

2023-2024 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 established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#).

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, 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

II. Promotion for students in kindergarten and grades 1, 2, 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, 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

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third 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 literacy 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 relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
 - The initial plan shall be completed before October 1st and reviewed before April 17. (See appendix A)
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- 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 on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may 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 grade students who have been identified for the purposes of this section. Such a 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 literacy 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 plan.

IV. Promotion of students in grade 4

Each LEA shall identify 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 initial plan shall be completed before October 1st and reviewed before April 17. (See appendix A)
- 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 fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a 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.
 - School personnel must notify the parent or guardian of any student retained.
- 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.

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

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments 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, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support 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.
- 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 promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

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

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for school administrators

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

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

- All Seniors shall complete a Senior Portfolio as designated by each school as a prerequisite to walk for graduation ceremonies.
- CLEP Exams for credit:
 - The CLEP test will be used as a proficiency exam in Rapides Parish.
 - 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 obtained 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, 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.

- 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 transcribed.
 - The student must indicate his/her decision to the high school within one week.

 - Dual Enrollment Courses
 - There are two kinds of DE courses: academic and technical. Each has different eligibility requirements.
 - For academic courses:
 - A minimum 2.5 cumulative high school GPA, as determined by your high school, AND
 - Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:
 - Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 OR
 - Counselor recommendation based on overall student performance and grade trends in the subject
 - For technical courses:
 - Age 15 and up (younger by exception)
 - Good standing in high school
 - Meets general college admission requirements
 - Safety standards, if needed

- **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 transcribed.
 - 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**

High School Student Classification Chart	
Classification	Carnegie Unit Range
Freshman	0 – 5.5 Carnegie Units
Sophomore	6 – 11.5 Carnegie Units
Junior	12 – 17.5 Carnegie Units
Senior	18 or More Carnegie Units

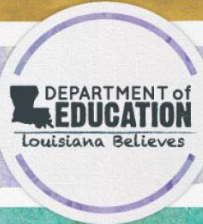
- 9T students who have earned 6 credits or more at the end of the first year in high school will enter the 9th grade cohort but will be classified as a sophomore
- First time, First Year HS students = freshman cohort

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

High School LEAP 2025 Algebra I, Geometry, English I & II, US History, Biology	
LEAP 2025 Achievement Level	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	F

- 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 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 test, shall be offered 30 hours of remediation in the course for which the LEAP 2025 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 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.
- 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 transcribed, 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.
- **TOPS UNIVERSITY (COLLEGE DIPLOMA) COURSE REQUIREMENTS (See Appendix A)**



TOPS UNIVERSITY
(College Diploma) Course Requirements
 For Incoming Freshmen Beginning Fall 2014

English				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
1 Unit	120333	✓		English III
	120329		✓	English III: Gifted
	120341		✓	English III: Honors
	120325		✓	English III: AP English Language and Composition
	120403		✓	English III: IB Literature
	120327		✓	English III: IB Language & Literature
	120404		✓	English III: IB Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
1 Unit	120334	✓		English IV
	120330		✓	English IV: Gifted
	120342		✓	English IV: Honors
	120326		✓	English IV: AP English Literature and Composition
	120405		✓	English IV: IB Literature
	120328		✓	English IV: IB Language & Literature
	120406		✓	English IV: IB Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
	120613		✓	English IV: DE - CENL 2223 Major World Writers
	120614		✓	English IV: DE - CENL 2303 Introduction to Fiction
	120615		✓	English IV: DE - CENL 2323 Introduction to Literature
	120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama
120825		✓	English IV: DE - CENL 2403 Introduction to African American Literature	

Mathematics				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	160321	✓		Algebra
1 Unit	160323	✓		Geometry
1 Unit	160322	✓		Algebra II
Note: Integrated mathematics I, II, and III, including the Cambridge IGCSE integrated mathematics sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.				

1 Unit	160375	✓		Algebra III
	160508		✓	Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160349	✓		Probability and Statistics
	165031	✓		Statistical Reasoning
	160367		✓	Probability and Statistics: Honors
	160352		✓	Probability and Statistics: AP Statistics
	160509		✓	Math 1 (Probability and Statistics): Cambridge AICE (Honors)
	160356		✓	Probability and Statistics: DE- CMAT 1303 Introductory Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE- CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160372		✓	Pre-Calculus: Gifted
	160366		✓	Pre-Calculus: Honors
	160329		✓	Pre-Calculus: AP Pre-Calculus
	160365		✓	Pre-Calculus: IB Math Studies I
	160369		✓	Pre-Calculus: IB Math Studies II
	160502		✓	Pre-Calculus: DE – CMAT 1233 or (CMAT 1213 & 1223) Algebra and Trigonometry
	160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)

1 Unit	160326	✓		Calculus
	160368		✓	Calculus: Honors
	160357		✓	Calculus I: Gifted
	160358		✓	Calculus II: Gifted
	160511		✓	Math 2 Part 1: Cambridge AICE - A Level (Honors)
	160512		✓	Math 2 Part 2: Cambridge AICE - A Level (Honors)
	160327		✓	Calculus: AP Calculus AB
	160328		✓	Calculus: AP Calculus BC
	160359		✓	Calculus: IB Mathematics SL I
	160370		✓	Calculus: IB Mathematics SL II
	160360		✓	Calculus: IB Mathematics HL I
	160371		✓	Calculus: IB Mathematics HL II
	160504		✓	Calculus: DE - CMAT 2103 Applied Calculus
	160498		✓	Calculus: DE - CMAT 2113 Differential Calculus I
	160499		✓	Calculus: DE - CMAT 2116 Integral Calculus I
	160506		✓	Calculus: DE - CMAT 2113-5 Calculus I
	160507		✓	Calculus: DE - CMAT 2123-5 Calculus II
	160355		✓	Calculus: IB Further Mathematics
	061175		✓	AP Computer Science A ¹

¹ AP Computer Science A shall be used as either an elective, a math, or foreign language credit.

Science				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150301	✓		Biology I
	150321		✓	Biology I: DE - CBIO 1013 General Biology I
	150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit	150401	✓		Chemistry I
	150400		✓	Chemistry I: Honors
	150412		✓	Chemistry I: Gifted
	150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
2 Units from the following.				
No more than one course from each unit grouping will count towards the two unit requirement.				
1 Unit	150302	✓		Biology II
	150327		✓	Biology II: Gifted
	150307		✓	Biology II: AP Biology
	150305		✓	Biology II: IB Biology I
	150308		✓	Biology II: IB Biology II
	149993		✓	Biology II: Cambridge AICE - AS (Honors)
	150323		✓	Biology II: DE - CBIO 1013 General Biology I
	150324		✓	Biology II: DE - CBIO 1033 General Biology I (Sci Majors)
	150325		✓	Biology II: DE - CBIO 1023 General Biology II
	150326		✓	Biology II: DE - CBIO 1043 General Biology II (Sci Majors)
	150303		✓	Biology II: Honors
	150334	✓		Human Anatomy & Physiology
	150330		✓	Anatomy: DE - CBIO 2213 Human Anatomy & Physiology I
	150331		✓	Anatomy: DE - CBIO 2214 Human Anatomy & Physiology I (Lec/Lab)
	150332		✓	Anatomy: DE - CBIO 2223 Human Anatomy & Physiology II
150333		✓	Anatomy: DE - CBIO 2224 Human Anatomy & Physiology II (Lec/Lab)	
149995		✓	Microbiology: DE- BIOL 2102 - General Microbiology	
1 Unit	150402	✓		Chemistry II
	150416		✓	Chemistry II: Gifted
	150410		✓	Chemistry II: AP Chemistry
	150423		✓	Chemistry II: IB Chemistry I
	150411		✓	Chemistry II: IB Chemistry II
	150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
	150417		✓	Chemistry II: DE - CCEM 1003 General, Organic and Biochemistry
	150418		✓	Chemistry II: DE - CCEM 1013 General Chemistry Survey I
	150419		✓	Chemistry II: DE - CCEM 1103 Chemistry I
	150420		✓	Chemistry II: DE - CCEM 1123 Chemistry I (Sci Majors)
	150421		✓	Chemistry II: DE - CCEM 1113 Chemistry II
	150422		✓	Chemistry II: DE - CCEM 1133 Chemistry II (Sci Majors)
150424		✓	Chemistry II: Honors	
150505		✓	Organic Chemistry: DE - CCEM 2213 - Organic Chemistry I	
1 Unit	150901	✓		Earth Science
	150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
1 Unit	150310	✓		Environmental Science
	150914	✓		Environmental Awareness
	150328		✓	Environmental Science: Honors
	150913		✓	Environmental Science: Gifted
1 Unit	150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	150311		✓	Environment Science: AP Environmental Science
	150312		✓	Environmental Science: IB Environmental Systems
1 Unit	150802	✓		Physical Science
	150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✓		Principles of Engineering
	110864	✓		(LSU Partnership) Principles of Engineering
	080109	✓		PLTW Principles of Engineering
1 Unit	010302	✓		Agriscience II ²

² Agriscience I is a prerequisite for Agriscience II and is an elective course.

Science				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150000 or 150700	✓		Physics I
	150699		✓	Physics: Honors
	150705		✓	Physics: Gifted
	149997	✓		Physics I: Cambridge IGCSE
	150724		✓	Physics: AP Physics I - Algebra Based
	150703		✓	Physics: IB Physics I
	150725		✓	Physics: AP Physics II - Algebra Based
	150794		✓	Physics: AP Physics C - Electricity and Magnetism
	150795		✓	Physics: AP Physics C - Mechanics
1 Unit	150704		✓	Physics: IB Physics II
	149999		✓	Physics II: Cambridge AICE - AS (Honors)
	150726		✓	Physics: DE - CPHY 2113 Physics I (Algebra/Trig Based)
	150727		✓	Physics: DE - CPHY 2114 Physics I (Lecture and Lab)
	150728		✓	Physics: DE - CPHY 2133 Physics I (Calculus Based)

Social Studies				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220403	✓		U.S. History
	220409		✓	U.S. History: Honors
	220406		✓	U.S. History: Gifted
	220404		✓	AP U.S. History
	220405		✓	IB History of the Americas I
	220407		✓	U.S. History: DE - CHIS 2013 American History I
	220408		✓	U.S. History: DE - CHIS 2023 American History II
1 Unit	220502	✓		American Government
	220505		✓	Government: Honors
	220513		✓	Government: Gifted
	220501	✓		Civics (1st semester)
	220504	✓		Civics (2nd semester)
	220604		✓	Government: AP Government and Politics: Comparative
	220503		✓	Government: AP Government and Politics: United States
	220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
	220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt
2 Units from the following:				
No more than one course from each unit grouping will count towards the two unit requirement.				

1 Unit	220402	✓		Western Civilization
	220446		✓	Western Civilization: DE - CHIS 1013 Western Civilization I
	220447		✓	Western Civilization: DE - CHIS1023 Western Civilization II
	220410	✓		European History
	220449		✓	European History: Gifted
	220412		✓	European History: AP European History
1 Unit	220453		✓	History (European): Cambridge AICE - AS (Honors)
	220300	✓		World Geography
	220315		✓	World/Human Geography: Gifted
	220310		✓	World Geography: AP Human Geography
	220311		✓	World Geography: IB Geography
1 Unit	220453		✓	Geography: Cambridge AICE - AS (Honors)
	220312		✓	World Geography: DE - CGRG 2113 World Regional Geography or DE- CGRC 2213 Physical Geography
	220401	✓		World History
	220400		✓	World History: Honors
	220413		✓	World History: AP World History
	220414		✓	World History: IB World History
	220411		✓	World History: IB History of the America II
1 Unit	220450		✓	World History: DE - CHIS 1113 World Civilization I
	220451		✓	World History: DE - CHIS 1123 World Civilization II
	220454		✓	History (International) : Cambridge AICE - AS (Honors)
	222009	✓		History of Religion
	222013		✓	History of Religion: DE - CPHL 2213 World Religions
1 Unit	220201	✓		Economics
	220606		✓	Economics: Gifted
	220603		✓	Economics: AP Macroeconomics
	220605		✓	Economics: AP Microeconomics
	220610		✓	Economics: IB Economics
	220517		✓	Economics: Cambridge AICE - AS (Honors)
	220202		✓	Economics: DE - CECN 2113 Economic Principles
	220608		✓	Economics: DE - CECN 2213 Macroeconomics
1 Unit	220609		✓	Economics: DE - CECN 2223 Microeconomics
	222004		✓	Psychology: AP Psychology
1 Unit	225011		✓	Psychology: DE – CPSY 2013 Intro to Psychology ³
	220512	✓		African-American History ⁴
	220511		✓	African-American History: DE – CHIS 2103 African American History ⁴

³ For Fall 2022 graduates and thereafter.

⁴ For Spring 2022 graduates and thereafter.

Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
2 Units	123501	✓		Arabic I
	123502	✓		Arabic II
	123503	✓		Arabic III
	123504	✓		Arabic IV
	123507		✓	Arabic: IB Language ab initio
	123508		✓	Arabic: IB Language B
	123505		✓	Arabic: DE - CARB 1013/1014 Elementary Arabic I
	123506		✓	Arabic: DE - CARB 1023/1024 Elementary Arabic II
	123511		✓	Arabic Cambridge AICE - AS (Honors)

2 Units	121001	✓		French I
	121002	✓		French II
	121003	✓		French III
	121004	✓		French IV
	121009		✓	French III: Gifted
	121010		✓	French IV: Gifted
	121006		✓	French: AP French Language and Culture
	121007		✓	French: IB Language ab initio
	121008		✓	French: IB Language B
	120999		✓	French: Cambridge AICE - AS (Honors)
	121011		✓	French: DE - CFRN 1013/1014 Elementary French I
	121012		✓	French: DE - CFRN 1023/1024 Elementary French II
	121013		✓	French: DE - CFRN 2013/2014 Intermediate French I
	121014		✓	French: DE - CFRN 2023 Intermediate French II
2 Units	121101	✓		German I
	121102	✓		German II
	121103	✓		German III
	121104	✓		German IV
	121107		✓	German III: Gifted
	121108		✓	German IV: Gifted
	121106		✓	German: AP German Language and Culture
	121113		✓	German: IB Language ab initio
	121114		✓	German: IB Language B
	120115		✓	German: Cambridge AICE - AS (Honors)
	121109		✓	German: DE - CGRM 1013/1014 Elementary German I
	121110		✓	German: DE - CGRM 1023/1024 Elementary German II
	121111		✓	German: DE / CGRM 2013 Intermediate German I
	121112		✓	German: DE / CGRM 2023 Intermediate German II
2 Units	121601	✓		Latin I
	121602	✓		Latin II
	121603	✓		Latin III
	121604	✓		Latin IV
	121607		✓	Latin III: Gifted
	121608		✓	Latin IV: Gifted
	121606		✓	Latin: AP Latin
	121613		✓	Latin: IB Classical Language
	121609		✓	Latin: DE - CLTN 1013/1014 Elementary Latin I
	121610		✓	Latin: DE - CLTN 1023/1024 Elementary Latin II
	121611		✓	Latin: DE - CLTN 2013 Intermediate Latin I
	121612		✓	Latin: DE - CLTN 2023 Intermediate Latin II
2 Units	122501	✓		Spanish I
	122502	✓		Spanish II
	122503	✓		Spanish III
	122504	✓		Spanish IV
	122509		✓	Spanish III: Gifted
	122510		✓	Spanish IV: Gifted
	122506		✓	Spanish: AP Spanish Language and Culture
	122507		✓	Spanish: IB Language ab initio
	122508		✓	Spanish: IB Language B
	122498		✓	Spanish: IB Spanish IV

Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	122499		✓	Spanish: IB Spanish V
	122600		✓	Spanish: Cambridge AICE - AS (Honors)
	122601		✓	Spanish Literature: Cambridge AICE - AS (Honors)
	122511		✓	Spanish: DE - CSPN 1013/1014 Elementary Spanish I
	122512		✓	Spanish: DE - CSPN 1023/1024 Elementary Spanish II
	122513		✓	Spanish: DE - CSPN 2013/2014 Intermediate Spanish I
	122514		✓	Spanish: DE - CSPN 2023 Intermediate Spanish II
2 Units	123101	✓		Chinese I
	123102	✓		Chinese II
	123103	✓		Chinese III
	123104	✓		Chinese IV
	123108		✓	Chinese III: Gifted
	123109		✓	Chinese IV: Gifted
	123106		✓	Chinese: AP Chinese Language and Culture
	123110		✓	Chinese: IB Language ab initio
	123107		✓	Chinese: IB Language B
123124		✓	Chinese: Cambridge AICE - AS (Honors)	
2 Units	121401	✓		Italian I
	121402	✓		Italian II
	121403	✓		Italian III
	121404	✓		Italian IV
	121407		✓	Italian III: Gifted
	121408		✓	Italian IV: Gifted
	121406		✓	Italian: AP Italian Language and Culture
	121409		✓	Italian: IB Language ab initio
121410		✓	Italian: IB Language B	
2 Units	121501	✓		Japanese I
	121502	✓		Japanese II
	121503	✓		Japanese III
	121504	✓		Japanese IV
	121506		✓	Japanese III: Gifted
	121507		✓	Japanese IV: Gifted
	121505		✓	Japanese: AP Japanese Language and Culture
	121508		✓	Japanese: IB Language ab initio
	121509		✓	Japanese: IB Language B
121510		✓	Japanese: Cambridge AICE - AS (Honors)	
2 Units	121200	✓		Hindi I
	121201	✓		Hindi II
	121202	✓		Hindi III
	121203	✓		Hindi IV
2 Units	121700	✓		Portuguese I
	121701	✓		Portuguese II
	121702	✓		Portuguese III
	121703	✓		Portuguese IV

2 Units	123520	✓		Vietnamese I
	123521	✓		Vietnamese II
	123522	✓		Vietnamese III
	123523	✓		Vietnamese IV
2 Units	123530	✓		Korean I
	123531	✓		Korean II
	123532	✓		Korean III
	123533	✓		Korean IV
2 Units	122001	✓		Russian I
	122002	✓		Russian II
	122003	✓		Russian III
	122004	✓		Russian IV
2 Units	123301	✓		Hebrew I
	123302	✓		Hebrew II

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Foreign Language				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	123303	✓		Hebrew III
	123304	✓		Hebrew IV
2 Units	123201	✓		Greek I
	123202	✓		Greek II
	123203	✓		Greek III
	123204	✓		Greek IV
2 Units	123456	✓		American Sign Language I
	123457	✓		American Sign Language II
2 Units	121150	✓		Indigenous Language I
	121151	✓		Indigenous Language II
2 Units	061175		✓	AP Computer Science A ⁵
	061102	✓		Computer Science ⁵
2 Units	121300	✓		Computer Coding as a Foreign Language I ⁶
	121301	✓		Computer Coding as a Foreign Language II ⁶

⁵ For Fall grade 9 entry 2023-2024 students graduating in 2026-2027 and thereafter. AP Computer Science A may be used as either an elective, a math, or foreign language credit.

⁶ For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter. Computer Coding as a Foreign Language shall be aligned to a coding language approved by the Louisiana Workforce Commission to the Industry Based Certification State Focus List.

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Art					
1 Unit Required	Course Code	TOPS		Course Title	
		4 Point Scale	5 Point Scale		
	030501	✓		Art I	
	030502	✓		Art II	
	030503	✓		Art III	
	030504	✓		Art IV	
	110560	✓		Art: Drafting	
	030596		✓	Art History: Gifted	
	030597		✓	Art: AP Art History	
	030595		✓	Art History: DE - CART 2103 Art History I	
	030594		✓	Art History: DE- CART 2113 Art History II	
	030514		✓	Studio Art Design: Talented Visual Arts I	
	030515		✓	Studio Art Design: Talented Visual Arts II	
	030516		✓	Studio Art Design: Talented Visual Arts III	
	030517		✓	Studio Art Design: Talented Visual Arts IV	
	030520		✓	Studio Art Design: DE - CART 1113 Art Structure/2-D Design	
	030521		✓	Studio Art Drawing: DE - CART 2203 Beginning Drawing	
	030509		✓	Art: AP Studio Art: 2-D Design	
	030508		✓	Art: AP Studio Art: 3-D Design	
	030519		✓	Art: AP Studio Art: Drawing	
	030522		✓	Art: IB Visual Arts	
	030360	✓		Applied Music	
	030300	✓		Beginning Band	
	190110	✓		Marching Band	
	030310	✓		Beginning Choir	
	1 Unit	030353	✓		Sectional Rehearsal
		030361	✓		Studio Piano I
030362		✓		Studio Piano II	
030363		✓		Studio Piano III	
030480		✓		Studio Strings I	
030481		✓		Studio Strings II	
030482		✓		Studio Strings III	
030301		✓		Intermediate Band	
030311		✓		Intermediate Choir	
030439			✓	Music: Talented Choir: Intermediate	
030302		✓		Advanced Band	
030312		✓		Advanced Choir	
030440			✓	Music: Talented Choir: Advanced	
030320		✓		Beginning Orchestra	
030321		✓		Intermediate Orchestra	
030459			✓	Music: Talented Orchestra: Intermediate	
030322		✓		Advanced Orchestra	
030460			✓	Music: Talented Orchestra: Advanced	
030313		✓		Small Voice Ensemble	
030449			✓	Music: Talented Small Voice Ensemble II	
030303		✓		Wind Ensemble	
030304		✓		Jazz Ensemble	
030352		✓		Guitar Class	
030350		✓		Piano Class	
030341		✓		Music Theory I	
030342		✓		Music Theory II	
030318		✓		Music and Media	
030319		✓		Music and Technology	

030371		✓	Music: Talented Music I
030372		✓	Music: Talented Music II
030373		✓	Music: Talented Music III
030374		✓	Music: Talented Music IV
030365		✓	Music: IB Music I
030366		✓	Music: IB Music II

Art				
1 Unit Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
	030332	✓		Fine Arts Survey
	030364		✓	Fine Arts Survey: AP Music Theory
	030590		✓	Fine Arts Survey: DE - CMUS 1013 Music Appreciation
	030591		✓	Fine Arts Survey: DE - CDNC 1013 Dance Appreciation
	030592		✓	Fine Arts Survey: DE - CART 1023 Introduction to Visual Arts
	030593		✓	Fine Arts Survey: DE - CART 1013 Exploring the Arts
	030600	✓		Dance I
	030621	✓		Dance II
	030631	✓		Dance III
	030641	✓		Dance IV
	030719		✓	Dance: IB Dance
	030700	✓		Theatre I
	030721	✓		Theatre II
	030731	✓		Theatre III
	030741	✓		Theatre IV
	030701	✓		Technical Theatre
	030702	✓		Theatre Design and Technology
	030710		✓	Theatre: Talented Theatre I
	030711		✓	Theatre: Talented Theatre II
	030712		✓	Theatre: Talented Theatre III
	030713		✓	Theatre: Talented Theatre IV
	030718		✓	Theatre: IB Theatre
	030709		✓	Theatre: Talented Introduction to Film Studies
	030706		✓	Theatre: IB Film Study I
	030707		✓	Theatre: IB Film Study II
	030708		✓	Theatre: IB Film Study III
	030715		✓	Theatre: DE - CTHE 2103 Acting I
	030716		✓	Theatre: DE - CTHE 2113 Acting II
	030717		✓	Theatre: DE - CTHE 1013 Introduction to Theatre
	030810	✓		Media Arts I
	030820	✓		Media Art II
	030830	✓		Media Arts III
	030840	✓		Media Arts IV
	312400	✓		Photography I
	312405	✓		Photography II
	312414	✓		Digital Photography
	040241	✓		Digital Storytelling (LSU Partnership)
	080020	✓		Sound Design (LSU Partnership)
	080021	✓		Digital Image and Motion Graphics (LSU Partnership)
	110860	✓		Engineering Design and Development
	110861	✓		Engineering Design and Development (LSU Partnership)
	051103	✓		Speech III ⁷
	051104	✓		Speech IV ⁷

⁷ Speech III and IV (1 Unit Combined).

Physical Education				
1.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	190105	✓		Physical Education I
	190100	✓		Adapted Physical Education I ⁸
	170001	✓		JROTC I ⁹
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
½ Unit	190106	✓		Physical Education II
	190097	✓		Adapted Physical Education II
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
190112	✓		Dance Team	

Health Education				
.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
½ Unit	190500	✓		Health Education
2 Units	170001	✓		JROTC I ⁹
	170002	✓		JROTC II

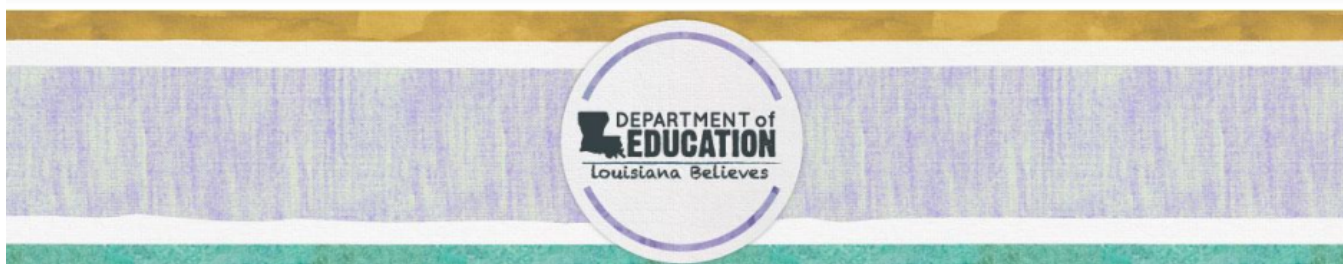
Electives				
3 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
3 Units	Electives			

TOPS University Diploma Minimum Course Requirements				
Total 24 Units				

⁸ Adapted physical education restricted to eligible special education student

⁹ In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education and JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted to health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law

- **JUMP START TOPS TECH (CAREER DIPLOMA) COURSE REQUIREMENTS**



TOPS Tech
(Career Diploma) Course Requirements
 For Incoming Freshmen Beginning Fall 2014

English				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
1 Unit	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
2 Units from the following: No more than one course from each unit grouping will count towards the two unit requirement.				

2 Units	120336	✓		Business English
	120350	✓		Technical Writing
	120333	✓		English III
	120341		✓	English III: Honors
	120329		✓	English III: Gifted and Talented
	120325		✓	English III: AP English Language Arts and Composition
	120403		✓	English III: IB Literature
	120327		✓	English III: IB Language & Literature
	120404		✓	English III: IB Literature & Performance
	120601		✓	English III: DE - CENL 1013 English Composition I
	120602		✓	English III: DE - CENL 1023 English Composition II
	120603		✓	English III: DE - CENL 2153 American Literature I
	120604		✓	English III: DE - CENL 2163 American Literature II
	120605		✓	English III: DE - CENL 2173 Major American Writers
	120621		✓	English Language Part 1: Cambridge AICE - AS (Honors)
	120623		✓	Literature in English Part 1: Cambridge AICE - AS (Honors)
	120334	✓		English IV
	120342		✓	English IV: Honors
	120330		✓	English IV: Gifted and Talented
	120326		✓	English IV: AP English Literature and Composition
	120405		✓	English IV: IB Literature
	120328		✓	English IV: IB Language & Literature
	120406		✓	English IV: IB Literature & Performance
	120622		✓	English Language Part 2: Cambridge AICE - AS (Honors)
	120624		✓	Literature in English Part 2: Cambridge AICE - AS (Honors)
	120606		✓	English IV: DE - CENL 1013 English Composition I
	120607		✓	English IV: DE - CENL 1023 English Composition II
	120608		✓	English IV: DE - CENL 2103 British Literature I
	120609		✓	English IV: DE - CENL 2113 British Literature II
	120610		✓	English IV: DE - CENL 2123 Major British Writers
	120611		✓	English IV: DE - CENL 2203 World Literature I
	120612		✓	English IV: DE - CENL 2213 World Literature II
120613		✓	English IV: DE - CENL 2223 Major World Writers	
120614		✓	English IV: DE - CENL 2303 Introduction to Fiction	
120615		✓	English IV: DE - CENL 2323 Introduction to Literature	
120616		✓	English IV: DE - CENL 2313 Introduction to Poetry and/or Drama	
Note: Or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE				

TOPS TECH Minimum Graduation Requirements BESE APPROVED, December 2022

Mathematics				
4 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	160321	✓		Algebra ¹
	160331	✓		Applied Algebra I
	160338	✓		Algebra I, Part 2 ²
1 Unit	160323	✓		Geometry ³
	160332	✓		Applied Geometry ³
2 Units from the following:				
2 Units	160322	✓		Algebra II ¹
	160351	✓		Math Essentials
	165040	✓		Transition to College Mathematics
	160345	✓		Financial Literacy (formerly Financial Math)
	040307	✓		Business Math
	165031	✓		Statistical Reasoning
	160375	✓		Algebra III
	160508	✓		Additional Math - Cambridge IGCSE
	160500		✓	Algebra III: DE - CMAT 1213 College Algebra
	160347	✓		Advanced Math - Functions and Statistics
	160346	✓		Advanced Math - Pre-Calculus
	160501		✓	Adv Math-Pre Calc: DE - CMAT 1223 Trigonometry
	160348	✓		Pre-Calculus
	160365		✓	Pre-Calculus: IB Math Studies I
	160502		✓	Pre-Calculus: DE - CMAT 1233 Algebra and Trigonometry
	160366		✓	Pre-Calculus: Honors
160349	✓		Probability and Statistics	
160510		✓	Math 1 (Pure Math): Cambridge AICE - AS (Honors)	
Note: Or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.				

¹ Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for Algebra I, Geometry, and Algebra II

² The elective course Algebra I - Part 1 is a prerequisite

³ For Fall grade 9 entry 2023-2024 and thereafter, Geometry is required. For grade 9 entry prior to 2023-2024, students must take three additional Math courses of which Geometry is an option.

Science				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	150301	✓		Biology I
	150321		✓	Biology I: DE - CBIO 1013 General Biology I
	150322		✓	Biology I: DE - CBIO 1033 General Biology I (Sci Majors)
1 Unit	150401	✓		Chemistry I
	150412		✓	Chemistry I: Gifted and Talented
	150413		✓	Chemistry I: DE - CCEM 1013 General Chemistry Survey I
	150414		✓	Chemistry I: DE - CCEM 1103 Chemistry I
	150415		✓	Chemistry I: DE - CCEM 1123 Chemistry I (Sci Majors)
	150400		✓	Chemistry I: Honors
	150901	✓		Earth Science
	150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
	150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
	150310	✓		Environmental Science
	150913		✓	Environmental Science: Gifted and Talented
	150311		✓	Environment Science: AP Environmental Science
	150312		✓	Environmental Science: IB Environmental Systems
	150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	150328		✓	Environmental Science: Honors
	150802	✓		Physical Science
	150915		✓	Physical Science: DE - CPHY 1023 Physical Science I
	110810	✓		Principles of Engineering
	110864	✓		(LSU Partnership) Principles of Engineering
	080109	✓		PLTW Principles of Engineering

	010302	✓		Agriscience II ⁴
	150307		✓	Biology II: AP Biology
	150305		✓	Biology II: IB Biology I
	150308		✓	Biology II: IB Biology II
	149993		✓	Biology II: Cambridge AICE - AS (Honors)
	150410		✓	Chemistry II: AP Chemistry
	150423		✓	Chemistry II: IB Chemistry I
	150411		✓	Chemistry II: IB Chemistry II
	150425		✓	Chemistry II: Cambridge AICE - AS (Honors)
	150000	✓		Physics I
	149997	✓		Physics I: Cambridge IGCSE
	149999		✓	Physics II: Cambridge AICE - AS (Honors)
	150724		✓	Physics: AP Physics I - Algebra Based
	150725		✓	Physics: AP Physics II - Algebra Based
	150703		✓	Physics: IB Physics I
	150704		✓	Physics: IB Physics II
	150794		✓	Physics: AP Physics C - Electricity and Magnetism
	150795		✓	Physics: AP Physics C - Mechanics

⁴The elective course Agriscience I is a prerequisite

Social Studies				
2 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	220403	✓		U.S. History
	220409		✓	U.S. History: Honors
	220406		✓	U.S. History: Gifted
	220404		✓	AP U.S. History
	220405		✓	IB History of the Americas I
	220407		✓	U.S. History: DE - CHIS 2013 American History I
	220408		✓	U.S. History: DE - CHIS 2023 American History II
1 Unit	220502	✓		American Government
	220505		✓	Government: Honors
	220513		✓	Government: Gifted
	220501	✓		Civics (1st semester)
	220504	✓		Civics (2nd semester)
	220604		✓	Government: AP Government and Politics: Comparative
	220503		✓	Government: AP Government and Politics: United States
	220514		✓	Government: DE - CPOL 2013 Introduction to American Govt
	220515		✓	Government: DE - CPOL 2113 Introduction to State & Local Govt
220516		✓	Government: DE - CPOL 2213 Introduction to Comparative Govt	

Physical Education				
1.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
1 Unit	190105	✓		Physical Education I
	190100	✓		Adapted Physical Education I ⁵
	170001	✓		JROTC I ⁶
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
½ Unit	190106	✓		Physical Education II
	190097	✓		Adapted Physical Education II
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
190112	✓		Dance Team	

Health Education				
.5 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
½ Unit	190500	✓		Health Education
2 Units	170001	✓		JROTC I ⁷
	170002	✓		JROTC II

Electives				
3 Units Required	Course Code	TOPS		Course Title
		4 Point Scale	5 Point Scale	
9 Units	Jump Start course sequence, workplace experiences and approved credentials (a minimum of one industry-based credential is required for graduation).			

TOPS TECH Diploma Minimum Course Requirements				
Total 23 Units				

⁵ Adapted physical education restricted to eligible special education students.

⁶ In schools having approved Junior Reserve Officer Training Corps (JROTC) training, credits may, at the option of the local school board, be substituted for the required credits in physical education.

⁷ JROTC I and II may be used to meet the health education requirement provided the following requirements are met. A minimum of 2000 minutes of instructional time shall be devoted to health education in JROTC I and in JROTC II. Students must take both JROTC I and JROTC II to meet the health education requirement. All of the standards and GLEs for health shall be covered in JROTC I and JROTC II. JROTC I and JROTC II shall include instruction in CPR, automated external defibrillators, and content relative to dating violence as required by state law.

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.
- Percentages (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 using numerical grades and converted to a final letter grade for transcription purposes. The decimal .5 or higher will be rounded up to the next whole number.
 - A letter grade of an F (0.0-0.9) cannot be rounded to a D (1.0).

Examples:

Numerical Averages 78 + 92 + 83 + 85 + 68 (final exam)
Transcribed Grade = C

Numerical Averages 78 + 92 + 93 + 87 + 78 (final exam)
Transcribed Grade = 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.
- **Graduation Ceremony Requirements**
 - 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**

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

- 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, College Level Entrance Proficiency (CLEP), and online or distance learning.

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.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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.
 - 2nd grade students will be assessed using a Rapides Parish School District 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.
 - Second grade students must be seven years of age by September 30th to enter 2nd grade.
 - Students entering grades 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.
 - District Proficiency exams for Carnegie Units will be administered based on documentation provided by the parent/guardian to the Testing Office. The documentation must indicate each high school course completed through the home study program or unapproved non-public school.
 - 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)

- A student transferring with an IEP to a school who does not have the qualified placement/classroom will contact JBL for placement prior to enrollment.
- 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 transferring with an IEP to a school who does not have the qualified placement/classroom will contact JBL for placement prior to enrollment.
- A student entering 5th grade must 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.
 - 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). 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.

- 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 has not taken 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 support 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, home schooled 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.
- EL Transfers
 - All ELs transferring in from another state will be assessed with the English Language Proficiency Screener (ELPS).
 - If a previously identified-EL has current English language Proficiency (ELPT) scores, or language proficiency test scores from another state, those scores may be used to temporarily place the EL as an identified EL. Other placement considerations include previous academic transcripts, and actual age of the student. The ELPS will be administered by an EL teacher.
 - If a student transfers into the district without ELL identification, EL Placement is based on results obtained through the English Language Proficiency Screener (ELPS) screening instrument. Grade placement will be according to chronological age.
 - An EL 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.
 - An EL 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. Scheduling and all decisions and recommended accommodations will be reviewed at frequent and regular intervals, and adjusted to meet the needs of the EL

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.

- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

- 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
- **Identification of Possible 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 English Second Language (ESL) teacher. Foreign exchange students must follow this same procedure.
 - In addition, the Family Interview Form may be used to clarify language use in the home.
 - **Limited English Proficiency (LEP) Determination - Age Appropriate Procedures**
 - ESL Teachers administer the English Language Proficiency Screener (ELPS) to assess the English language proficiency level and status of the possible EL, who may be categorized as Emerging, Progressing or Fully Proficient.
 - The TELL Department codes the language minority student as LEP in the Student Information System (SIS), and prepares all mandated documentation.
 - At the beginning of the school year, the timeline for administering ELPS and parental notification is 30 days. During the school year, it is 2 weeks.
 - **Chronological Age Appropriate Placement of Identified English Learner (EL)**
 - Yearly Parental Notification - Parents must either accept or refuse English Second Language (ESL) services in writing at the time of initial screening, and again at the beginning of each new school year. A parent may request or refuse ESL services at any time
 - Accept ESL services – The district provides transportation for the EL to attend the nearest ESL school site, where TELL and core teachers collaborate to provide instruction based on test results and individual needs. The EL takes the English Language Proficiency Test (ELPT) every year until he/she exits LEP status.
 - Refuse ESL services - The EL remains at the zoned school, where core teachers are responsible for EL academics, document in lesson plans accommodations and ESL teaching strategies used to provide comprehensible input to the EL, and follow all protocols related to EL instruction, grading, and testing. The EL takes the ELPT every year until he/she exits LEP status.

- EL K-8 Placement
 - Dependent upon appropriate chronological age and school transcript, if provided. If an entering EL was previously misplaced by chronological age, the EL must be correctly placed at the time of registration.
- EL 9-12 Placement
 - Dependent upon appropriate chronological age, and/or awarded credits per the academic transcript.
 - For an immigrant EL, the International Transcript Guide may be used to award credit.
 - An entering EL aged 15 or older must be placed in grades 9-12.
 - EL without transcript must be placed in grade 9./
- **EL Accommodation Plan** - Provided by the LDOE
 - At the start of each school year, a completed and signed *English Learners (EL) Accommodation Checklist* is filed in the EL's orange folder, and TELL office. This EL Accommodation Checklist 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 EL accommodations as documented in the core lesson plans.
- **Specialized Language Program/Instructional Program**
 - **Responsibility** - The Rapides Parish School District provides an adequate program of instruction in which the EL student can be successful. Each school is accountable for compliance with EL related state and federal guidelines, and quality delivery of the EL instructional program.
 - **Translation** - services are available for school and district information through TransACT, a school notification System, and 4 district translators are available for translation services between parent and teacher.
 - **TELL teacher Requirements** - fluent in each of the four language domains (listening, speaking, reading, and writing), hold a valid Louisiana teaching certificate and certification in EL (Louisiana's EL certification requires 4 ESL certification classes).
 - **General Education** classroom teachers of ELs – modify instruction, pacing, materials, assessments and grading practices as necessary and appropriate to meet the educational needs of their student ELs, and allow ELs to demonstrate their knowledge and skills, as appropriate, in their primary language or in oral, rather than written English.
 - **ESL teachers** – Support ELs and core teachers as they provide focused language interventions for ELs in a push-in or pull-out intervention model - small groups of ELs during non-core content courses, and may push-in to core classes to provide focused language support to ELs during grade-level curriculum. Teacher collaboration is essential.
 - **Elementary K-6 EL** - Program delivery models include a combination of ESL pullout for intense English instruction, EL -push-in collaboration between core and TELL teachers, and modified versions of sheltered instruction. TELL instructional time is related to individual needs of each EL. Per day, Beginner ELs may require up to 2 hours of TELL instruction, Intermediate ELs one to 1 ½ hours, and Advanced ELLs may require 30 minutes.

- **Middle School Instruction 6-8** – Beginner and Intermediate ELs are scheduled into ESL during double blocked language Arts. TELL teacher uses pullout and push-in ESL instructional methods. Accommodations and instructional strategies applied according to student need. ELs have access to all school activities.
- **Secondary ESL Classes 9-12** - Secondary TELL teachers conference with core teachers to monitor progress of ELs, assist in collection and storage of grades, recommend parent conferences and tutoring, support interventions for struggling ELs, ensure that Beginning level ELs are scheduled into the least language dependent courses. Collaborate with high school teachers to 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.
- **Newcomer Classroom** - Middle and High School
 - Recent immigrants with limited English proficiency and limited formal education
 - Student has Interrupted Formal Education (SIFE)
 - ELPS score is Emerging
 - Student has never been enrolled in a US school, or enrolled for less than one school year in a US school
 - Student Age – Middle School – 11-14 by September 30
 - Student age – High School – 15-19 by September 30
 - Students attend Newcomer class part of the day, and attend regular core classes for the remainder of the day.
- **SPED/ELL** - An EL receives special education services (SPED)
 - **ELs are assessed** according to special education procedures, and must involve recommendation, input and collaboration from the TELL Coordinator, EL teacher and Core teachers.
 - **Intellectual ability** must not be determined using a language-dependent instrument if it has been determined that the student is an EL. (*Refer to the Louisiana Guidelines for Identification and Instruction of English Language Learners with Disabilities*).
- **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*.
 - ELs should receive a grade based on the ELPT Performance Level Descriptors. EL student grades should **reflect** their linguistic accommodations and modifications.
 - Any EL, unable to comprehend the language of instruction due to limited English proficiency, must not be assigned failing grades in the content area subjects, unless.
 - core teacher provides documentation of modified instruction in line with the *English Learners (EL) Accommodations Checklist* and ELPT Grade Level Descriptors.
 - the EL has not made a reasonable effort despite EL accommodations.
 - there is documentation of on-going consultation with the ESL teacher regarding appropriateness of assessments and modified instructional strategies as they relate to

EL's proficiency levels of language development

- **Lower Elementary ELs** – Beginning and Intermediate Level – Assign S/U participation grades based on 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 ELs - Advanced Level** – Achievement grades assigned in all subjects, with appropriate accommodations.
- **Secondary ELs** - 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 EL to receive acceptable accommodations/modifications on any state test, it must be formally documented that the EL received those accommodations or modifications in the classroom during the school year.
 - ELs annually participate in all required state/standardized testing (including ELPT). Statewide assessment scores of ELs 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 ELs 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 in a language they understand.

- **Exit Procedure from EL Status**
 - The Office of Civil Rights (OCR) guidance – ELs 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.
 - The English Language Proficiency Test (ELPT) score must be a 3 overall which means a 4 or 5 in all language domains.
 - Once the district receives the ELPT scores of students meeting the exit criteria of students meeting the exit criteria, TELL teachers document the exit date on the EL's cumulative folder, compile all mandated documentation and files it in cumulative folders.

- **Monitor Process of Former EL**
 - EL may exit LEP status by meeting the state exiting criteria.
 - Coding - Once a student exits the LEP/EL status, the TELL Department codes the new Fluent English Speaker (FES) as 01 (English), signaling the LDOE to monitor for two years.
 - If academic progress is not met at any time during the two-year documented monitoring process, former ELs may be reclassified.
 - ESL 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 (2) years, the district no longer receives federal funds for the former EL, documentation is stored in the Former EL's cumulative folder.

XI. 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.

RPSB Alternative Education Programs

Rapides Alternative Positive Program for Students

The Rapides Alternative Positive Program for Students is the district's alternative education site that oversees students who are expelled, suspended, in transition, or in need of temporary alternative education due to exigent circumstances.

Grades Served: 1-12

Instruction:

- Grades 1-5 – Face-to-face core instruction using Tier I curricula.
- Grades 6-8 – A hybrid instructional model with Edgenuity, Guidebooks, Readworks, Grammar Skills, Schoology, iReady, and traditional instruction.
 - Grades 9-12 – Online instruction through Edgenuity and Google Classroom. Students are assisted by teachers in each subject as they navigate through the scope and sequence of each curriculum.
 - Differentiation and one-on-one remediation provided for all students.
 - Course alignment with the Louisiana State Standards in all core classes.
 - Core content available online so that students can work at any location and at any time.
 - Meets national and state standards and includes all courses necessary to meet graduation requirements and qualify for TOPS.
 - All students will receive Drug Education through a curriculum written by Foundation for a Drug Free World.
 - All students will receive behavior support through Ripple Effects and SafeSchools.
 - Courses not offered at R.A.P.P.S., but offered at a student's zoned-school, may be offered online with the permission of both principals.
 - Students in Special Education and Section 504 will receive accommodations and modifications, as indicated by their IEP/IAP.
 - Promotion and Retention
 - Because R.A.P.P.S. is a program and not a school, students' promotion and retention are the decision of their enrolled-school.

Rapides Virtual Program

The Rapides Virtual Program (RVP) is an innovative educational program offered by the Rapides Parish School Board to its students. The Virtual Program has been developed to facilitate education to students who perform better through online instruction.

Grades Served: 6-12

Instruction:

- Grades 6-8 – A hybrid model that encompasses both Google Chat (video), Google Classroom, and Edgenuity. Students will participate in video sessions weekly in core courses.
- Grades 9-12 – An online model where students are independently working on Edgenuity and Google Classroom in each course. Teachers have office hours daily that allow students to interact with a teacher for additional assistance in their course(s).
- Promotion and Retention
 - Because RVP is a program and not a school, students’ promotion and retention are the decision of their enrolled-school.
 - Students remain assigned to their enrolled-school while attending either program.
 - Both programs follow the district’s grade scale for regular courses.
 - Both programs are in sync with the district regarding the scope and sequence of each curriculum.
- There are no costs associated with enrollment in either program; however, students are financially responsible for the loss a

XII. 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 7117
Alexandria, LA 71306-7117**

- 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).

XIII. Additional LEA policies related to student placement and promotion

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

Pupil Progression Elementary Program of Study Requirements

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

Time Recommendations for Pre-Kindergarten

Student Initiated Activities	35-45%	140-180 minutes
Teacher Directed Activities	25-35%	100-140 minutes
Snack, Restroom	10%	40 minutes
Rest Time	15%	70 minutes

Time Recommendations for Kindergarten

Subjects	Periods Per Week	Minimum Minutes
Reading Foundations	5	100
Writing	5	30
ELA	5	70
Mathematics	5	70
Health/P.E	5	30
RTI/Interests & Opportunities	5	30
Social Living	5	30
Handwriting/Penmanship	5	20
TOTAL:		380

- Students in Kindergarten will follow a state approved Tier 1 Curricula.

- Reading Foundations will be based on the Science of Reading 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 explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, may guide daily focused lessons.
- ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. 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

Subjects	Periods Per Week	Minimum Minutes
ELA (Includes Reading, Reading Foundations, Writing, and Handwriting)	5	200
Mathematics	5	75
Social Living	5	45
Health/P.E	5	30
RTI/Interests & Opportunities	5	30
TOTAL		380

- Students in elementary will follow a state approved Tier 1 Curricula.

- ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading. In ELA, a minimum of 2 major grades per nine weeks will come from major writing assignments in response to text or content.
- Reading Foundations will be based on the Science of Reading 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 explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, will guide daily focused lessons.
- 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.

Time Recommendations for Grades 3

Subjects	Periods Per Week	Minimum Minutes
ELA	5	110
Writing	5	45
Mathematics	5	75
Science	5	45
Social Studies	5	45
Health/P.E	5	30
RTI/Interests & Opportunities	5	30
TOTAL:		380

- Students in elementary will follow a state approved Tier 1 Curricula. ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading. In ELA, a minimum of 2 major grades per nine weeks will come from major writing assignments in response to text or content.

- Writing instruction will be explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, will guide daily focused lessons.
- RTI and Enrichment time can be embedded into the math or English Language Arts as determined by needs of students throughout the year based on data.
- Effective July 1, 2017, RS 17:266 - Cursive writing shall be taught in all public schools. Each public school shall ensure that such instruction is introduced by the third grade and incorporated into the curriculum in grades four through twelve. Therefore, ten (10) minutes per day during ELA should be provided for the explicit instruction of cursive handwriting introduction in third grade.

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

Subjects	Periods Per Week	Minimum Minutes
ELA	5	110
Writing	5	45
Mathematics	5	75
Social Studies	5	45
Science	5	45
Health/P.E.	5	30
RTI /Interests & Opportunities	5	30
TOTAL:		380

- Students in elementary will follow a state approved Tier 1 Curricula.
 - ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading. In ELA, a minimum of 2 major grades per nine weeks will come from major writing assignments in response to text or content.
 - Writing instruction will be explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence,

and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, will guide daily focused lessons.

- RTI and Enrichment time can be embedded into the math or English Language Arts as determined by needs of students throughout the year based on data.
- Effective July 1, 2017, RS 17:266 - Cursive writing shall be taught in all public schools. Each public school shall ensure that such instruction is introduced by the third grade and incorporated into the curriculum in grades four through twelve. Therefore, ten (10) minutes per day during ELA should be provided for the explicit instruction of cursive handwriting in elementary grades four, five, and six (housed in elementary schools).

Pupil Progression Middle School Program of Study 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
 - Middle schools may offer a variety of high school credits based on the needs and wants of their students.
 - 8th grade students may be enrolled in Quest for Success in order to receive a Carnegie Unit
 - Algebra I may be offered in Middle School, if the student meets the following requirements:
 - 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 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		
Subjects	Periods Per Week	Minimum Minutes Per day
ELA	5	100
Mathematics	5	50
Social Studies <ul style="list-style-type: none"> • <i>Grade 6 World History</i> • <i>Grade 7 U.S. Studies</i> • <i>Grade 8 LA Studies</i> 	5	50
Science <ul style="list-style-type: none"> • <i>Grade 6 General Science</i> • <i>Grade 7 Life Science</i> • <i>Grade 8 Earth Science</i> 	5	50
Health/P.E.	5	50
Electives	5	50
RTI/Enrichment	5	30
TOTAL:		380
Eight Period Day Option		
Subjects	Periods Per Week	Minimum Minutes Per Day
ELA	5	90
Mathematics	5	90
Social Studies <ul style="list-style-type: none"> • <i>Grade 6 World History</i> • <i>Grade 7 U.S. Studies</i> 	5	45

<ul style="list-style-type: none"> • <i>Grade 8 LA Studies</i> 		
Science <ul style="list-style-type: none"> • <i>Grade 6 General Science</i> • <i>Grade 7 Life Science</i> • <i>Grade 8 Earth Science</i> 	5	45
Health/P.E./ Electives	5	80
RTI/Enrichment	5	30
TOTAL:		380

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: Students should have a high degree of persistence, drive, and motivation for learning. Students should be able to withstand frustrations inherent in addressing new, more difficult tasks.
 - Attendance: students 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 with components to be determined school administration.
 - Lesson plans must be recorded.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2023-2024 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