

# **2020-2021 Pupil Progression Plan**

**Local Education Agency:**

**InspireNOLA Charter Schools**

## Background and Purpose

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

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

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

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. 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](mailto:ppp@la.gov).

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## Placement of students in Kindergarten and Grade 1

### Kindergarten

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

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

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

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

### Grade 1

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

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

- Schools may administer their choice of the following assessments as an academic readiness screener:



#### K-3 Literacy Screener Scoring Guidance 2020-2021

Literacy Screener	Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>Acadience Reading</b> (formerly DIBELS Next)  Above Level On Level Below Level	<b>First Sound Fluency</b>  <b>60 max</b> 16+ 10-15 <10	<b>Nonsense Word Fluency- Correct Letter Sounds (CLS)</b>  <b>143 max</b> 34+ 27-33 <27	<b>Oral Reading Fluency- Words Correct</b>  <b>227 max</b> 68+ 52-67 <52	<b>DAZE</b>  <b>50 max</b> 11+ 8-10 <8
<b>DIBELS 8th</b>  Above Level On Level Below Level	<b>Phonemic Segmentation Fluency</b>  <b>84 max</b> 15+ 5-14 <5	<b>Nonsense Word Fluency- Correct Letter Sounds (CLS)</b>  <b>230 max</b> 47+ 30-46 <30	<b>Oral Reading Fluency- Words Correct</b>  <b>225 max</b> 85+ 49-84 <49	<b>MAZE</b>  <b>51 max</b> 15+ 8-14.5 <8
<b>STEEP</b>  Above Level On Level Below Level	<b>Initial Sound Fluency</b>  <b>30 max</b> 6+ 3-5 <3	<b>Nonsense Word Fluency</b>  <b>135 max</b> 35+ 28-34 <28	<b>Oral Reading Fluency</b>  <b>303 max</b> 68+ 48-67 <48	<b>Advanced Literacy</b>  <b>8 max</b> 7+ 5-6 <5
<b>STEP</b>  Above Level On Level Below Level	<b>First Sounds</b>  <b>10 max</b> 7+ 6 <6	<b>Reading Rate</b>  <b>no max</b> 75+ 40-75 <40	<b>Oral Reading Fluency</b>  <b>150 max</b> 76+ 50-75 <50	<b>Retell (use grade-level rubric)</b>  <b>5 max</b> 4+ 3 <3

- It is recommended that schools administer the academic readiness screening prior to the start of the school year to ensure the student is placed in the appropriate grade. However, as students are assigned to schools within InspireNOLA via the OneApp common enrollment system, the time of enrollment will be defined as the first school day after the student is assigned. In the event that a student is assigned after the first day of school, the school will have 5 school days to administer the academic readiness screener.
- All of InspireNOLA's K-8 schools will each administer the academic readiness screener to students assigned to their school.
- Failure of the student to pass the academic readiness screening required for placement in the First Grade will not jeopardize the student's placement at the school in an appropriate grade. (e.g., the school may re-assign the student to an appropriate grade).

## Placement of transfer students

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

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

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

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

- For students experiencing homelessness, the requirement to produce a properly certified transcript with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned shall be waived. InspireNOLA's homeless liaison will serve as an enrollment advocate for unaccompanied youth to these students in securing immunization(s), medical records, and other documentation.
- For students in grades 5 and 9, it is recommended that schools administer a LEAP 360 diagnostic test prior to the start of the school year to ensure the student is placed in the appropriate grade. However, as students are assigned to schools within InspireNOLA via the OneApp common enrollment system, the time of enrollment will be defined as the first school day after the student is assigned. In the event that a student is assigned after the first day of school, the school will have 5 school days to administer LEAP 360 diagnostic test.
- InspireNOLA's K-8 schools will each administer a LEAP 360 diagnostic test to students assigned to their school.
- Failure of the student to pass LEAP 360 diagnostic test required for placement in the Fifth or Ninth Grade will not jeopardize the student's placement at the school in an appropriate grade. (e.g., the school may re-assign the student to an appropriate grade).

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

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

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

- InspireNOLA schools will use the following criteria to determine the promotion of each student in grades 1 and 2:
  - Performance on core courses - average requirements
  - Performance on end of the year readiness requirements as indicated on a standardized measure such as DIBELS, Gates-MacGinitie, ITBS, SESAT, Fountas and Pinnell etc.
  - Completion of a school-provided remediation program
- Unless specified in school---specific criteria, schools will use the following criteria to determine the promotion of each student in grades 3,5,6, and 7:
  - Performance in the subjects of Reading, English/language arts (oral and written communication, handwriting, and spelling), mathematics, science and social studies based on the required grade level benchmarks
  - Performance on LEAP and/or LEAP Connect assessments
  - Completion of a school-provided remediation program
- Each SATeam will review and may either approve or reverse each determination of student promotion made by a teacher at the school. *See Appendix A for Documentation of Promotion/Retention and Appendix B for Student Educational Study Plan.*
- InspireNOLA Charter Schools, through its CEO, may grant a waiver on behalf of individual students who otherwise meet a school's promotional standards (including completion of coursework and proficient score on state tests), but have an excessive number of unexcused absences.

## Promotion of students in grade 4

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

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

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

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



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

- The decision to promote or retain will be made by the collaborative effort of parents, teachers, counselors and administrators after careful consideration of all of the available data. The final recommendation, however, lies with the school. *See Appendix A for Documentation of Promotion/Retention.*
- Types of data to consider when making the decision to promote or retain includes, but are not limited to, the following:
  - Students must attain at least the lowest “D” percentage as defined by the LDOE’s Grading Policy in each of the Core Subjects: Reading, Language Arts, Math, Science and Social Studies.
  - All students must meet yearly attendance requirements as outlined in InspireNOLA Charter Schools’ policy and in accordance to Bulletin 741.
  - Whether or not the student meets the expectations set for successfully completing summer remediation, including 90% attendance rate in summer remediation program
  - Growth from beginning of summer remediation to end of summer remediation
  - Re-analysis of the data used to determine non-proficiency in ELA and/or Math
  - Number of subjects in which the student was identified as non-proficient
  - Qualitative data from parents, teachers, counselors and administrators
  - Multi-Tiered System of Support (MTSS) data
- The SATeam/Stakeholders will convene to evaluate individual students based on the criteria set above and make a recommendation. The final recommendation, however, lies with the school.
- Types of measures to determine successful completion of summer remediation could include, but are not limited to, the following:
  - State-released ELA and Math Practice Tests results
  - Results from purchased assessments rated as Tier 1 and Tier 2 through the Instructional Materials Review
  - Results from district developed assessments aligned to the Louisiana State Standards (e.g., EAGLE)
  - Results from district developed assessments aligned to the priority content outlined in the Assessment Guidance
  - Growth from pre-test to post-test aligned to the Louisiana State Standards
- Fourth grade students who have not met the acceptable level of performance may be retained or promoted. Each student shall be provided with an individual academic improvement plan. *See Appendix F Individual Academic Improvement Plan.*

## Promotion and support of students in Grade 8

### Regular Grade 8 Promotion

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

### Grade 8 Promotion Waivers

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

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

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

### Transitional 9<sup>th</sup> Grade

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

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

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

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

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

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

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

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

- The decision to promote or retain will be made by the collaborative effort of parents, teachers, counselors and administrators after careful consideration of all of the available data. The final recommendation, however, lies with the school. *See Appendix A for Documentation of Promotion/Retention.*
- Types of data to consider when making the decision to promote or retain includes, but are not limited to, the following:
  - Students must attain at least the lowest “D” percentage as defined by the LDOE’s Grading Policy in each of the Core Subjects: Reading, Language Arts, Math, Science and Social Studies.
  - All students must meet yearly attendance requirements as outlined in InspireNOLA Charter Schools’ policy and in accordance to Bulletin 741.
  - Whether or not the student meets the expectations set for successfully completing summer remediation, including 90% attendance rate in summer remediation program
  - Growth from beginning of summer remediation to end of summer remediation
  - Re-analysis of the data used to determine non-proficiency in ELA and/or Math
  - Number of subjects in which the student was identified as non-proficient
  - Qualitative data from parents, teachers, counselors and administrators
  - Multi-Tiered System of Support (MTSS) data
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- The SATeam/Stakeholders will convene to evaluate individual students based on the criteria set above and make a recommendation. The final recommendation, however, lies with the school.
- Types of measures to determine successful completion of summer remediation could include, but are not limited to, the following:
  - State-released ELA and Math Practice Tests results
  - Results from purchased assessments rated as Tier 1 and Tier 2 through the Instructional Materials Review
  - Results from district developed assessments aligned to the Louisiana State Standards (e.g., EAGLE)
  - Results from district developed assessments aligned to the priority content outlined in the Assessment Guidance
  - Growth from pre-test to post-test aligned to the Louisiana State Standards
- 8th grade students who have not met the acceptable level of performance may be retained or promoted. Each student shall be provided with an individual academic improvement plan. *See Appendix F Individual Academic Improvement Plan.*
- By the end of 8<sup>th</sup> 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). *See Appendix G Individual Graduation Plan (IGP)*

## High School Considerations

### Instructional Minutes

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

### Individual Graduation Planning

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

### Financial Aid Planning

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

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

### Early Graduation

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

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

### Credit Recovery

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

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

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

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

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

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

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

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

## **NCAA Policy**

### **Nontraditional Courses**

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

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

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

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

### **Information for school administrators**

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

### **Credit recovery programs**

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

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

### **Distance and E-Learning Environments**

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

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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

- **Credit Recovery** – Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. InspireNOLA will offer credit recover in accordance to Bulletin 741.

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## Support for students

### School year support

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

The 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 supports as needed.

### Summer remediation

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

- 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.

## 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.***

- InspireNOLA establishes and monitors compliance with civil rights requirements for students with disabilities through our grant management and compliance monitoring procedures, established in consultation with obligations for InspireNOLA schools receiving IDEA funds. All InspireNOLA schools, whether they benefit directly from IDEA funds or not, are required to comply with all district monitoring requirements.
- InspireNOLA establishes and monitors compliance with civil rights requirements for English Learners through our grant management and compliance monitoring procedures, established in consultation with obligations for InspireNOLA schools receiving Title III funds. All InspireNOLA schools, whether they benefit directly from Title III funds or not, are required to comply with all district monitoring requirements.
- InspireNOLA establishes and monitors compliance with civil rights requirements for students experiencing homelessness through our grant management and compliance monitoring procedures, established in consultation with obligations for InspireNOLA schools receiving Title IIA and McKinney-Vento funds. All InspireNOLA schools, whether they benefit directly from Title IIA and McKinney-Vento or not, are required to comply with all district monitoring requirements
- InspireNOLA is no longer required to provide specialized language program(s) and services. Students who exit the program will be monitored for 2 years to ensure students can meaningfully participate in the general education plan. Students will be monitored by a ESL teacher, regular classroom teacher, school counselor and/or social worker.

## 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.***

- InspireNOLA Charter Schools does not include any alternative schools. Students in secure-care facilities are automatically enrolled in the district's alternative education programs operating in the Youth Study Center and Orleans Justice Center.
- InspireNOLA Charter School students interested in attending alternative schools/programs within the parish (or Type 2 charter programs in surrounding parishes) may enroll in such programs via the OneApp common enrollment system.

## 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.***

### **Regular education students**

- In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Head of School or designee to discuss the discrepancy.
- Parents/guardians may request an appeal of a disputed grade through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.
- A high school student, over the age of 18, who has failed due to an end of the quarter grade may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.
- Upon the request of a senior student who has failed a course(s)/semester necessary for graduation, the student shall be afforded the privilege of requesting an examination in each of the courses failed. The examination will be comprehensive, and the grade earned on the examination will be considered the final grade for the course/semester. The request for the examination(s) will be contingent upon the student's having met the minimum attendance requirements. The examination will be scheduled not later than twelve (12) days prior to the date set for graduation.

### **Students with disabilities**

- Students performing in the diploma, and/or College track shall follow the guidelines set forth for the regular education students for disputing a placement and/or promotion. The request for review of records for promotion is given to the Students Assistant Team (SATEam). This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the SATEam.

### **Section 504 students**

- Section 504 students shall follow the guidelines set forth for the regular education students.

**Students experiencing homelessness**

- InspireNOLA Charter Schools employs and makes available a Homeless Liaison, who serves as an enrollment advocate for unaccompanied youth, and assists such youth in choosing and enrolling in schools, consults and considers such youth's wishes, provides notice of right to appeal enrollment decisions, and assists youth in enrolling in school immediately pending the resolution of any dispute that may arise over school enrollment or placement and in the mediation of any such disputes.
- If a dispute arises over school selection or placement, InspireNOLA will admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute. Such enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act.

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

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

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

**Uniform grading policy:**

- InspireNOLA Charter Schools shall use the following uniform grading system for students enrolled in all grades 1-12 for which letter grades are used. This grading scale shall also apply for advanced course work, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors. Kindergarten will receive a standards-based report card graded using the scale below.

Kindergarten Grading Scale	
4	scholar exceeds expectation
3	scholar meets expectation
2	scholar is progressing towards expectation
1	scholar has not yet met expectation

1-12 Grading Scale	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	0-66

Citizenship Grading Scale	
O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

GPA Scale (9-12)		
	Regular Courses	Honors, Gifted, & Advanced Placement (AP) Courses**
A =	4.0	5.0
B =	3.0	4.0
C =	2.0	3.0
D =	1.0	2.0
F =	0.0	0

\*\*See eligible courses outlined in *Appendix E - Graduation Requirements, Dual Enrollment, and TOPS requirements as well as Bulletin 741*

- Advanced placement (AP) and honors course eligibility** – students are to meet any prerequisite criteria prior to enrolling in AP and/or honors course. Parents must complete AP/Honors placement acknowledgement prior to the student's enrollment in the course. Also note that electives, AP, honors, CTE course offerings and placements are not guaranteed.
- Credit Recovery** – Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. InspireNOLA will offer credit recover in accordance to Bulletin 741.



### **Coursework Grading Grades 1 – 8**

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are placed on the official documents: Roll Book and PowerSchool (which will print onto report cards).

The following grading category weights are to be followed:

- 30% Daily Assignments (Do Now, Performance Tasks, Exit Tickets)
- 40% Weekly Quizzes/Weekly Tests/Major Projects (teacher-made assessments)
- 20% Quarterly Exams (interim/teacher-made quarterly exam)
- 10% Daily Homework and Class Participation

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion.

### **\*\*Alice Harter ONLY\*\***

#### **Grading Weights**

- 55% **Summative Assessments** - (tests and projects) teacher made assessments
- 20% **Classwork** – (quizzes, performance tasks, Do now & exit tickets)
- 10% **Quarterly Exams** - (interim/teacher-made quarterly exam)
- 15% **Daily Homework**

### **Coursework Grading Scale for Grades 9 – 12**

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are placed on the official documents: Roll Book and PowerSchool (which will print onto report cards)

The following grading category weights are to be followed:

- 40% Major Assignments – minimum of four grades plus midterm
  - (tests, lab reports, projects, papers, performances, midterm –weighted as two tests)
- 40% Minor Assignments – minimum of 25 grades
  - (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
- 20% Final Exam/EOC for applicable courses

The following grading category weights are to be followed for students with disabilities identified under IDEA who meet the participation criteria found in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities*, §405.B and R.S. 17:183.2:

- 45% Major Assignments – minimum of four grades plus midterm
  - (tests, lab reports, projects, papers, performances, midterm –weighted as two tests)
- 50% Minor Assignments – minimum of 25 grades
  - (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
- 5% EOC for applicable courses

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion.

*See Appendix C for LEAP 2025 and EOC High School Scale Score to Grade Scale Conversion Tables.*

### **Special Education: Report Cards/Grading Procedures**

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. Progress of pupils with severe/profound disabilities will be documented on a quarterly Progress Report Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

### **Gifted or Talented Scholars**

In grades Kindergarten through 8, report card grades for pupils assigned to gifted classes must reflect grade-level work, regardless of the teacher of instruction. Any above grade level work shall be reported on the Special Education Progress Report form. If both the teacher of the gifted and the regular education teacher teach the student the same subject area, the grade level grade shall be determined by averaging the two grades together (or a percentage based on the amount of time spent with each teacher). Report card grades are not given for talented services in grades Kindergarten through 8. Performance in the talented area is reported on the Special Education Progress Report Form.

### **English Language Student Grading**

#### **Enduring Understandings**

- Students who are acquiring the English language require accommodations and modifications within the classroom, on assessments and on the grading scale that is utilized to record student progress.
- Grades are used to evaluate and record student progress in academic courses.
- The goal of implementing grading guidelines for English Learners is to equitably document student progress towards mastery of discipline concepts and practices while increasing linguistic and academic abilities of students,
- Set students up for success, and give students a positive feeling of achievement if they are working hard in class.

Consider the following LDOE guidance when grading English Learners:

- EL student domain proficiency levels range from 1-5, beginning at the non-verbal and word level, and incrementally progress towards grade level proficiency.
- English Learners who are in classrooms where English is the predominant language.
- Placement of a student in a particular level for grading should be assigned with consideration of the level of domain proficiency, grade level expectations, native language skills, class placement, program structure, and other contributing factors.
- The overlap between proficiency bands exists as students are unique learners and accommodations and support vary based on student need.
- Assigning of grades should be a collaborative effort between the classroom teacher and the English as a Second Language teacher.
- When grading English Learners, consideration should be given to research that suggests retention of students based on language proficiency and academic background can have negative effects on students (Eastern Stream Center on Resources and Training, 1994, p. 26).
- The overall score on the ELPS proficiency Screener should be used to determine a student's initial language proficiency level.
- Domain proficiency scores from the ELPT should be taking into consideration when assigning grades.

**In summary, the grading of ELs must reflect what the student knows and is able to do at their level of English language proficiency.**

Suggested Grading Table Below

Students at ELPS Proficiency Level 1 (Beginning)*	Students at ELPS Proficiency Level 2-3 (Early Intermediate/ Intermediate)	Students at ELPS Proficiency Level 4-5 (Early Advanced/ Advanced)*
<p>A student is given a passing grade (S) if she or he performs the following tasks:</p> <ul style="list-style-type: none"> <li>• Is prepared for class with needed materials</li> <li>• Attempts all assigned work as evidenced by:</li> <li>• use of reference materials (dictionary, vocabulary guides, word walls, and/or bilingual dictionary)</li> <li>• attempts as much of an assignment as she/he can</li> <li>• completes portions of assigned and modified work</li> <li>• display attentiveness during instruction and group work</li> <li>• copies notes when required</li> <li>• communicates needs and feelings verbally or non-verbally</li> </ul> <p>A student is given a Needs improvement (N) if he or she does not perform the above tasks.</p>	<p>A student is given standard grades based on the current InspireNOLA Grading Policy for modified work.</p> <p>Examples of modified work may include and are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Assessments read aloud</li> <li>• Extended time</li> <li>• Language modifications</li> <li>• Word banks, word walls, vocabulary sheets</li> <li>• Reducing problems or steps due to language complexity</li> <li>• Drawing pictures</li> <li>• Use of graphic organizers</li> </ul> <p>Individual grades may also be earned for:</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Note taking</li> <li>• Use of references and resources</li> <li>• Combination of work samples and student effort</li> </ul>	<p>A student is given standard grades based on the current InspireNOLA Grading Policy compared to those grades earned by his or her peers. Homework and, or classwork assignments may be modified. Testing modifications are made specifically for:</p> <p>1 ½ time given to complete a test</p> <p>Bilingual dictionaries are provided and utilized during the test.</p>
<p>Note, "Pass/Fail grade due to language proficiency" is recorded on the report card.</p>	<p>Note, "Working with ESL test modifications" is recorded on the report card.</p>	<p>Note, "Test modifications limited to 1 ½ time and bilingual dictionary" is recorded on report card.</p>

\*If a student falls within two of the categories, a teacher can use his or her judgment to decide which category best fits that student's needs.

## Grade Changes

The teacher of record is the only person authorized to change a student's grade. Grade changes must occur within 20 school days of the next semester from when the original grade was issued.

In the event the teacher of record is not available to change grade, the teacher taking the original teacher of record's place or the director of the program (summer school specifically) will complete the grade change form after analyzing the student's submitted work. The grade change form will then be submitted to the school data managers who will make the change in PowerSchool.

Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher. All grade change forms must be kept on file in the student's cumulative folder and a copy given to the student's parent/guardian. In the case where grade change may effect placement, the SATeam must reconvene to make the final determination. The team will document this decision using the promotional determine form and will place the determination in the scholar's cumulative folder.

*See Appendix D for Official Grade Change Form.*

## High School Grade Classification and Course Progression

A student's grade classification is determined by the number of credits he or she has earned by the end of a school year. A student is eligible to earn 1 credit for each class he/she successfully completes each semester.

<i>Freshman</i>	<i>0-5.5 credits</i>
<i>Sophomore</i>	<i>6-12.5 credits</i>
<i>Junior</i>	<i>13-17.5 credits</i>
<i>Senior</i>	<i>4<sup>th</sup> year student with 18 or more credits</i>

Students who have been reclassified as seniors and are prospective May graduates will change IDs after the first semester of the senior year.

*See Appendix E and/or links below for high school course progression:*

[LDOE High School Planning Guidebook](#)

## Determination of Class Rank

Class rank will be determined by averaging eight semesters of the student's course work which includes any Carnegie unit eligible courses

In order to graduate Valedictorian or Salutatorian, the following requirements must be met:

- fulfill all graduation requirements
- schedule 8 courses in each of the FOUR years of high school
- attend an InspireNOLA school for three years

The student(s) obtaining the highest grade point average will be designated "Valedictorian(s)." The student(s) obtaining the second highest grade point average will be recognized as the "Salutatorian(s)." Concurrent courses and Driver Education will be excluded when computing the grade point average.

## Diploma Requirements

Students must pass all necessary components of the End of Course/LEAP 2025 Tests, earn the minimum units of required credits, obtain the necessary credentials required for high school graduation, and meet FAFSA requirements (if applicable). Tests are administered during the state testing window for the following courses: Algebra I, Geometry, English I, English II, English III, Biology, and U.S. History.

A student becomes eligible to graduate at the end of the semester in which he completes his program. Each student shall be advised and counseled concerning the requirements for graduation. The responsibility for scheduling the necessary courses is that of the student and his parents. See appendix for high school course progressions.

## Graduating with honors

Students graduating “with honors” will be determined by computing the overall grade point average for each semester course in which the student received a grade during the student’s secondary course studies. The total courses in which a student received a grade will be divided into the total number of quality points which will represent the grade point average. Additional quality points will be granted only for those Advanced Placement and Honors courses in the course offerings of InspireNOLA Schools. The final date for computing grade point average for students graduating “with honors” will be the last senior exam day.

- In order to graduate “with honors”, a student must have at least a 3.3 GPA and achieve a composite score on the ACT of 20 or higher.

## Community Service for High School Students

Students enrolled in InspireNOLA high schools are required to complete community service hours. This requirement will provide students with the opportunity to explore their interest, passions, and potential career aspirations in engaged, hands-on environment, and engage in their communities. Students who complete community service hours will earn a Community Service Endorsement Diploma. Students must document community service hours using the Community Service Diploma Endorsement Student Document Form. (This form is available from the school front office.)

Students perform approved community service hours according to the following schedule:

Grade	Minimum Hours
9	10
10	20
11	25
12	25
<b>Total</b>	<b>80</b>

A student who transfers into an InspireNOLA high school after 9th grade or graduates early may receive a community service endorsement if that student: meets the minimum requirements for each year, and completes a total of 80 community service hours by graduation.

## **Attendance Policy:**

### **Absences**

The state of Louisiana requires that all children from their seventh to their eighteenth birthday must attend a public school, private school, or must participate in an approved home study program. Any student above the compulsory attendance age who has excessive absences may be dropped from school with the SBLC (school building level committee) recommendation.

Please note below the Compulsory Attendance Law which all InspireNOLA schools are mandated to follow:

- A. Attendance Requirements –State law and school board policy require that elementary students (K – 8th) be present a minimum of 167 days per year. Secondary students (grades 9 – 12) are required to be present a minimum of 83-85 days per semester. (LA Bulletin 741)
- B. Penalties – Section 221 of Title 17 of the LA Revised Statutes states that the responsibility of a child's school attendance is placed with the child's parent or legal guardian. This responsibility includes awakening the child in sufficient time each morning and ensuring that the child, in fact, arrives at school at the appointed time. Any parent, guardian, or tutor found to be in violation of the compulsory school attendance law may be fined not more than two hundred-fifty dollars (\$250.00) and/or sentenced to thirty (30) days in jail or both. If a child is absent or tardy five (5) days from school, parents and/or child may be referred to the Municipal Court or Families In Need of Services (FINS).

Students are expected to be in school each day. Absent students cannot participate in athletic practices or games. Dated, original notes from a parent or doctor must be submitted to the homeroom teacher within a one-week period (5 business days) following the absence. Only absences that have been verified by the school social worker are considered excused according to state law attendance requirements.

### **Types of Absences:**

- 1. Excused absences are the following:
  - Personal physical or emotional illness as verified by a state-licensed physician;
  - Extended hospital stay as verified by a state-licensed physician;
  - Extended recuperation from an accident as verified by a state-licensed physician;
  - Observation of a recognized holiday of the student's own faith with documentation provided;
  - Visitation with a parent who is a member of the US Armed forces or National Guard and such parent has been called to duty for or is on leave from deployment to combat (these absences should not exceed 5 days per school year);
  - Travel for educational purposes, including college and university visits, with the approval of the School Leader (Verification of the educational experience must be submitted upon return to school.);
  - Death in the immediate family with documentation (these absences should not exceed 3 days);
  - National catastrophe or disaster

Excused absences allow for the student to make up missed assignments and will not be counted against students in determining whether a student meets attendance requirements.

2. Unexcused absences are absences where verifiable documentation is not provided, the note is provided outside of the specified required time, or fail to meet the criteria as excused. These absences count against the student when determining whether the student meets attendance requirements.

\*Students attending school-sponsored activities/field trips are considered to be present at school.





## LEA assurances and submission information

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

Date approved by local school board or governing authority: \_\_\_\_\_

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President

DRAFT

School: \_\_\_\_\_

Student's Name: \_\_\_\_\_

DOB \_\_\_\_\_ ID# \_\_\_\_\_

HR Teacher \_\_\_\_\_



## Appendix A

### Documentation of Promotion/Retention to be completed by the SATeam

☐ **STUDENT FAILED TO MEET STATE ATTENDANCE REQUIREMENTS**

☐ **STUDENT FAILED TO THE FOLLOWING COURSES/SUBJECTS:** \_\_\_\_\_

The following areas have been reviewed to determine whether to promote or retain the student:

- |   |       |
|---|-------|
| <input type="checkbox"/> Chronological age                            | _____ |
| <input type="checkbox"/> Level of maturity                            | _____ |
| <input type="checkbox"/> Adaptive behavior                            | _____ |
| <input type="checkbox"/> Previous test scores                         | _____ |
| <input type="checkbox"/> Class participation (includes hw completion) | _____ |
| <input type="checkbox"/> Student Progress                             | _____ |
| <input type="checkbox"/> Student Attendance                           | _____ |
| <input type="checkbox"/> Emotional/behavioral concerns                | _____ |
| <input type="checkbox"/> Participation in remedial programs           | _____ |
| <input type="checkbox"/> Level of family involvement                  | _____ |
| <input type="checkbox"/> Peer interaction                             | _____ |
| <input type="checkbox"/> English lang. proficiency level              | _____ |
| <input type="checkbox"/> Other  | _____ |

After reviewing documentation on the above named student, the decision of the SATeam is to:

- |   |  |
|---|--|
| <input type="checkbox"/> <b>PROMOTE</b> the student to grade _____        | <input type="checkbox"/> <b>RECOMMEND</b> the student to SUMMER SCHOOL |
| <input type="checkbox"/> <b>ASSIGN</b> (PLACE) the student to grade _____ | <input type="checkbox"/> <b>Other:</b> _____                           |
| <input type="checkbox"/> <b>RETAIN</b> the student in grade _____         | _____  |

SATeam Chairperson Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: (6-12 grade students) \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The process related to this document is to be completed prior to the last day of school and gain after summer school if the student's promotion is dependent upon the attendance of summer school.

2401 Westbend Pkwy New Orleans, LA 70114  
(504) 227-3057 | [www.inspirenolacharterschools.org](http://www.inspirenolacharterschools.org)



Anexo B

**PLAN DE ESTUDIO EDUCATIVO DEL ESTUDIANTE (GRADOS K-12)**

Escuela: \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del Estudiante: \_\_\_\_\_ ID del Estudiante: \_\_\_\_\_

Grado: \_\_\_\_\_ FDN: \_\_\_\_\_ Fecha de Matrícula: \_\_\_\_\_

Maestro(s) que lo recomendó: \_\_\_\_\_

¿Se ha presentado un 300R al Equipo de SAT? ☐ si ☐ no Fecha de la Recomendación: \_\_\_\_\_

**ÉSTA ES UNA NOTIFICACIÓN OFICIAL PARA EL PADRE DEL ESTUDIANTE ANTES MENCIONADO E INFORMARLE QUE ESTÁ EN PELIGRO DE PERDER DEBIDO A:**

☐ **NO REUNE LOS REQUISITOS DE ASISTENCIA DEL ESTADO**

ASISTENCIA	Bimestre 1	Bimestre 2	Bimestre 3	Bimestre 4	Total
Días Presente					
Días Ausente					
Días Tarde					

☐ **NO REUNE LOS SIGUIENTES CURSOS O REQUISITOS ACADÉMICOS DEL GRADO**

Nivel de Grado & Materia (K-8) / Nombre del Curso (9-12)

**Plan de Acción para mejorar:**

Área de Preocupación	Responsabilidad de la Escuela Lista de intervenciones que deben facilitarse por el personal de la escuela	Responsabilidades del Estudiante Lista de acciones recomendadas y comunicadas al estudiante.	Responsabilidad del Padre/Guardián Lista de acciones recomendadas y comunicadas al padre.
1.			
2.			
3.			
4.			

Firma del Maestro: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Padre/Guardián: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Estudiante: (estudiantes de 6-12 grado) \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Presidente del Equipo de SAT: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Director: \_\_\_\_\_ Fecha: \_\_\_\_\_



## Appendix B

### STUDENT EDUCATIONAL STUDY PLAN (GRADES K-12)

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Grade: \_\_\_\_\_ DOB: \_\_\_\_\_ Enrollment date: \_\_\_\_\_

Referring Teacher(s): \_\_\_\_\_

Has a 300R been submitted to the SATeam? ☐ yes ☐ no Date of Referral: \_\_\_\_\_

**THIS IS OFFICIAL PARENT NOTIFICATION THAT THE ABOVE NAMED STUDENT IS IN DANGER OF FAILING DUE TO:**

☐ NOT MEETING STATE ATTENDANCE REQUIREMENTS

ATTENDANCE	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Present					
Days Absent					
Days Tardy					

☐ NOT MEETING THE FOLLOWING COURSE(S) OR GRADE ACADEMIC REQUIREMENTS

Grade Level & Subject (K-8) / Course Name (9-12)

#### Improvement Plan Actions:

Area of Concern	School's Responsibility List of intervention to be provided by the school personnel.	Student's Responsibility List of recommended actions communicated to the student.	Parent/Guardian's Responsibility List of recommended actions communicated to the parent.
1.			
2.			
3.			
4.			

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: (6-12 grade students) \_\_\_\_\_ Date: \_\_\_\_\_

SATeam Chairperson Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C

### LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (*Bulletin 741, Section 2318*). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework, and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the *Mastery* achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is  $87 \times 0.20 + 89 \times 0.80 = 88.6$ , which is a B.

### EOC Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is an EOC test must take the EOC test (*Bulletin 741, Section 2318*). The EOC test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the EOC tests scores into final course grades.

The following table shows the relationship among EOC achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	EOC Achievement Level	EOC Scale Score	Grade Scale Score	Grade
Algebra I	Excellent	739-800	93-100	A
	Good	700-738	85-92	B
	Fair	668-699	75-84	C
	Needs Improvement	648-667	67-74	D
		600-647	0-66	F
English II	Excellent	739-800	93-100	A
	Good	700-738	85-92	B
	Fair	668-699	75-84	C
	Needs Improvement	639-667	67-74	D
		600-638	0-66	F
Geometry	Excellent	731-800	93-100	A
	Good	700-730	85-92	B
	Fair	665-699	75-84	C
	Needs Improvement	643-664	67-74	D
		600-642	0-66	F
Biology	Excellent	740-800	93-100	A
	Good	700-739	85-92	B
	Fair	661-699	75-84	C
	Needs Improvement	639-660	67-74	D
		600-638	0-66	F
English III	Excellent	741-800	93-100	A
	Good	700-740	85-92	B
	Fair	661-699	75-84	C
	Needs Improvement	642-660	67-74	D
		600-641	0-66	F
US History	Excellent	748-800	93-100	A
	Good	700-747	85-92	B
	Fair	665-699	75-84	C
	Needs Improvement	647-664	67-74	D
		600-646	0-66	F



## Appendix D

### OFFICIAL GRADE CHANGE FORM

School: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ DOB: \_\_\_\_\_

Enrolled Grade: \_\_\_\_\_ Course Title: \_\_\_\_\_

Reason for the student receiving a grad change, attach needed documentation:

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Date the grade was issued: \_\_\_\_\_ Semester grade received: \_\_\_\_\_

Date of the grade correction: \_\_\_\_\_ Result of the grade correction: \_\_\_\_\_

**Grade changes must occur within twenty (20) days of the next semester  
from when the original grade was issued.**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Data Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please provide a copy of this document to the following:  
student/parent, teacher, counselor, and data specialist***

# Appendix E

## Graduation Requirements for Entering Freshmen 2014-2015 and Beyond

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	<b>One of the following:</b> English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	<b>One of the following:</b> English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	<b>One of the following:</b> English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	<b>One of the following:</b> English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	<b>One of the following:</b> English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE–AS (Honors), or Literature in English Part 1: Cambridge AICE–AS (Honors)	2	<b>The remaining units shall come from the following:</b> Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE – AS (Honors), Literature in English Part 1AICE – AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE – AS (Honors), Literature in English Part 2: Cambridge AICE – AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	<b>One of the following:</b> English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE–AS (Honors), or Literature in English Part 2: Cambridge AICE–AS (Honors)		
	<b>NOTE:</b> If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.			
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 (The elective course Algebra I-Part 1 is a prerequisite.)
	1	Geometry	3	<b>The remaining units shall come from the following:</b> Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math–Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Transition to College Math, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, Integrated mathematics I,II, and III may be substituted for algebra I, geometry, and algebra II and shall count as three math credits, Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 1 (Pure Math): Cambridge AICE – AS (Honors)
	1	Algebra II		
	1	<b>One of the following:</b> Algebra III, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math–Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)		
	<b>NOTE:</b> The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.			
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	<b>One of the following:</b> Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE–AS (Honors), Chemistry II: AICE–AS (Honors), or Physics II: Cambridge AICE–AS (Honors)
	2	<b>Two units chosen from the following:</b> (a) Earth Science; (b) <b>one of</b> Environmental Science, Environmental Awareness; (c) <b>one of</b> Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership); (d) Agriscience II*; (e) <b>one of</b> Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE–AS (Honors); (f) <b>one of</b> AP Environmental Science, IB Environmental Systems; (g) <b>one of</b> Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE; or (h) <b>one of</b> AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE–AS (Honors); (i) <b>one of</b> Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE–AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	<b>One of the following:</b> U.S. History, AP U.S. History, or IB History of the Americas I	1	<b>One of the following:</b> U.S. History, AP U.S. History, or IB History of the Americas I
	1	<b>One of the following:</b> Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	<b>One of the following:</b> Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	<b>Two units chosen from the following:</b> (a) <b>one of</b> European History, AP European History, Western Civilization, or History (European): Cambridge AICE–AS (Honors); (b) <b>one of</b> World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE–AS (Honors); (c) <b>one of</b> World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE–AS (Honors); (d) History of Religion; (e) <b>one of</b> IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE–AS (Honors); (f) AP Psychology, History of Religion		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team  Adapted PE for eligible students or JROTC or may be substituted
	<b>NOTE:</b> JROTC I and II may be used to meet the health education requirement. Refer to §2347.			
Foreign Language	2	Two units from the same language (§2345)		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	



# TOPS CORE, 2019: DUAL ENROLLMENT/MATRIX OPTIONS FOR TOPS CORE

(FOR INCREASED WEIGHTS WHEN CALCULATING TOPS GPA FOR INCOMING FRESHMAN BEGINNING FALL 2014)

ENGLISH = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ENGLISH I – 1 unit						Common Course Code	Common Course Name
ENGLISH II – 1 unit							
1 Unit from the following:							
ENGLISH III – 1 unit	AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English Language Part 1: Cambridge AICE - AS Level or Literature in English Part 1: Cambridge AICE - AS Level	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
1 Unit from the following:							
ENGLISH IV – 1 unit	AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English Language Part 2: Cambridge AICE - AS Level or Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama

MATHEMATICS = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ALGEBRA I – 1 unit	<i>* Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra 1, Geometry, and Algebra II sequence.</i>					Common Course Code	Common Course Name
GEOMETRY – 1 unit							
ALGEBRA II – 1 unit							
1 Unit from the following:							
ALGEBRA III						CMAT 1213	College Algebra
ADV MATH- PRE CALC		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
PRE- CALCULUS		IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE - AS Level	Pre-Calculus	Pre-Calculus	CMAT 1233 or CMAT 1213 & 1223	Algebra & Trigonometry
ADV MATH - FUNCTIONS & STATISTICS						CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus AB AP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE - A Level  Math 2 (Part 2): Cambridge AICE - A Level	Calculus I Calculus II	Calculus	CMAT 2103 CMAT 2113-5 CMAT 2123-5	Applied Calculus Calculus I Calculus II
AP COMPUTER SCIENCE A	AP Computer Science A						

SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
BIOLOGY I – 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
<b>2 Units from the following:</b>							
BIOLOGY II OR HUMAN ANATOMY & PHYSIOLOGY	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
EARTH SCIENCE						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
PHYSICAL SCIENCE						CPHY 1023	Physical Science
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 113 CCEM 2213	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
PHYSICS I	AP Physics I: Algebra Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRISCIENCE I & II (completion of both courses is required for 1 unit of credit)							

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
<b>US HISTORY - 1 unit</b>	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013/2023	American History I or II
<b>1 Unit from the following:</b>							
<b>US GOVT or CIVICS</b>	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
<b>ECONOMICS</b>	AP Macroeconomics AP Microeconomics	IB Economics		Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
<b>2 Units from the following:</b>							
<b>WESTERN CIVILIZATION</b>						CHIS 1013/1023	Western Civilization I or II
<b>EUROPEAN HISTORY</b>	AP European History		History (European): Cambridge AICE - AS Level	European History			
<b>WORLD GEOGRAPHY</b>	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		CGRG 2113	World Regional Geography
<b>WORLD HISTORY</b>	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	CHIS 1113/1123	World Civilization I or II
<b>HIST OF RELIGION</b> (nonpublics only)						CPHL 2213	World Religions
<b>ECONOMICS</b>	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
<b>PSYCHOLOGY</b>	AP Psychology						

FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
<b>ARABIC</b>		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
<b>FRENCH</b>	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
<b>GERMAN</b>	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
<b>LATIN</b>	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
<b>SPANISH</b>	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: Cambridge AICE - AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
<b>CHINESE</b>	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV			
<b>ITALIAN</b>	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			
<b>JAPANESE</b>	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV			

ART = 1 Unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
<b>MUSIC (Performance)</b>		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
<b>FINE ARTS SURVEY</b>	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
<b>ART</b>	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
<b>THEATRE (Performance)</b>		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre

# JUMP START TOPS TECH

## (CAREER DIPLOMA) COURSE REQUIREMENTS

### 2014-2015 ENTERING 9TH GRADERS

ENGLISH = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit</b>	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
<b>1 Unit</b>	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
<b>2 Units from the following:</b>	120333	✓		English III
	120336	✓		Business English
	120350	✓		Technical Writing
	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)
	120341		✓	English III: Honors
	120334	✓		English IV
	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
	120342		✓	English IV: Honors
	<b>Note:</b> Comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE			

Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit</b>	160321	✓		Algebra I
	160331	✓		Applied Algebra I
	160338	✓		Algebra I, Part 2 (the elective course Algebra I - Part 1 is a prerequisite)
<b>3 Units from the following:</b>	160323	✓		Geometry
	160322	✓		Algebra II <sup>1</sup>
	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)
	<b>Note:</b> Or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.			

<sup>1</sup> Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for Algebra I, Geometry, and Algebra II sequence may be substituted for the Algebra I, Geometry, and Algebra II sequence



Science = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	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 from the following:	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 <sup>®</sup> Environmental Science
	150312		✓	Environmental Science: IB <sup>®</sup> 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 <sup>2</sup>
	150307		✓	Biology II: AP <sup>®</sup> Biology
	150305		✓	Biology II: IB <sup>®</sup> Biology I
	150308		✓	Biology II: IB <sup>®</sup> Biology II
	149993		✓	Biology II: Cambridge AICE - AS (Honors)
	150410		✓	Chemistry II: AP <sup>®</sup> Chemistry
	150423		✓	Chemistry II: IB <sup>®</sup> Chemistry I
	150411		✓	Chemistry II: IB <sup>®</sup> 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 <sup>®</sup> Physics I - Algebra Based
	150725		✓	Physics: AP <sup>®</sup> Physics II - Algebra Based
	150703		✓	Physics: IB <sup>®</sup> Physics I
	150704		✓	Physics: IB <sup>®</sup> Physics II
	150794		✓	Physics: AP <sup>®</sup> Physics C - Electricity and Magnetism
	150795		✓	Physics: AP <sup>®</sup> Physics C - Mechanics

<sup>2</sup> The elective course Agriscience I is a prerequisite

Social Studies = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit from the following:</b>	220403	✓		U.S. History
	220406		✓	U.S. History: Gifted and Talented
	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
	220409		✓	U.S. History: Honors
<b>1 Unit from the following:</b>	220502	✓		American Government
	220513		✓	Government: Gifted and Talented
	220505		✓	Government: Honors
	220501	✓		Civics (1st semester) ½ Unit
	220504	✓		Civics (2nd semester) ½ Unit
	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

Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit from the following:</b>	190105	✓		Physical Education I
<b>½ Unit from the following:</b>	190106	✓		Physical Education II <sup>3</sup>
	190110	✓		Marching Band
	190113	✓		Extracurricular Sports
	190111	✓		Cheerleading
	190112	✓		Dance Team
<b>½ Unit from the following:</b>	190500	✓		Health Education ( <i>JROTC I and II may be used to meet the health education requirement per Bulletin 741 §2347.</i> )

JUMP START = 9 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>9 Units from the following:</b>		✓		Jump Start course sequence, workplace experiences and approved credentials (a minimum of one industry-based credential is required for graduation).

<b>Total Units = 23</b>
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<sup>3</sup> Or Adapted Physical Education I and II for eligible special education students

# TOPS UNIVERSITY

## (COLLEGE DIPLOMA) COURSE REQUIREMENTS

### FOR INCOMING FRESHMEN BEGINNING FALL 2014

ENGLISH = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit</b>	120331	✓		English I
	120617	✓		English Language Part 1: Cambridge IGCSE
	120619	✓		English Literature Part 1: Cambridge IGCSE
<b>1 Unit</b>	120332	✓		English II
	120618	✓		English Language Part 2: Cambridge IGCSE
	120620	✓		English Literature Part 2: Cambridge IGCSE
<b>1 Unit from the following:</b>	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)
<b>1 Unit from the following:</b>	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

Math = 4 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit	160321	✓		Algebra
1 Unit	160323	✓		Geometry
1 Unit	160322	✓		Algebra II (Integrated Mathematics I, Integrated Mathematics II, including the Cambridge IGCSE Integrated Mathematics sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	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
	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)
	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
	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

Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		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 from the following:		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:	1 from:	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 from:	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 from:	150901	✓		Earth Science
		150909		✓	Earth Science: DE - CGEO 1103 Physical Geology
		150910		✓	Earth Science: DE - CGEO 1113 Historical Geology
	1 from:	150310	✓		Environmental Science
		150914		✓	Environmental Awareness
		150328		✓	Environmental Science: Honors
		150913		✓	Environmental Science: Gifted
		150914		✓	Environmental Science: DE - CEVS 1103 Environmental Science
	1 from:	150311		✓	Environment Science: AP® Environmental Science
		150312		✓	Environmental Science: IB® Environmental Systems

Science = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	1 from:	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 from:	010302	✓		Agriscience II <sup>1</sup>
	1 from:	150000 or 150700	✓		Physics I
		150699		✓	Physics: Honors
		150705		✓	Physics: Gifted
		149997	✓		Physics I: Cambridge IGCSE
		150724		✓	Physics: AP <sup>®</sup> Physics I - Algebra Based
		150703		✓	Physics: IB <sup>®</sup> Physics I
	1 from:	150725		✓	Physics: AP <sup>®</sup> Physics II - Algebra Based
		150794		✓	Physics: AP <sup>®</sup> Physics C - Electricity and Magnetism
		150795		✓	Physics: AP <sup>®</sup> Physics C - Mechanics
		150704		✓	Physics: IB <sup>®</sup> 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)

<sup>1</sup> Agriscience I is a prerequisite of for Agriscience II and is an elective course

Social Studies = 4 Units		Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:		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 from the following:		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:	1 from:	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
		220453		✓	History (European): Cambridge AICE - AS (Honors)
	1 from:	220300	✓		World Geography
		220315		✓	World/Human Geography: Gifted
		220310		✓	World Geography: AP® Human Geography
		220311		✓	World Geography: IB® Geography
		220453		✓	Geography: Cambridge AICE - AS (Honors)
		220312		✓	World Geography: DE - CGRG 2113 World Regional Geography or DE- CGRC 2213 Physical Geography
	1 from:	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
		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)
	1 from:	222009	✓		History of Religion
		222013		✓	History of Religion: DE - CPHL 2213 World Religions²
	1 from:	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
		220609		✓	Economics: DE - CECN 2223 Microeconomics
	1 from:	222004		✓	Psychology: AP® Psychology

<sup>2</sup> Option only available for Nonpublic schools



Foreign Language = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
Foreign Language, both units in the same language, which <b>may</b> include the following:	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)
	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
	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
	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
	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
	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



Foreign Language = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	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
	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)
	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
	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)
	121200	✓		Hindi I
	121201	✓		Hindi II
	121202	✓		Hindi III
	121203	✓		Hindi IV
	121700	✓		Portuguese I
	121701	✓		Portuguese II
	121702	✓		Portuguese III
	121703	✓		Portuguese IV
	123520	✓		Vietnamese I
	123521	✓		Vietnamese II
	123522	✓		Vietnamese III
	123523	✓		Vietnamese IV
	123530	✓		Korean I
	123531	✓		Korean II
	123532	✓		Korean III
	123533	✓		Korean IV
	122001	✓		Russian I
	122002	✓		Russian II
	122003	✓		Russian III
	122004	✓		Russian IV
	123301	✓		Hebrew I
	123302	✓		Hebrew II
	123303	✓		Hebrew III
	123304	✓		Hebrew IV
	123201	✓		Greek I
	123202	✓		Greek II
	123203	✓		Greek III
	123204	✓		Greek IV
	123456	✓		American Sign Language I
	123457	✓		American Sign Language II

Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
1 Unit from the following:	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
	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

Art = 1 Unit	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
	030373		✓	Music: Talented Music III
	030374		✓	Music: Talented Music IV
	030365		✓	Music: IB® Music I
	030366		✓	Music: IB® Music II
	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 <sup>3</sup>
	051104	✓		Speech IV

3 Speech III and IV (1 Unit Combined)

Health/Physical Education = 2 Units	Course Code	TOPS 4 Point Scale	TOPS 5 Point Scale	Course Title
<b>1 Unit from the following:</b>	190105	✓		Physical Education I <sup>4</sup>
	190100	✓		Adapted Physical Education I <sup>5</sup>
	170001	✓		JROTC I
	170002	✓		JROTC II
	170003	✓		JROTC III
	170004	✓		JROTC IV
<b>½ Unit from the following:</b>	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
<b>½ Unit from the following:</b>	190500	✓		Health Education
	170001	✓		JROTC I <sup>6</sup>
	170002	✓		JROTC II

<b>Electives = 3 Units</b>	Electives
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<b>Total Units = 24</b>
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<sup>4</sup> 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

<sup>5</sup> Adapted physical education restricted to eligible special education students

<sup>6</sup> 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 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.

## Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form

\_\_\_\_\_ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, \_\_\_\_\_ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of \_\_\_\_\_ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the <a href="#">Family Support Toolbox Library</a> and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan: *(LEAs insert here)*

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- ☐ **High-quality curriculum**
- ☐ **Highly-effective teacher**
- ☐ **Additional in-school support**
- ☐ **Summer program**

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:
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Parent/Legal Guardian Signature:	Date:
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School Administrator Signature:	Date:
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## خطة التطوير الأكاديمية الفردية استمارة موافقة الوالد/الوصي القانوني

سيتم وضعهم في خطة تطوير أكاديمية فردية بالاشتراك مع LEA/الأبرشية والمعلم لأنهم لم يحصلوا على المهارة الأساسية في مجالين على الأقل من المجالات الأساسية.

- بموجب متطلبات النشرة 1566 § 701 و 703، فإن لديهم الحق في نوعين أو أكثر من التدخلات التالية:
- تعيين المكان الملائم استراتيجياً في الصف المناسب
  - الدخول على التعليمات التي تستفيد من المنهج عالي الجودة (المستوى 1) خلال ساعات الدوام المدرسي
  - من إضافات الدعم المدرسي حيث لا يمثل التعليم خارج مستوى الصف أكثر من 35% من إجمالي الدقائق في كل مجال
  - تتاح الفرصة للتسجيل في برنامج صيفي عالي الجودة يستعين بمنهج عالي الجودة (المستوى 1) أو برنامج تعليمي
- علاوة على ذلك، يدرك الوالد/الوصي القانوني أن:

مبدئي	
	يخول الطالب للمشاركة في خطة التطوير الأكاديمية الفردية التي يتم إعدادها بشكل تعاوني فيما بين الوالد/الوصي القانوني والمعلم.
	يخول الوالد/الوصي القانوني للحصول على معلومات باللغة الأساسية تورد تفصيلاً لعمليات دعم التدخل المتاحة للطالب قبل اختيار عمليات التدخل.
	يجوز للوالد/الوصي القانوني اختيار عمليتي تدخل على الأقل والموافقة عليهما ليتم تقديمهما دون مقابل من خلال نظام المدرسة.
	بإمكان الوالد/الوصي القانوني اتخاذ إجراء في المنزل لدعم تقدم الطالب بالوصول إلى الموارد المتاحة في <a href="#">مكتبة أدوات دعم الأسرة و/أو</a> ما توفره مدرسة الطالب.

سياسة ترقية النظام المدرسي لكل خطة معدة لتقدم الطالب:

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اسم LEA:	التاريخ:
اسم الطالب:	الصف:
اسم الوالد/الوصي القانوني:	اسم المدرسة/الأبرشية:

حدد خيارين على الأقل أو أكثر من قائمة إجراءات التدخل أدناه:

- ☐ التسجيل في برنامج صيفي
- ☐ دعم إضافي داخل المدرسة
- ☐ إمكانية وصول مضمونة إلى المستوى 1/المنهج عالي الجودة
- ☐ تعيين المكان الملائم استراتيجيًا في الصف المناسب

أنا والد أو وصي قانوني للطالب المشار إليه أعلاه وأدرك حقوقي فيما يتصل الترقية والاحتفاظ وقد اخترت مسار العمل المحدد لطالبي ووافقت عليه.

اطبع اسم الوالد/الوصي القانوني:
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توقيع الوالد/الوصي القانوني:	التاريخ:
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توقيع مدير المدرسة:	التاريخ:
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**Plan de mejora académica individual**  
**Formulario de aceptación del padre o tutor legal**

debe inscribirse en un plan de mejora académica individual en asociación con el LEA (organismo educativo local) / la comunidad y el maestro porque no obtuvo los conocimientos básicos en al menos dos materias principales.

De acuerdo con los requisitos del Boletín 1566 sección 701 y 703,  
menos dos de las siguientes intervenciones:

tiene derecho a recibir por lo

- Elección estratégica de aula.
- Acceso a la enseñanza y aprovechamiento de un plan de estudios de alta calidad (nivel 1) durante el horario escolar.
- Apoyo adicional en la escuela en el que la enseñanza de acuerdo con un nivel más bajo no represente más del 35% del total de los minutos en cada área temática.
- La oportunidad de inscribirse en un programa de verano de alta calidad que utilice un plan de estudios o programa de aprendizaje de alta calidad (nivel 1).

Además, el padre o tutor legal de

entiende que:

Inicial	
	El estudiante puede participar de un plan de mejora académica individual que se desarrolla en conjunto entre el padre o tutor legal y el maestro.
	El padre o tutor legal tiene derecho a recibir información en su lengua materna, detallando los materiales de apoyo para las intervenciones que se encuentren disponibles antes de seleccionar las intervenciones.
	El padre o tutor legal puede seleccionar y aceptar por lo menos dos intervenciones a ser provistas por el sistema escolar sin costo.
	El padre o tutor legal puede realizar acciones en su hogar para apoyar el avance del estudiante por medio de acceder a los recursos que se encuentran disponibles en la <a href="#">Family Support Toolbox Library</a> o que brinda la escuela del estudiante.

Política de promoción del sistema escolar en función del plan de avance del alumno:

Nombre del LEA (organismo educativo local):	Fecha:
Nombre del estudiante:	Curso:
Nombre del padre o tutor legal:	Nombre de la escuela o de la parroquia:

Seleccione por lo menos dos opciones de la lista de intervenciones que figura abajo:

- ☐ Inscripción en un programa de verano
- ☐ Apoyo adicional dentro de la escuela
- ☐ Acceso garantizado a un plan de estudios de alta calidad o de primer nivel
- ☐ Elección estratégica de aula

Soy el padre o tutor legal del estudiante mencionado y comprendo mis derechos en lo que se refiere a la promoción y a la retención; y he seleccionado y aceptado el curso de acción para mi estudiante.

Nombre del padre o tutor legal:
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Firma del padre o tutor legal:	Fecha:
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Firma del administrador de la escuela:	Fecha:
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## Kế hoạch Cải thiện Học tập Cá nhân Mẫu đơn đồng ý của Phụ huynh/Người giám hộ hợp pháp

sẽ được đưa vào một chương trình cải thiện năng lực học tập cá nhân cùng với LEA/Parish và giáo viên vì những học sinh này đã không đạt được trình độ cơ bản của ít nhất hai môn học chính.

Theo các yêu cầu của Thông báo 1566 §701 và §703,  
can thiệp sau:

có quyền có ít nhất hai hoặc nhiều biện pháp

- Xếp vào lớp học có chiến lược
- Tiếp cận một chương trình học chất lượng cao (bậc 1) trong suốt các giờ học
- Hỗ trợ thêm tại trường nơi mà những hướng dẫn ngoài chuẩn cấp lớp không chiếm quá 35% tổng số phút của mỗi môn học
- Cơ hội tham gia một chương trình hoạt động hè chất lượng cao sử dụng một chương trình đào tạo hoặc học tập chất lượng cao (bậc 1)

Hơn thế, phụ huynh/người giám hộ hợp pháp cũng hiểu rằng:

Ban đầu	
	Học sinh có quyền được tham gia một chương trình cải thiện trình độ học tập cá nhân được đồng xây dựng bởi phụ huynh/người giám hộ hợp pháp và giáo viên.
	Phụ huynh/người giám hộ hợp pháp được quyền có thông tin đầy đủ chi tiết bằng tiếng mẹ đẻ về các hỗ trợ can thiệp có sẵn cho học sinh trước khi lựa chọn biện pháp can thiệp.
	Phụ huynh/người giám hộ hợp pháp có thể chọn và đồng ý để được cung cấp ít nhất hai biện pháp can thiệp bởi hệ thống nhà trường mà không phải chịu bất kỳ chi phí nào.
	Phụ huynh/người giám hộ hợp pháp có thể thực hiện các hoạt động tại nhà để hỗ trợ cho tiến bộ học sinh bằng cách truy cập vào các nguồn lực hỗ trợ có sẵn trong <a href="#">Thư viện Hộp công cụ Hỗ trợ Gia đình</a> và/hoặc được cung cấp bởi trường học của học sinh.

Chính sách Khuyến khích của Hệ thống trường học cho mỗi Chương trình Phát triển Học sinh:

Tên LEA:	Ngày:
Tên học sinh:	Lớp:
Tên Phụ huynh hay Người bảo trợ hợp pháp:	Tên Trường/Giáo xứ:

Chọn ít nhất hai hoặc nhiều lựa chọn từ danh sách biện pháp can thiệp dưới đây:

- ☐ Đăng ký tham gia một chương trình hoạt động hè
- ☐ Hỗ trợ thêm tại trường
- ☐ Đảm bảo được tiếp cận một chương trình học bậc 1/chất lượng cao
- ☐ Xếp vào lớp học có chiến lược

Tôi là một phụ huynh/người giám hộ hợp pháp của học sinh được dẫn chiếu trên đây và tôi hiểu các quyền của mình được yêu cầu và lựa chọn; và tôi đã lựa chọn và đồng ý với chương trình hành động hỗ trợ dành cho con em mình.

Tên Phụ huynh hay Người bảo trợ hợp pháp (viết hoa):
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Chữ kí Phụ huynh/Người bảo hộ hợp pháp:	Ngày:
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Chữ kí Quản lý nhà trường:	Ngày:
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***Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.***

*Complete the template for each subject area identified as below "Basic."*

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information:	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s):  Define supports:  Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name:  Summer program curriculum:  Progress monitoring plan:

*\*Attach additional pages as necessary.*

School Administrator Signature:	Date:
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*Complete the template for each subject area identified as below "Basic."*

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s):  Define supports:  Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name:  Summer program curriculum:  Progress monitoring plan:

*\*Attach additional pages as necessary.*

School Administrator Signature:	Date:
---------------------------------	-------

*Complete the template for each subject area identified as below "Basic."*

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s):  Define supports:  Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name:  Summer program curriculum:  Progress monitoring plan:

*\*Attach additional pages as necessary.*

School Administrator Signature:	Date:
---------------------------------	-------

*Complete the template for each subject area identified as below "Basic."*

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s):  Define supports:  Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name:  Summer program curriculum:  Progress monitoring plan:

*\*Attach additional pages as necessary.*

School Administrator Signature:	Date:
---------------------------------	-------



# INDIVIDUAL GRADUATION PLAN: CAREER DIPLOMA PATHWAY FOR STUDENTS ASSESSED WITH LEAP CONNECT

The information in this form should be aligned with student's IEP.

BASIC INFORMATION	
Name:	9th Grade Entry Date:
High School Attending:	Originating Middle School:

EDUCATION GOALS	
Exit Document	<input type="radio"/> Jump Start Diploma <input type="radio"/> Certificate of Achievement
Diploma Endorsements	<input type="radio"/> Academic Endorsement <input type="radio"/> Career/Technical Endorsement <input type="radio"/> Community Service Endorsement <input type="radio"/> Other: _____
Postsecondary Education Plans	<input type="radio"/> Technical College <input type="radio"/> Community College <input type="radio"/> Other: _____    Completion Date: _____

CAREER GOALS	
Career Specialty/Occupation (Option 1):	Career Specialty/Occupation (Option 2):
Jump Start Graduation Pathway:	Jump Start Graduation Pathway:
Post-High School Work Force Plans:	<input type="radio"/> On-the-Job Training <input type="radio"/> Employment <input type="radio"/> Supported Employment <input type="radio"/> Other: _____

COURSE SELECTIONS FOR CHOSEN PATHWAY									
Subjects	Transitional 9th Grade (if applicable)	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English						4			
Mathematics						4			
Science						2			
Social Science						2			
Workforce and Career Electives						7-9			
General Electives (may include Health and PE)						2-4			
Credit Totals						23			

COURSE SELECTIONS FOR CHOSEN PATHWAY									
Subjects	5th HS Year	6th HS Year	7th HS Year	8th HS Year		Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English						4			
Mathematics						4			
Science						2			
Social Science						2			
Workforce and Career Electives						7-9			
General Electives (may include Health and PE)						2-4			
Credit Totals						23			

EXTRACURRICULAR & EMPLOYMENT ACTIVITIES							
Extracurricular							Awards/Industry-Based Certifications
Employment							
Community Service							

SIGNATURE APPROVAL											
	Student	Date	Parent	Date	Special Education	Date	Teacher	Date	Counselor/Advisor	Date	
8th/T9											
9th											
10th											
11th											
12th											
5th HS YR											
6th HS YR											
7th HS YR											
8th HS YR											

## INDIVIDUAL GRADUATION PLAN

BASIC INFORMATION											
Name:				9th Grade Entry Date:				<input type="radio"/> Academic Support Plan Attached			
High School Attending:				Originating Middle School:							

EDUCATION GOALS													
Diploma Type		<input type="radio"/> TOPS University Diploma				<input type="radio"/> Jump Start TOPS Tech (Career) Diploma							
Diploma Curriculum		<input type="radio"/> TOPS University				<input type="radio"/> Jump Start TOPS Tech							
Diploma Endorsements		<input type="radio"/> Community Service Diploma Endorsement				<input type="radio"/> State Seal of Biliteracy				<input type="radio"/> STEM Diploma Seal			
Financial Aid & Scholarships		<input type="radio"/> TOPS Honors <input type="radio"/> TOPS Performance <input type="radio"/> TOPS Opportunity				<input type="radio"/> TOPS Tech Early Start <input type="radio"/> TOPS Tech				Completion Date: _____			

COLLEGE & CAREER GOALS											
Career Specialty/Occupation (Option 1):						Career Specialty/Occupation (Option 2):					
Career Cluster® (Option 1):						Career Cluster® (Option 2):					
Jump Start Graduation Pathway:						Jump Start Graduation Pathway:					
Post-High School Workforce Plans: <input type="radio"/> On-the-Job Training <input type="radio"/> Military <input type="radio"/> Employment						Certifications: <input type="radio"/> Statewide <input type="radio"/> Regional <input type="radio"/> Complementary					

COURSE SELECTIONS FOR CHOSEN PATHWAY									
Subjects	6th–8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English						4			
Mathematics						4			
Science									
Social Science									
Health						.5			
Physical Education						1.5			
Foreign Languages									
Arts									
Electives/CTE									
Electives									
Credit Totals									

EXTRACURRICULAR & EMPLOYMENT ACTIVITIES									
Extracurricular						Awards/Industry-Based Certifications			
Employment									
Community Service									

ASSESSMENTS											
Academic										Personal	
										Instrument	Scores/Notes
College & Career Readiness							ACT			ACT Engage	
							WorkKeys			ASVAB	
LEAP 2025	English		English I		English II					Skills Inventory	
	Math		Algebra I		Geometry		US History			Career Interest	
	Science				Biology					Learning Styles	
	Social Studies									ONET Profiler	
Diagnostic											

Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses			
Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit

SIGNATURE APPROVALS											
	6th–8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date	
Student											
Parent											
Counselor/Advisor											

# Graduation Requirements for Entering Freshmen 2014–2015 and Beyond

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	<b>One of the following:</b> English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	<b>One of the following:</b> English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	<b>One of the following:</b> English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	<b>One of the following:</b> English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	<b>One of the following:</b> English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE–AS (Honors), or Literature in English Part 1: Cambridge AICE–AS (Honors)	2	<b>The remaining units shall come from the following:</b> Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE - AS (Honors), Literature in English Part 1AICE - AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE - AS (Honors), Literature in English Part 2: Cambridge AICE - AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	<b>One of the following:</b> English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE–AS (Honors), or Literature in English Part 2: Cambridge AICE–AS (Honors)		
	<b>NOTE:</b> If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.			
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 <i>(The elective course Algebra I-Part 1 is a prerequisite.)</i>
	1	Geometry	3	<b>The remaining units shall come from the following:</b> Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math–Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Transition to College Math, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, Integrated mathematics I,II, and III may be substituted for algebra I, geometry, and algebra II and shall count as three math credits, Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)
	1	Algebra II		
	1	<b>One of the following:</b> Algebra III, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math–Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)		
	<b>NOTE:</b> The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.			
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	<b>One of the following:</b> Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE–AS (Honors), Chemistry II: AICE–AS (Honors), or Physics II: Cambridge AICE–AS (Honors)
	2	<b>Two units chosen from the following:</b> (a) Earth Science; (b) <b>one of</b> Environmental Science, Environmental Awareness; (c) <b>one of</b> Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership); (d) Agriscience II*; (e) <b>one of</b> Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE–AS (Honors); (f) <b>one of</b> AP Environmental Science, IB Environmental Systems; (g) <b>one of</b> Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE; or (h) <b>one of</b> AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE–AS (Honors); (i) <b>one of</b> Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE–AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	<b>One of the following:</b> U.S. History, AP U.S. History, or IB History of the Americas I	1	<b>One of the following:</b> U.S. History, AP U.S. History, or IB History of the Americas I
	1	<b>One of the following:</b> Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	<b>One of the following:</b> Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	<b>Two units chosen from the following:</b> (a) <b>one of</b> European History, AP European History, Western Civilization, or History (European): Cambridge AICE–AS (Honors); (b) <b>one of</b> World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE–AS (Honors); (c) <b>one of</b> World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE–AS (Honors); (d) History of Religion; (e) <b>one of</b> IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE–AS (Honors); (f) AP Psychology, History of Religion		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team  Adapted PE for eligible students or JROTC or may be substituted
	<b>NOTE:</b> JROTC I and II may be used to meet the health education requirement. Refer to §2347.			
Foreign Language	2	Two units from the same language (§2345)		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	