP 2025 (EOC) exams.
  - Curriculum used in Summer Remediation is fully aligned to Louisiana State Standards.
  - Summer Remediation is taught by teachers rated “Highly Effective” or “Effective: Proficient.”
  - Students/parents refusing to take advantage of the school year remediation services are asked to sign that they realize the services are available but choose not to participate.

Adopted by RPSB 7/7/2020
Promotion and placement of certain student populations

Students with disabilities

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

- Promotion decisions for all students with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and/or talented and who has no other exceptionality, will be made by the SBLC.

- SBLC is a general education, data driven, decision-making committee. The SBLC reviews and analyzes all data to determine the most beneficial option for the student. It is a committee composed of building level professional personnel including the chairperson, principal and/or designee, referring teacher, and other appropriate personnel.

- The SBLC should consider the following factors when a student is being considered for administrative promotion to the next grade.
  - Student’s chronological age in relation to peer group
  - Achievement test scores
  - Parental input
  - Provision for remediation
  - Social maturity
  - Physical maturity
  - Attendance
  - Health problems
  - Psychological testing, if available

English learners

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

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

- Identification of Language Minority Students
  - All new incoming students (including foreign exchange students) must complete a Home Language Survey (HLS) as part of the enrollment and registration process.
  - The HLS then becomes part of the permanent record of each student.
  - The HLS includes three questions: What is the first language this child learned to speak? What language does this child speak most often outside of school? What language is usually spoken in this child’s home?
  - If the answer to any question indicates a language other than English, the student is identified as a language minority and referred to “Teaching English Language Learners” (TELL) department, for language proficiency screening by a certified ESL teacher. Foreign exchange students must follow this same procedure.

- LEP Determination-Age Appropriate Procedures
  - If a language minority student has current ELPT scores or language proficiency test scores from another state, then those scores may be used to determine English Language Proficiency status. Language Proficiency Assessment – TELL teachers administer the Language Assessment Scales (LAS) or LAS Links to assess the English language proficiency of possible ELLs, and use the LAS test results to determine limited English proficiency. The TELL Department codes the language minority student as LEP in the Student Information System (SIS).
  - At the beginning of the school year, the timeline for administering LAS and parental notification is 30 days. During the school year, it is 2 weeks.

- Chronological Age Appropriate Placement of Identified ELL
  - Yearly Parental Notification – Parents must either accept or refuse ESL services in writing, at the time of initial screening, and again at the beginning of each new school year. A parent may request ESL services any time during the school year.

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Adopted by RPSB 7/7/2020
Accept ESL services – The district provides transportation for the ELL to attend the nearest ESL school site, where TELL and core teachers collaborate to provide instruction based on test results and individual needs. The ELL takes the ELPT every year until he/she exits LEP status.

Refuse ESL services - The ELL remains at the zoned school, where core teachers are responsible for ELL academics, and document in lesson plans accommodations and ELL teaching strategies used to provide comprehensible input to the ELL, and follow all protocols related to ELL instruction, grading, and testing. The ELL takes the ELPT every year until he/she exits LEP status.

ELL K-8 Placement is dependent upon appropriate chronological age and transcript, if provided. If an entering ELL was previously misplaced by chronological age, the ELL must be correctly placed at the time of registration.

Secondary ELL 9-12 – Placement is dependent upon appropriate chronological age, and/or awarded credits per the academic transcript. For immigrant ELLs, the International Transcript Guide may be used to award credit. An entering ELL aged 15 or older must be placed in grades 9-12.

ELL Accommodation Plan

At the start of each school year, a newly signed ELL Accommodation Plan is filed in ELL’s orange folder, and TELL office. The ELL Accommodations Plan provides information on language level, standardized and core accommodations, federal guidelines, and suggested use of participation or achievement grades.

Core teachers, regardless of ELL acceptance or refusal, provide ELL accommodations as documented in the core lesson plans.

Specialized Language Program/Instructional Program

Responsibility - The Rapides Parish School District must provide an adequate program of instruction in which the ELL student can be successful. Each school is accountable for compliance with ELL related state and federal guidelines, and quality delivery of the ELL instructional program.

Translation services are available for school and district information, and 4 district translators are available for translation services between parent and teacher.

TELL teachers, fluent in each of the four language domains (listening, speaking, reading, and writing), hold a valid Louisiana teaching certificate and certification in ESL (Louisiana’s ESL certification requires 4 ESL certification classes).
Elementary K-6 ESL program delivery models include a combination of ESL pullout for intense English instruction, ESL push-in collaboration between core and TELL teachers, and modified versions of sheltered instruction. TELL instructional time is related to individual needs of each ELL. Per day, Beginner ELLs may require up to 2 hours of TELL instruction, Intermediate ELLs one to 1 1/2 hours, and Advanced ELLs may require 30 minutes.

Middle School Instruction – Beginner and Intermediate ELLS are scheduled into ESL during double blocked language Arts. TELL teacher uses pullout and push-in ELL instructional methods. Accommodations and instructional strategies are according to student need. Ells have access to all school activities.

Secondary ESL Classes 9-12 are offered at designated ESL program sites where a certified ESL teacher offers ESL I, ESL II, and ESL III classes as electives, and high school content-based English I class is offered in two high schools by a certified ESL teacher certified in English. Secondary TELL teachers conference with core teachers to monitor progress of ELLs, assist in collection and storage of grades, and recommend parent conferences, tutoring, interventions for struggling ELLs to the counselor or SBLC. Beginning level ELLs are scheduled into the least language dependent courses. High school teachers modify instruction, pacing, materials, assessments and grading practices to meet student needs.

ESL Classes – TELL teachers, guided by Louisiana’s English Language Proficiency Standards (ELPS), provide intense instruction in all four domains of language, “Newcomer” vocabulary, and school orientation.

- **SPED/ELL - An ELL recommended for special education services (SPED)**

  ELLs are assessed according to special education procedures, and must involve recommendation and input from TELL teacher.

  Intellectual ability must not be determined by the use of a language-dependent instrument if it has been determined that the student is an ELL. (Refer to the Louisiana Guidelines for Identification and Instruction of English Language Learners with Disabilities).

  If, at the end of a 4 year period, the SPED/ELL does not show an increase in language proficiency levels on the ELPT, the TELL teacher and coordinator meet with the SBLC to recommend the end of EL classification.

- **Grading and Promotion**

  Report Card Accommodation Coding – Documentation of classroom accommodations shall be made on student report cards by marking the comment code 70: *Grade reflects instruction with the use of modifications.*
- Any ELL, unable to comprehend the language of instruction due to limited English proficiency, must not be assigned failing grades in the content area subjects. If a failing grade is assigned, that teacher shall provide documented evidence of accommodations/modifications of lessons showing appropriate materials, resources, and assessment instruments used in ELL instruction.

- Students may receive failing grades due to lack of effort, non-participation in class, poor study habits, or unsatisfactory work, and documentation of academic interventions and accommodations must be kept on file in the ELL’s folder.

- If any ELL is able to perform the skills in a particular subject or course (for example, math) he/she should be given an achievement grade, not a participation grade in the subject or course.

- Elementary ELLs – Beginning and Intermediate Level – Assign S/U participation grades on the basis of cooperation, effort, and successful participation in classroom assignments to the degree the student’s English language proficiency permits. This allows for a rigorous instructional program, and provides essential information on academic performance.

- Elementary ELLs – Advanced Level – Achievement grades assigned in all subjects, with appropriate accommodations.

- Secondary ELLs - End-of-semester or end-of-year evaluations should weigh more heavily than those at the beginning of the school year/semester, and if needed, the SBLC will confer and determine the method for assigning the final grade.

- **High Stakes Testing for ELLs**

  - For an ELL to receive acceptable accommodations/modifications on any state test, it must be formally documented that the ELL received those accommodations or modifications in the classroom during the school year.

  - ELLs annually participate in all required state/standardized testing (including ELPT). Statewide assessment scores of ELLs who have been in school in the U.S. schools for less than 12 months will be exempted from state accountability system calculations when the school codes test documents with the code 81.

  - Only special education ELLs may receive testing accommodations on ELPT, as documented on the IEP and used in the classroom during the school year.

  - Parents and students must be notified of ELPT scores.

- **Exit Procedure from ELL Status**
The Office of Civil Rights (OCR) guidance – ELLs can exit a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension which allows meaningful participation in general education classes, and reach academic achievement levels commensurate with that of their English-speaking counterparts.

TELL office notifies the parent/guardian of exit status, and provides administrators and ESL teachers a list of students meeting the exit criteria. TELL teachers document the exit date on the ELL’s cumulative folder, and compile all documentation.

• Monitor Process of Former ELL

- ELL may exit LEP status by meeting the state exiting criteria
- Coding - Once a student exits the LEP/ELL status, the TELL Department codes the new Fluent English Speaker (FES) as 01 (English), signaling the LDOE to monitor
- If academic progress is not met at any time during the two-year documented monitoring process, former ELLs may be reclassified.
- EL teachers or designated staff must implement Monitor 1 and Monitor 2 documentation forms at the beginning of the first year of monitoring, complete at the end of each 9 weeks, and continue through year 2.
- Monitored students do not take the ELPT or receive accommodations
- Final Exit - At the end of two years, the district no longer receives funds for the former ELL, documentation is stored in the Former ELL’s cumulative folder.
Alternative education placements

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

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

- Rapides Virtual Program (RVP)

  - Rapides Virtual Program is the blended virtual learning program for Rapides Parish School District students in grades K-12. Rapides Virtual Program offers students the opportunity to complete their education without going to the school campus.
  - Students in grades 9-12 may enroll full-time or part-time at RVP. Students in grades K-8 attend full time.
  - A high school half-credit RVP course will take approximately 80 hours of work to complete. Students are expected to complete a half-credit by the end of the same semester in which it started.
  - All course requests must be approved by the counselor or principal at the student’s school of record.
  - Students participating in the Rapides Virtual Program are fully enrolled students at their enrolled school. As such, they will receive all the benefits that a traditional student would receive, and are subject to the same policies and restrictions as a traditional student.
  - Rapides Virtual Program has the right to require any assignment to be completed on campus with teacher supervision.
  - High school students must score at least a 67% (D) on semester exams and complete at least 85% of the coursework in order to earn credit for the course.
  - End-of-semester final exams for each high school course must be completed on campus with faculty supervision.
  - High school students will be required to present a picture ID prior to starting all semester final exams.
  - Notification of a dropped RVP course shall be communicated by RVP personnel to the home school principal and counselor.
    - Student attendance in online courses will be taken using login time. Students who do not login and make adequate progress will be turned over to Child Welfare and Attendance for truancy.

- Rapides Alternative Positive Program for Students (RAPPS)
The philosophy and purpose of RAPPS is to

▪ provide an education for all students so that academic, social and civic potential can be achieved in a safe environment conducive for learning.
▪ provide educational services based on what is in the best interest of the individual student so that he/she develops into a responsible and productive citizen.
▪ promote reform, innovation, and continuous improvement in alternative education to ensure that students acquire the skill and knowledge to meet challenging state academic standards and prepare them for a successful future.

General Procedures/Guidelines:

▪ Transportation will be provided. No personal vehicles will be allowed.
▪ Attendance will be mandatory for all expelled students.
▪ Parent/Guardian must accompany the student during the enrollment process.
▪ Students will arrive at 8:30 a.m. and dismiss at 1:45 p.m.
▪ Upon arrival, students will be searched daily and will not be allowed to speak without permission.
▪ Students will adhere to the RPSB dress code policy, in addition to other standards.
▪ Students will be supervised at all times during transition.
▪ All students will participate in physical training. Exceptions will only be granted with a doctor's excuse.
▪ Students will not participate in extra-curricular activities at any school within the Rapides Parish School District.
▪ Students who are expelled at the time of their high school graduation will not participate in the graduation ceremonies at their home school.

Exit Criteria

▪ Students must successfully complete the program by complying with rules of the program and showing measurable progress in courses taken.
▪ Student evaluations will be based on CRT, Carnegie Credits, token reinforcement level system, as well as attitude and behavior.
▪ Parents must return to base school to conference with the principal and counselors.
▪ Time assigned depends on disposition by Child Welfare and Attendance.

Curriculum and Instruction

| Grades K – 8 | Face-to-face core instruction with use of Pathblazers/MyPath/Edgenuity |
| Grades 9 – 12 | Blended online instruction through Edgenuity and RVP |

RAPPS is staffed with certified teachers, a special education teacher, a paraprofessional, a drill instructor, a School Resource Officer and a school counselor to work full time with expelled students. School psychologists, social workers, and behavior interventionists are
brought in to work with students on an as-needed basis. RAPPS will also offer mentoring throughout the year with guest speakers.

- **GED (HiSet)**
  - In accordance with ACT 732 of the 2010 Regular Session of the Louisiana Legislature, the governance of Adult Education and GED (HiSet) testing has been transferred to the Louisiana Community and Technical College System.
  
  - The Rapides Parish School Board will work closely with the Louisiana Technical College System and recommend students to the Adult Education Program based on rules and regulations governing the program through the LCTCS Board of Supervisors Policy.
Due process related to student placement and promotion

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

● Due Process Policy
  ○ A review of policies in the Pupil Progression Plan related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan may be initiated by the student’s parents/guardians by submitting a written request to the student’s principal.

  ○ Grievance Procedure:
    • Upon receipt of this request, the principal will initiate a conference within 10 school days. The principal will invite the parent/guardian, as well as the appropriate teacher(s) or supervisor, or both, to attend the conference.

      ● The principal has five (5) days following the initial conference to render a decision concerning the grievance.

      • In the event the aggrieved person is not satisfied with the disposition of his/her grievance, or if no decision has been rendered within the five (5) days by the principal, the aggrieved person may appeal to the Superintendent within ten (10) days. The appeal must be in writing and give details as to why the decision was unsatisfactory.

Superintendent of Schools
Rapides Parish School Board
P.O. Box 1230
Alexandria, LA 71309-1230

• Within ten (10) days from the receipt of the written referral, the superintendent will meet with the “party of interest” for the purpose of arriving at a mutually satisfactory solution to the grievance problem and render a written decision.

• In the event the aggrieved person is not satisfied with the request, the superintendent will place the grievance on the agenda for the next regularly scheduled meeting of the Rapides Parish School Board.
- The portion of the meeting that pertains to the grievance will be a closed meeting if requested (See Policy, File: BCBK). Minutes of the closed meeting will be kept and a copy afforded the aggrieved person.

- Due process procedures for exceptional students must be consistent with those described in the approved *Individuals with Disabilities Education Act (IDEA Part B and Louisiana Bulletin 1706)* and *Louisiana Educational Rights of Children with Disabilities handbook*.

- Due process procedures are consistent with those described in *Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act, IDEA Part B and Louisiana Bulletin 1706*.

- The Rapides Parish School District’s policies on due process procedures as related to student placement are as follows:
  
  - Regular education students
    - No change in placement of a student shall be made without official notice to parent or guardian.
  
  - Students with disabilities
    - The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in *Individuals with Disabilities Education Act (IDEA)* and *Louisiana Bulletin 1706* and *Louisiana Educational Rights of Children with Disabilities handbook*.
  
  - Section 504 students
    - Due process procedures for qualified disabled students must be consistent with those defined in *Section 504 of the Rehabilitation Act of 1973* (dyslexia, AD/HD and other related disorders).
Additional LEA policies related to student placement, promotion, etc.

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

*Note: This may include course pre-reqs, class ranking, etc.*

Elementary Program of Studies Requirements

- 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)

- Students in elementary grades will follow the district approved curricula outlined in the Tier 1 Curricula which is specifically aligned with the Louisiana Student State Standards. (Bulletin 741 §2301)

- Rapides Parish has requested a waiver for the elementary foreign language requirement.

**Time Recommendations for Pre-Kindergarten**

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<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Time (Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Initiated Activities</td>
<td>35-45%</td>
<td>140-180</td>
</tr>
<tr>
<td>Teacher Directed Activities</td>
<td>25-35%</td>
<td>100-140</td>
</tr>
<tr>
<td>Snack, Restroom</td>
<td>10%</td>
<td>40</td>
</tr>
<tr>
<td>Rest Time</td>
<td>15%</td>
<td>70</td>
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**Time Recommendations for Kindergarten**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Periods Per Week</th>
<th>Minimum Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Foundations</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>ELA</td>
<td>5</td>
<td>70</td>
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<tr>
<td>Mathematics</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>Health/P.E</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>RTI/Interests &amp; Opportunities</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

**KINDERGARTEN ONLY**

Rest Time / Quiet Time Activity

A maximum of 50 minutes applies to the fall semester ONLY. Quiet time activities are to be used when students return from Christmas break

<table>
<thead>
<tr>
<th>TOTAL:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>380</td>
</tr>
</tbody>
</table>
Reading Foundations will be based on the RPSB Foundations Framework and incorporate the following components: phonemic awareness, phonological awareness, and fluency. Teachers will engage students in whole group shared reading instruction, small group instruction/literacy work stations, and student independent reading.

Writing instruction will be based on the writing section of the RPSB ELA Framework and incorporate the following components: shared interactive writing, daily focused mini-lessons, independent writing time, conferences with teacher, and sharing opportunities.

ELA will be based on the RPSB ELA Framework and incorporate comprehension, vocabulary, and grammar. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading.

120 minutes a week of Performing/Visual Arts will be embedded in the required subjects. Kindergarten shall provide 60 minutes of instruction in the performing arts and 60 minutes of instruction in the visual arts each week.

RTI and Enrichment time can be embedded into the math, reading foundations, or English Language Arts as determined by needs of students throughout the year based on data.

Subject to review and approval of the District, teachers may vary the daily schedule for the various subject time recommendations as long as the weekly aggregate of time for each subject is met.

### Time Recommendations for Grades 1-2

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Periods Per Week</th>
<th>Minimum Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA (Includes Reading, Writing, and Language)</td>
<td>5</td>
<td>200</td>
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<tr>
<td>Mathematics</td>
<td>5</td>
<td>75</td>
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<tr>
<td>Social Living</td>
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<td>45</td>
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<tr>
<td>Health/P.E</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>RTI/Interests &amp; Opportunities</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

Students in elementary will follow the state approved Tier 1 Curricula.
o ELA will be based on reading, writing, and language state standards. In ELA, a minimum of 2 major grades will come from major writing assignments.

**Time Recommendations for Grades 3**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Periods Per Week</th>
<th>Minimum Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>5</td>
<td>110</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>45</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Health/P.E.</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>RTI/Interests &amp; Opportunities</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

o Students in elementary will follow the state approved Tier 1 Curricula.
   o ELA will be based on the reading, writing, and language state standards.

**Time Recommendations for Grades 4 and 5, as well as Grade 6 Housed in Elementary Schools**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Periods Per Week</th>
<th>Minimum Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>5</td>
<td>110</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>75</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Science</td>
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<td>45</td>
</tr>
<tr>
<td>Health/P.E.</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>RTI /Interests &amp; Opportunities</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

o Students in elementary will follow the state approved Tier 1 Curricula.

o ELA will be based on the reading, writing, and language state standards.
Middle School Program of Studies Requirements

- Students in middle grades will follow the district approved curriculum outlined in the Rapides Parish School District Framework, which is specifically aligned with the Louisiana Student State Standards. (Bulletin 741 §2301)

- All students shall be enrolled in a mandatory RTI/Enrichment class for a minimum of 30-minutes during the school day. Instructional activities for these classes shall focus on individualized needs of students as determined by formative assessments.

- Enrollment in High School Credit Courses while in Middle School
  - All 7th grade students will be enrolled in Keyboarding
  - All 8th grade students will be enrolled in Journey to Careers (JTC)
  - Algebra I may be offered in Middle School, if the student meets the following requirements:
    - Passing score on the District Algebra I Readiness Test
    - A score of Mastery or Advanced on the most recent State-wide Assessment
    - Teacher recommendation
    - Students who take the Algebra I course will take the Algebra I LEAP 2025 (EOC) exam and the score will serve as their final exam grade.
    - If the student takes 8th grade math in conjunction with Algebra I, the student will also take the 8th grade math LEAP 2025.
    - Students who qualify for high school credit will be taught by secondary certified teachers.

- Students who acquire Carnegie units in the middle school years shall have the final grade recorded on their official high school transcript. Once the grade has been added to the transcript, it is a permanent record and cannot be removed.

- Students will fulfill all requirements of the teacher to satisfy requirements for promotion.
- Middle school students may enroll in high school elective courses based on criteria set by the school.

- Rapides Parish has requested a waiver for the foreign language requirement

Time Recommendations for Grades 6 (housed in a Middle School), 7, and 8
### Seven Period Day Option

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Periods Per Week</th>
<th>Minimum Minutes Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
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<td>100</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade 6 World History</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>- Grade 7 U.S. Studies</td>
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<td></td>
</tr>
<tr>
<td>- Grade 8 LA Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade 6 General Science</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>- Grade 7 Life Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade 8 Earth Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health/P.E.</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>RTI/Enrichment</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL:** 380

### Eight Period Day Option

<table>
<thead>
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<th>Subjects</th>
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<th>Minimum Minutes Per Day</th>
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<td>Mathematics</td>
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<td>90</td>
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<tr>
<td>Social Studies</td>
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<td></td>
</tr>
<tr>
<td>- Grade 6 World History</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>- Grade 7 U.S. Studies</td>
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<td></td>
</tr>
<tr>
<td>- Grade 8 LA Studies</td>
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<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade 6 General Science</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>- Grade 7 Life Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade 8 Earth Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health/P.E./Electives</td>
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<td>80</td>
</tr>
<tr>
<td>RTI/Enrichment</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL:** 380

Adopted by RPSB 7/7/2020
Acceleration

○ Grades K-8 Acceleration

A request to consider acceleration for students K - 8 must be presented to the SBLC from a parent, teacher(s), or student.

○ Criteria for Acceleration

- Academic Maturity: The SBLC should utilize state standardized test scores, course grades, district assessments, benchmarking data, and other pertinent information.

- Social Maturity: student’s interest should be the same as those of the older students.

- Emotional Maturity: student should have a high degree of persistence, drive, and motivation for learning. Student should be able to withstand frustrations inherent in addressing new, more difficult tasks.

- Attendance: student should attend school regularly to achieve skills necessary for academic success.

- After review of all information, the SBLC shall submit a written recommendation to all parties. All documentation shall remain in the student’s permanent record.

- If acceleration is recommended, the SBLC shall design a written plan for acceleration.

● Gifted Services and Acceleration

- For students identified as gifted, the IEP team makes recommendations for acceleration based on criteria outlined above.

● Grades 9 - 12 Acceleration

The district follows the procedures outlined in Bulletin 741 for acceleration in grades 9-12 concerning proficiency exams, college credit, advanced placement, virtual learning approved by the principal.

● Lesson Plan Policy

- All teachers must have daily, dated lesson plans that must adhere to the following criteria:

  - Utilize a common school-wide template
  - Lesson plans must be recorded.
Current hard copies must be available at all times in a common designated area of the classroom.

Each school’s common lesson plan template must include the following components:

- Objectives from Louisiana Student State Standards, or approved curriculum written in student friendly terms.
- “I CAN” statements should be visibly posted and referred to throughout the lesson.
- Activities and Instructional Strategies must be aligned to meet objectives
  - Bell Ringer should be from state-released sample test items or a monitoring tool to check for understanding.
  - A variety of differentiated instructional strategies is expected including plans for RTI and enrichment.
- Assessment(s) must be aligned to the objectives and activities
- Homework must be meaningful, reasonable, and reflect the focus of the lesson.
- Accommodations/Modifications
- Technology Tools/Materials

**Glossary of Terms**

**Accommodation** – any technique that alters the academic setting or environment. An accommodation generally does not change the information or amount of information learned. It enables students to show more accurately what they actually know.

**Acceleration** – advancement of a pupil at a rate faster than usual in or from a given level or course. This may include gifted students identified according to Bulletin 1508.

**Accelerated Reader** – is a computerized program that identifies students’ reading levels and challenges students to achieve while supporting a literature-based reading program.

**Advanced Placement (AP)** – the Advanced Placement Program of the College Board gives students the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement and/or credit upon entering college.

**Alternate Assessment** – the substitute way of gathering information on the performance and progress of students who do not participate in typical state mandated assessments.

**Alternative School/Program** – an educational school/program that deviates from the standards stated in Bulletin 741 in order to meet the specific needs of a particular segment of students within the community.

**Assessment** – the act or process of gathering data in order to better understand the strengths and weaknesses of a student, learning by observation, testing, interviews, etc.

**BESE Policy** – a comprehensive statement that has the force and effect of law and that has been adopted by RPSB 7/7/2020.
adopted by BESE to govern and to bring uniformity in education throughout Louisiana.

**Career Technical Endorsement** – an endorsement beyond a regular diploma which has the purposes of enhancing a student’s junior/senior years and providing a “credential” for post-secondary work with specific performance indicators that include industry-based certification and/or articulated credit and work-based learning.

**Carnegie Unit of Credit** – State approved qualitative and quantitative measure. In Rapides Parish Schools, a unit of credit is awarded after successful completion of a year’s work. Classes meet five days a week for thirty-six (36) weeks; half units represent eighteen (18) weeks of participation on the same basis.

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

**Credit Exam** – an examination for the purpose of verifying a student has mastered a course taken under conditions that do meet the requirements for awarding Carnegie credit, such as teacher certification or time requirements.

**Cumulative Record** – a current record of academic, health, and other special types of information maintained for each student throughout his/her progress in school.

**Dual Enrollment** – also known as the Louisiana Early Start Program. Students must meet the criteria to be enrolled in either a public school in district and/or a college, university, or technical school.

**Dyslexia** – Dyslexia shall be defined as a language processing disorder, which may be manifested by difficulty processing expressive or receptive oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling. (definition as defined by R.S. [17:7(11)]).

**Homeless** – The Stewart B. McKinney Homeless Assistance Act (P.L. 100-645) defines a homeless student as an individual who lacks a fixed, regular, and adequate nighttime residence and/or who has a primary nighttime residence that is a short-term or transitional shelter, or a place not designed for/or ordinarily used as regular sleeping accommodation for human beings.


**Evaluation** – the in-depth process of review, examination, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria.

**Individual Graduation Plan (IGP)** – the plan developed by each student by the end of the eighth grade with the input of his/her family. The plan shall include a sequence of courses which is consistent with the student's stated goals for one year after graduation. The plan will be
reviewed annually by the student, parents, and school advisor, and revised as needed.

**Gifted** – children or youth who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

**Grade-Level Expectations** – the concepts and skills that students should master at the end of a grade or course.

**HiSet** – A national school equivalency test program.

**Home Learning** – home assignments; homework.

**Individual Academic Improvement Plan (IAIP)** – a plan developed for students to achieve proficiency in all core academic subjects which leads to a high school diploma.

**Individual Accommodation Plan (IAP)** – a written statement of specially designed instruction developed, reviewed, and revised by a group of qualified education personnel and the parent/guardian for each student receiving 504 services in the regular classroom.

**Individualized Education Program (IEP)** – a written statement of specially designed instruction developed, reviewed, and revised by a group of qualified education personnel and the parent/guardian for each student with a disability.

**Industry-Based Certification** – a portable recognized credential (tangible evidence) that an individual has successfully demonstrated skill competencies on a core set of content and performance standards in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas.

**Instructional Time** – shall include the scheduled time within the regular school day devoted to teaching courses outlined in the Program of Studies in Bulletin 741. Instructional time does not include such things as recess, lunch, change of class time, and parent-teacher conferences.

**Internship** – student internships are situations which provide students with the opportunity to work for an employer for a specified period of time to learn about a particular industry or occupation. Students’ workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not be include financial compensation.

**Local Educational Agency (LEA)** – a public board of education (LOSFA) – Louisiana Office of Student Financial Aid

**Kindergarten Progress Report** – used to document student learning at the kindergarten level to determine proficiency.

**LEP** – Limited English Proficiency

**Modification** – any technique that alters the work product in some way that makes it different from the work required of other students in the same class. A modification generally does change the work format or amount of work required of students. It encourages and facilitates academic
success.

**On-Grade Level** – passing of the subject matter as evidenced by a letter grade of D or better in 1st – 8th grades.

**Parent/Guardian** - The legal custodial adult of the student enrolled in the Rapides Parish school system. All personal documents, decisions, and discussions are limited to the student(s) in their custody only.

**Professional Learning Community (PLC)** - a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

**Proficiency Exam** – an examination taken by a student to demonstrate mastery of a course he/she has taken.

**Pupil Progression Plan** - “The comprehensive plan adopted by each parish or city school board which shall be based on student performance on the Louisiana Education Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education. A Pupil Progression Plan shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.” (Act 408)

**Pupil Appraisal Team** – Consists of two or more appropriate personnel certified by the Louisiana Department of Education who evaluate a referred student according to guidelines set forth in Bulletin 1508; an appropriate team may be composed of an educational diagnostician, school psychologist, social worker, speech therapist, or any related service personnel deemed appropriate.

**Response To Intervention (RTI)** – Process whereby school personnel use multiple sources of student performance data to determine appropriate Tier 1, 2, or 3 interventions that address specific student academic weaknesses.

**Section 504** – The section of the Rehabilitation Act of 1973, which applies to persons with disabilities. This civil rights act protects the civil and constitutional rights of individuals and is enforced by the US Department of Education, Office for Civil Rights.

**Student Classification** - a term used at the high school level to designate grade placement

**School Building Level Committee** – a committee of at least three school level staff members. It shall consist of at least the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included such as the school counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a decision-making group that meets on a scheduled basis to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems. In most cases, for enrolled
students, it is only through the SBLC that a referral can be made to pupil appraisal services for an individual evaluation. (Bulletin 741)

**Senior Project** – a project that provides high school seniors with an opportunity to conduct in-depth research in an area of interest, and to demonstrate problem-solving, decision-making, and independent learning skills. The project consists of a research paper, a portfolio of project activities, a product, and an oral presentation to a panel of teachers and community leaders. During this process, the student is advised by a teacher serving as a senior project advisor and a product mentor who has experience in the student's field of study.

**Special Education** – specially designed instruction, at no cost to the parent, to meet the unique needs of the student with an exceptionality. This includes students with disabilities as well as gifted students.

- **Other District Policies**
  - The establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools; RPSB Policy AE
  - Provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle; RPSB Policy AE (Appendix B)
  - The operation of special departments and special programs in each school; RPSB Policy IB (Appendix B)
  - The admittance of students to and the dismissal of students from special educational programs; RPSB Procedures follow IDEA requirements and Bulletin 1508
  - The exclusion of students with communicable diseases and their re-admittance following their recovery (refer to §1131); RPSB Policy GAMFA (Appendix B)
  - The control of communicable problems, such as lice and scabies (refer to §1131); RPSB Policy GAMFA (Appendix B)
  - The care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school; RPSB Policy JGFG (Appendix B)
  - The administration of medication in schools (refer to §1129); RPSB Policy JGCD (Appendix B)
  - The operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25); RPSB Policy IDCA (Appendix B)
  - The disciplining of students with disabilities (refer to §131.); See RPSB Code of Conduct Handbook 2020-2021
  - The use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions; See RPSB Nursing Manual
  - The use of school buildings outside of regular school hours; RPSB Policy KG (Appendix B)
  - Student access to the Internet (refer to §1709); RPSB Policy IFBGA (Appendix B)
  - The prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);
- The prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student; RPSB Policy JGC (Appendix B)

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

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

- The implementation of §2304 Science Education; RPSB follows Bulletin 741

- The school assignment of students in foster care (refer to §1109); RPSB Policy JBCC (Appendix B)

- The electronic communications by an employee at a school to a student enrolled at that school (refer to §1141); RPSB Policy GAMHA (Appendix B)

- The inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501); RPSB Policy EBBA (Appendix B)

- The physical abuse of public school teachers and other school employees by students (refer to §521); RPSB Policy GBM (Appendix B)

- The collection of student biometric information (refer to §1149); RPSB does not collect student biometric information.

- Pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development; RPSB Policy GAD (Appendix B)

- A schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and RPSB Policy DIE (Appendix B)

- Appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities) RPSB Procedures - “When Lightning Strikes”
LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) 2020-2021 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:
____________________________

____________________________________             ____________________________________
Superintendent                      Board President

Adopted by RPSB 7/7/2020