



# Edna Karr Secondary School



*A Nationally Recognized Blue Ribbon School of Excellence*

John Hiser, Principal

Mashandra Hall- Assistant Principal  
Bernard Robertson- + Behavior Support

Robert Tiller- Registrar  
Wayne Hardy- Disciplinarian

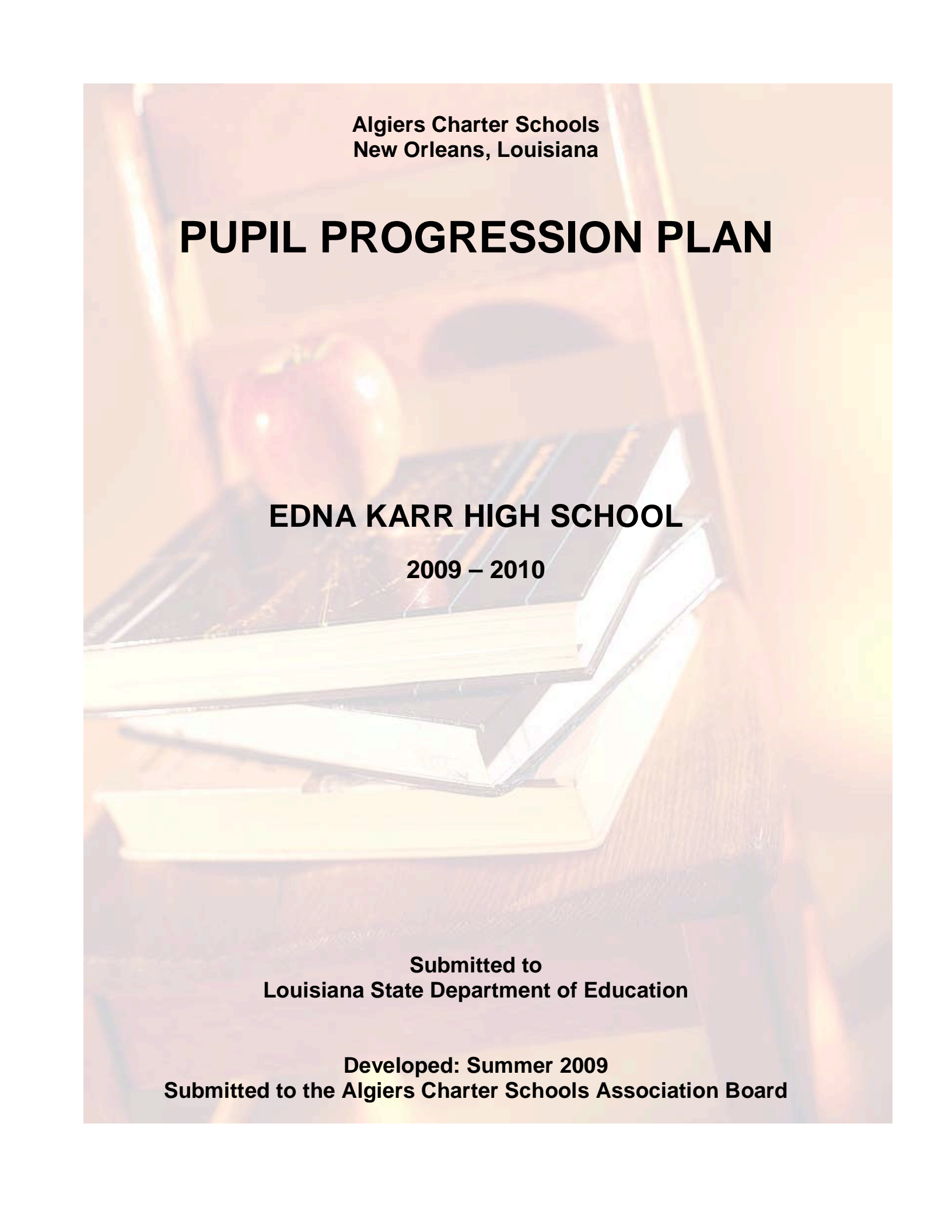
August 25, 2009

Dear Parents,

I am writing to you to invite you to read through the DRAFT version of the Edna Karr Pupil Progression Plan for 2009-2010. The PPP, as we call it, is the document of guiding principles and direction that we follow for the 2009-10 academic year. We have set aside 2 weeks for public comment, and all comment will be taken under advisement by our committee. While we passed out copies in writing at the PTO and Open House meetings, we know that many of you have access to the internet. We are hopeful that many parents utilize our web site and read the document and provide us with ideas on how we can improve the document to better meet the needs of all of our students.

Sincerely,

John C. Hiser

The background of the cover is a photograph of a wooden desk. On the desk, there is a stack of several books, with the top one being a dark cover. To the left of the books is a single red apple. The lighting is warm and soft, creating a blurred effect in the background.

**Algiers Charter Schools  
New Orleans, Louisiana**

# **PUPIL PROGRESSION PLAN**

**EDNA KARR HIGH SCHOOL**

**2009 – 2010**

**Submitted to  
Louisiana State Department of Education**

**Developed: Summer 2009  
Submitted to the Algiers Charter Schools Association Board**

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# SECTION I

## Formal Submission Statement

### Algiers

Charter Schools Association (ACSA)

This formal submission statement assures the Louisiana Department of Education that Edna Karr High School, as a member of the Algiers Charter Schools Association (ACSA), has developed the school's **Pupil Progression Plan** in compliance with the State Board of Elementary and Secondary Education Guidelines as outlined in *Bulletin 1566 (R.S. 17:24.4), Guidelines for Pupil Progression Plans, Revised February 2005*.

Assurance is hereby made to the State Department of Education that Edna Karr's **Pupil Progression Plan** has been developed in compliance with all applicable policies and standards of *Bulletin 741 Louisiana Handbook for School Administrators, Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act (R.S. 17:1941 et seq.)* and Pupil Appraisal Handbook and all applicable federal, state and local regulations. All documentation relative to the development of this pupil progression plan shall be kept on file by the local education agency. Each school principal will discuss the **Pupil Progression Plan** with parents, staff, and community before the end of the semester in which it is adopted.

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

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Instruction (ACSA)

\_\_\_\_\_  
Date

\_\_\_\_\_  
President (ACSA)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools (LEA)

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## PREFACE

“The goal of the public educational system is to provide learning environments and experiences, at all stages of human development that are humane, just and designed to promote excellence in order that every individual may be afforded an equal opportunity to achieve his full potential.” (Preamble to Article VIII, Louisiana Constitution)

***Our mission is to prepare every school and every teacher to teach every child, so that all will learn.*** (Mission of the Algiers Charter Schools Association)

In alignment with this constitutional preamble and the mission statement of the Algiers Charter School Association, the mission of Edna Karr High School is as follows:

***The mission of Edna Karr High School is to provide a college preparatory curriculum in order for all of our students to become active learners and achievers for life through the involvement of all stakeholders.***

The Focus of Edna Karr High School is as follows: **College Preparatory**

The Philosophy of Edna Karr High School is as follows: All students will learn; all students deserve an appropriate support system; good behavior begets praise and poor choices result in consequences.

The Edna Karr High School Pupil Progression Plan was developed into one unified document as mandated by Act 750 of the Louisiana State Legislature. Much of the material herein included, however, will become policy in Edna Karr High School in conjunction with the legislative acts and laws passed by the Louisiana State Legislature as recommended by the Louisiana State Department of Education. Edna Karr High School seeks to provide the most comprehensive education possible for students at every level. It is the continuing philosophy and effort of the staff to seek to provide educational opportunities for every child and to address each child's individual needs.

## **SECTION II**

### **Placement Policies: State Requirements**

Upon approval by the State Board of Elementary and Secondary Education, the Pupil Progression Plan will be incorporated as policy by the Algiers Charter School Association and Edna Karr High School. Each local Pupil Progression Plan shall contain written policies relative to regular placement and alternatives to regular placement. Such policies must conform to the requirements of these guidelines.

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student (Act 750, R.S. 17:24.4G). Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

## Regular Placement

Criteria is specified in this section to address promotion of regular education students, students with disabilities participating in LEAP Graduate Exit Examinations (GEE), and Limited English Proficient (LEP) students. The guidelines are based upon the requirements of the Louisiana Revised Statutes 17:24.4, Bulletin 741, Bulletin 1566, State adopted policy and school policy. Criteria for placement, retention, remediation and compensatory education are addressed.

Promotion: Grades Kindergarten – 12

Requirements in *Bulletin 741: Louisiana Handbook for School Administrators*

## Entrance Requirements

All students, upon entering Edna Karr High School for the first time, shall present the following documents:

- An official birth certificate
- A record of immunization, and
- An official Social Security card
- 2 Proofs of residence
- A copy of the previous year's report card for grade 9
- All Sophmores, juniors and seniors need to present official transcripts of high school credit (entering 9<sup>th</sup> graders with Carnegie credit will also need to provide a transcript)
- Completion of the Home Language Survey
- Special Education students must present the proper documentation for placement

### Edna Karr High School Entry Requirements

- |  |
|--|
| <ul style="list-style-type: none"> <li>▪ Proof of successful passing scores of all parts of the Louisiana LEAP test</li> <li>▪ Promotion to 9<sup>th</sup> Grade for freshmen from any state accredited school</li> <li>▪ Free from any disciplinary action from the previous school attended</li> <li>▪ Students applying for a grade must merit placement into that grade in order to be considered for that grade. If minimum credit needed for enrollment into the grade is not evident by virtue of the transcript presented at registration, the student will be denied a place in the grade sought and will instead be required to reregister for the correct grade level. If no remaining seats are available, the student will be placed on a waiting list.</li> <li>▪ Students who transfer during the school year must be judged to be able to meet the attendance requirements of the state before Karr will accept them.</li> </ul> |
|--|
- Exceptional students participating in LEAP 21 must be provided with accommodations as noted in the students' IEPs.
  - A student who has not earned more than 5 Carnegie units by age 17, 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 will be screened for enrollment by the Student Assistance Team (SAT) before entry and may be deferred to adult education in accordance with state law.

## **9– 12 Grade Attendance Requirements**

The guidelines for attendance are based upon the requirements of the Louisiana Revised Statutes 17:221, Bulletin 741, Bulletin 1566, State adopted policy and school policy.

Students who have attained the age of 7 years shall attend a public or private day school or participate in an approved home study program until they reach the age of 17 years. However, a student between the ages of 16 and 17 years of age may withdraw from school prior to graduation with the written consent of his parent, tutor, or legal guardian. (1.055.00)

Students shall be expected to be in attendance every student activity day scheduled by the local educational governing authority. (1.055.01)

A student is considered to be in attendance when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. (1.055.02)

This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips.

In semester courses students are required to be in attendance for 80 days in order to receive credit for the grade earned.

## Length of School Day Requirements

For grades K – 12, the minimum school day shall include 360 minutes of instructional time, exclusive of recess, lunch, and planning periods. (2.037.13)

The school day for high school seniors shall include 200 minutes of instruction.

63,720 minutes of instructional time per year is required by R.S. 17L154.1. The total number of instructional minutes per day and instructional days per year are modified as follows to allow banked time for professional development: 15 minutes per school day is added.

- **Half-day attendance**

A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in authorized school activity and (2) is under the supervision of authorized personnel for more than 25% and less than 50% of the student's instructional day.

- **Whole-day attendance**

A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 50% (51%-100%) of the students instructional day.

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 80 days per semester or 160 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year. (1.055.03)

Students attending high school classes operating in 90 minute blocks of instructional time shall be in attendance 80 days, or its equivalent, in order to be eligible to receive grades. (1.055.03)

Edna Karr High School shall develop and implement a system whereby a student's parent, tutor, or legal guardian is given oral notification, or if oral notification cannot be provided, then written notification when that child has been absent from school for five school days in schools operating on a semester basis and for ten days in schools not operating on a semester basis. (1.055.04) Refer to R.S. 17:221.

- **Extenuating Circumstances**

The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance. (1.055.07) Refer to R.S. 17:226.

Extenuating Circumstances include the following:

- Extended personal physical or emotional illness as verified by a physician or dentist.
- Extended hospital stay as verified by a physician or dentist.
- Extended recuperation from an accident as verified by a physician or dentist.
- Extended contagious disease within a family as verified by a physician
- For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the local school system.
- The only other exception to the attendance regulations shall be other absences that are verified by the principal or his designee as stated below:
  - Prior school system approved travel for education
  - Death in the family (not to exceed one week)
  - Natural catastrophe and/or disaster.
  - College visitations approved through the Counseling Department and Principal

Students who are verified as meeting extenuating circumstances and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course. (1.055.08)

▪ **Absences Due To School Approved Activities**

Students participating in school-approved activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

All absences, whether excused or unexcused, shall be counted as absences for attendance reporting purposes to the Department. Students who are (1) physically present at a school site or participating in an authorized school activity and (2) are under the supervision of authorized personnel for 25% or less of the school day shall be deemed absent for attendance reporting purposes. (1.055.09)

▪ **Types of Absences**

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and suspensions. (1.055.10)

▪ **Temporarily Excused Absences**

Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work. (1.055.14)

- **Unexcused Absences**

Students shall not be excused for any absence other than those listed in Standard 1.055.10, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work. (1.055.15)

Students shall not be excused from school to work on any job including agriculture and domestic service, even in their own homes or for their own parents or tutors. (1.055.16)

- **Absences Due To Suspensions**

Students absent from school as a result of any suspension shall be counted as absent, shall be given failing grades for those days suspended, and shall not be given an opportunity to make up work. (1.055.17)

- **Homebound Instruction**

A student who is enrolled in regular education and who – as a result of health care treatment, physical illness, accident, or the treatment of thereof – is temporarily unable to attend school, shall be provided instructional services in the home or hospital environment through special education, when appropriate, through the school, as personnel is available.

Refer to <i>Bulletin 1706: Regulations for Implementation of the Exceptional Children's Act (R.S. 17:1941 et seq.)</i> and <i>Pupil Appraisal Handbook (formerly Bulletin 1508)</i> .
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- **Exceptional Student's Attendance**

School systems shall provide educational and related services to exceptional students in accordance with the Individualized Education Program (IEP) for no fewer than 175 days, or the equivalent, during the normal 182-day school cycle. (1.055.18)

BESE policy states that students are expected to be in attendance every student activity day scheduled by the LEA (Bulletin 741: 1.055.01 (page 46)). It also states "In order to be eligible to receive grades high school students shall be in attendance a minimum of 80 days per semester or 160 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year." (1.055.03). With this in mind, students who are enrolled in a school district and expected to return at the start of the school year should be enrolled on the first day and given absences until they show up.

In accordance with state requirements, all pupils in grades K - 12 shall be expected to be in attendance every regular activity day as scheduled by the school board. In order to be eligible to receive grades earned to determine promotion or non-promotion, pupils in grades K-12 shall be present a minimum of 160 days per year.

In schools with 7 periods using an A/B or modified A/B schedule, the block period in an A/B or modified A/B is counted as two days. A pupil's absence in that block shall be recorded as two days. In the 4X4 schools, in order to be eligible to receive grades, high

school pupils shall be in attendance a minimum of 80 days per term to earn one Carnegie unit of credit or a minimum of 40 days per term to earn the one-half Carnegie unit of credit for courses that are offered for only one-half unit.

Attendance is to be recorded in the official document of record. The following symbols shall be used to mark attendance:

- I = absent
- — = present
- W = withdraw
- S = suspended
- Ex = officially excused

Exception may be made only in the event of extended personal illness, verified by a physician. To obtain a waiver for excessive absences (4 for a 4X4 school and 8 for all others per each half of the school year), a pupil shall appeal to the School-Site Attendance Committee. Appeals shall be handled by the Parish Supervisor of Child Welfare and Attendance (in ACSA, the Director of School Social Work Services).

- **Absenteeism**

Students with an excused absence are entitled to make up work within two weeks of their return to school.

- **Save Our Students**

Edna Karr High School will operate an SOS program **when funding is available**. The program will allow any student who has excessive absences to replace missed time by working on teacher assignments under the direct supervision of a certified teacher before and/or after school hours or on Saturdays and holidays. Students choosing not to take part in the program will fail their course(s) in which they have excessive absences, unless there is a clearly documented occasion(s) of hospitalization. Days missed due to suspension cannot be made up through SOS program.

## Summer School Credit

Students may enroll in summer school to earn Carnegie credit in order to graduate in four years, to remove a deficiency, or to improve grade point average by repeating a previously taken course. However, Carnegie credit earned through summer school shall not carry a weighted designation. Although the high school student may earn Carnegie credit during summer school for a course he/she previously failed, both failing and passing grades are included in the computation for grade point average.

Additionally, students may earn Carnegie credit through bonafide credit recovery course work through certified subject matter specialists employed at Edna Karr during the summer.

## Student Assistance Team

The Student Assistance Team (SAT) is a committee of at least 5 school level staff members that consists of an administrator or designee, a counselor, the referring teacher, the social worker, and another classroom teacher. This committee must be comprised of at least three members as listed in *Bulletin 1903*. Parents will be notified and invited to participate when the SAT meets.

This committee is a child-centered, problem solving, decision making group that meets on a scheduled basis to receive referrals from teachers, parents, or other professionals on individual students who are experiencing difficulty in school due to academic and/or behavior problems

All students who do not meet the criteria for promotion will be referred to the SAT. All decisions will be in accordance with state law and local policies. Promotion from one grade to the next in high school is based upon the accumulation of units.

The SAT will serve as the committee of knowledgeable persons, per requirements in Section 504 of the Rehabilitation Act of 1973 and RTI and when students are reviewed to determine the need for specialized instruction and related services.

- Functions of Edna Karr Student Assistance Team (SAT)

- 1) Review and make recommendations regarding teacher, student or parent concerns about the educational placement of students.
- 2) Review referrals for repeated disciplinary infractions
- 3) Review and make recommendations for changes in school climate
- 4) Review and make recommendations regarding student attendance
- 5) Review and make recommendations regarding health issues

## Retention: Grades 9 – 12

### Retention

Retention of a student from one grade to the next in high school shall be based upon the accumulation of Carnegie units as enumerated on page 36.

### Acceleration

#### Grades 9-12

- Edna Karr High School follows the policies and procedures established in *Bulletin 741: Louisiana Handbook for School Administrators* and in other local requirements for student acceleration.

### Transfer Students

- Edna Karr High School has established written policies for the placement of students transferring from all other systems and home schooling program [public, nonpublic, (both in and out-of-state), and foreign countries.
- Students in grade 9 transferring to the public school system from any in-state nonpublic school, (State-approved and unapproved), from any home schooling program, or Louisiana resident transferring from any out-of-state school shall be required to pass the English Language Arts and Mathematics portions of the State-developed LEAP 21 placement test.

NOTE: A Louisiana resident transferring from any out-of-state school is defined as a student living in Louisiana but attending school in an adjacent state.

### Testing/Promotion Decisions:

The Department of Education will communicate to the LEAs the means for establishing promotional decisions for those students who have received a State-granted waiver.

**The promotion policies outlined above will be reviewed in 2010.**

## **GENERAL EDUCATION GRADE PLACEMENT GRADES 9 – 12**

### **High School Entry Requirements**

A student may enroll in Edna Karr High School after successful completion of all parts of the Louisiana LEAP test, promotion to 9<sup>th</sup> Grade for freshmen from any state accredited school, and clearance from any disciplinary action from the previous school attended.

### **Evaluation of Foreign Transcripts**

The school principal, or a qualified guidance counselor should evaluate international pupil transcripts, and the pupil should be placed in the appropriate grade level based upon credits earned. For example, a pupil who is fifteen years of age or older is placed in the 9th grade or 10th grade, depending on the credits earned. If a pupil has a graduation diploma from his/her country, this pupil should be placed in the 12<sup>th</sup> grade (senior) and should address additional requirements for a Louisiana high school diploma (i.e., American history, English I-IV, civics, and free enterprise).

## **Limited English Proficient (LEP) Students**

LEP pupils will receive instruction in ESL as a part of the language arts time block. Appropriate English-As-a-Second Language (ESL) instructional materials and "sheltered- English" materials in other academic areas will be used to correlate with content standards. Only non- and limited -English proficient pupils are permitted to enroll in ESL courses.

### **Accommodations for LEP Exceptional Pupils**

Parents are entitled to notice prior to evaluation or to any planned change in placement or decision not to change placement. In addition, actual "consent" must be received from a parent before a pre-placement evaluation or initial placement can occur. By the express terms of the Act and Regulations, each of these activities must be altered to meet the needs of parents who are not fluent in English. (i.e., interpreters, official forms in language of parents whenever possible).

Notice of any planned evaluation or change of placement (or decision not to change placement) must "fully inform the parents or guardian in the native language of the parent or guardian, unless it clearly is not feasible to do so, of all procedures available pursuant to this section." Further, before "consent" to a pre-placement evaluation or initial special education placement can be given, "the parents (must be) fully informed of all information relevant to the activity for which consent is sought in his or her native language."

The "Individuals with Disabilities Education Act" requires that a school District "take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English."

The State must establish procedures to ensure that testing and evaluation materials and procedures will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures will be provided and administered in the native language or mode of communication of the child, unless it clearly is not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for a child.

The regulations make clear that this obligation to provide and administer evaluation materials and procedures in the native language of the child is an obligation of both "State and local educational agencies."

## Program of Studies for ESL Students

The high school course plan for ESL students is designed to:

1. Place students for the first two years in courses that would assist in language development, but would not be language dependent, and
2. Provide a better opportunity for the student to earn credits toward graduation. Students may receive credit for each course taken.  
The student's schedule will depend upon transcripts of credits from the home country (if available) English oral, reading and writing proficiency and the grade of entry. A student is exited from ESL classes based on oral, reading and writing English proficiency, passing grades after being successfully mainstreamed for one year and upon recommendation of teachers. A parent of student may refuse Bilingual/ESL services by completing the required form in writing. The school is required to provide communication in the home language whenever possible. The assistance of bilingual personnel should be utilized for parent/student/teacher conferences at the school.
3. Any student not placed in an ESL class will be paired with a peer and the homeroom teachers will be informed of the help needed for the student. A copy of the ESL procedures will be provided to each ESL student's teachers.

### **ESL: 9 – 12**

English as a Second Language will be offered as part of English Language Arts and may be offered in other additional courses (See pages 3.59 -3.61) English, as a Second Language will be taught by the ESL teacher.

### **Progress Reports**

Progress reports must be issued halfway through each marking period (i.e., mid quarter).

### **End of Year Evaluations**

For LEP pupils, end of the year evaluations weigh more heavily than those at the beginning of the year. These are to follow state guidelines and requirements.

Out-of-State and International Students who produce a report card from the previous state or country promoting them to grade 9, will be accepted into the district as ninth graders.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.

- In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SATeam, in collaboration with the IEP Team (with guidance from Exceptional Children's Services), will make the
- Necessary adjustments on the IEP and in the SASI database for special education students. (This applies to students receiving Exceptional Children's Services only).
- Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

NOTE: These exceptions do not supersede the LEAP for the 21st Century High Stakes Testing Policy, Revised January 2005 as mandated by SBESE.

### **LEP Pupils Grade Computation**

When assigning grades for content courses to LEP pupils, teachers should weigh end-of semester or end-of-year evaluations more heavily than those at the beginning. Content courses should be sheltered (i.e., simplified by language proficiency level and/or concreteness provided by graphic materials). Evaluation of a pupil's progress shall be made in terms of successful mastery of the skills outlined in the ACSA standards based curriculum with "accommodations for limited English proficient pupils (K-12) that are aligned to the State's standards and benchmarks for content area subjects (See *Bulletin 1851, Grading, page 25, Grade Level Instructional Guides.*)

## Use of Multiple Criteria for Promotion

High school promotion from one grade to the next is based on the accumulation of units.

Graduation is based upon the following criteria:

1. Earn 23 units of Carnegie credit (24 for 2008 Freshmen and after)
2. Performance in required courses of study
3. Performance on the LEAP Graduate Exit Exam
4. Attendance for a minimum of 80 days per semester.

### Program of Studies: 9-12

The Program of Studies for the ninth, tenth, eleventh, and twelfth grade is in compliance with the High School Program of Studies in Bulletin 741.

1. The content of the Graduation Exit Exam for the 21st Century (GEE 21) draws upon a large amount of the content of the ninth grade physical science. Students are scheduled into this course.
2. Physics is available to college-bound pupils as well as to other pupils who elect Physics.
3. For the recommended college preparatory curriculum, the State Department of Education requires four units in mathematics and a total of 23 Carnegie Units (24 for 2008 Freshmen) (see Bulletin 741).
4. Two years of the same foreign language is available to college-bound and to other pupils who elect foreign language.
5. Fine Arts Survey is available to college-bound pupils, to satisfy requirements for TOPS. Students may choose to take two related performing arts courses in lieu of Fine Arts Survey to satisfy TOPS requirements.
6. Pupils will have access to special programs such as, but not limited to, Cooperative Office Education, Executive Internship, New Orleans Center for Creative Arts, New Orleans Health Careers and Trade and Industry courses, that require multiple credits, larger blocks of time, and different scheduling arrangements.

### Evaluation of Performance: 9-12

Evaluation of performance in each subject area includes any combination of the following: daily classroom performance; homework; work samples; performance on tests of required standards as listed in State content standards, the Louisiana Comprehensive Curriculum (LCC) and Grade-level Expectations (GLEs); criterion referenced tests; alternative assessments such as projects, portfolios, teacher observations, checklists, inventories; SBLC/SATeam decisions.

## Course of Study for Special Education Students

### Senior High – Grades 9 – 12

<p>DIPLOMA TRACK 4 Units of English 3 Units of Math* 3 Units of Science 3 Units of Social Studies 2 Units of Health and P.E.</p> <p>*4 units are required for incoming freshmen of 2008</p>	<p>CERTIFICATE OF ACHIEVEMENT TRACK 4 Courses of Fundamental English** 3 Courses of Fundamental Mathematics** 3 Courses of Fundamental Science** 3 Courses of Fundamental Social Studies** 2 Courses of Health and Adapted PE**</p>
<p>8 Units of Electives Choose from General Education Electives Or Special Education Electives:</p>	

\*\*Course designed for students who require special education in the content area.

## **Special Education**

All special education pupils must have access to the general education curriculum. IEP goals and objectives must indicate access to the general education curriculum standards/benchmarks.

Students participating in Alternate Assessment (LAA) will address curriculum standards only, not benchmarks or GLEs.

Every effort must be made to accommodate special education pupils in general education settings. Special Education pupils may be pulled out of general education settings and provided instruction in special education settings only when the goals/objectives and services outlined on the IEP cannot be implemented in general education settings.

Various methods and teaching strategies will be utilized in meeting educational needs of special education pupils. The methods used will depend on the learning styles of the pupils.

Pupils may be enrolled in a general course with a general or special education teacher but may take longer than a school session to complete requirements of study and earn a Carnegie unit credit.

The pupil-teacher ratio and instructional time requirements shall be in accordance with the standards established in SDE Bulletin 741, revised and Part B of Bulletin 1706, Regulations for Implementation of Act 754 of the 1977 Legislature and as revised by BESE July 1, 2000.

### **Electives**

A limited number of courses (see SDE Bulletin 741) may be chosen as electives from the Program of Offerings of Edna Karr High School in the required subject areas and in the purely elective areas.

### **Prerequisites**

Placement in academic courses and electives is contingent upon pupil attainment of prerequisite standards related to performance in skill areas.

### **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 **of the student's** 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.

### **Special Education: Promotion for Pupils Participating in Regular LEAP and Not Eligible for a Certificate of Achievement**

Promotion for pupils with disabilities enrolled in grades 9 through 12 shall be based on the following:

- Pupil meets the District's attendance requirements.
- Pupil achieves at least 70% of his/her annual goals on current IEP.
- Transition planning as noted on current IEP Transition Services Form has been addressed.
- Pupil earns the required number of Carnegie Units and/or Special Education 'adjusted' units to meet the required number of units to be classified as a
- Freshmen, Sophomore, Junior, or Senior. Note: A Special Education 'adjusted' unit is awarded to a student who achieves all of the course competencies for a special education class, but is not working on grade level and, therefore, cannot earn a Carnegie Unit.
- Parents sign a Special Education Exit Options Form (see Appendix B) indicating they understand the Exit Options available to their child, and that if their child does not earn 23 Carnegie Units (24 for 2008 Freshmen) and pass GEE 21, he/she will not exit with a High School Diploma, regardless of enrolled grade level.

Note: Students who do not earn 23 Carnegie Units (24 for 2008 Freshmen) and pass the GEE 21 will not exit with a High School Diploma. Special Education 'adjusted' units do not count toward the 23 Carnegie Units (24 for 2008 Freshmen).

### **Special Education Pupils Grade Computation**

When the final grades are computed, any special education pupil who has not completed the course requirements will receive a progress grade (in lieu of a final grade) but no unit of credit for the course. The regular or the special education teacher will submit the progress grade to the school-based scheduling coordinator indicating the name, ID number, progress grade, and the specific course to be continued for each pupil who has not completed all course requirements.

A statement will be printed on their report cards indicating that the grade reported is a progress grade only.

Pupils will reenroll in the course during the following summer or fall session and continue until the course requirements have been successfully completed.

## **Special Education: Promotion for Pupils Participating in Regular LEAP but Eligible for a Certificate of Achievement**

Promotion for pupils with disabilities enrolled in grades 9 through 12 shall be based on the following criteria:

- Pupil meets the District's attendance requirements.
- Pupil achieves at least 70% of his/her annual goals on current IEP.
- Transition planning as noted on current IEP Transition Services Form has been addressed.
- Pupil has at least a "70%" average for the promotional subjects.
- Pupil has earned at least one Carnegie unit in either a general education or a special education elective, if the student participates in on-level LEAP testing. This does not apply to students participating in LEAP Alternate Assessment.

Pupils must earn the required number of Carnegie units and achieve the required GEE 21 scores in order to graduate with a high school diploma.

Questions regarding promotion of special education pupils participating in out-of-level testing and/or who meet the Provisional Eligibility Criteria for a Certificate of Achievement shall be referred to the SATeam, who shall have the authority to make final promotion decisions.

A special education pupil with a disability will not be required to take quarterly or semester exams until the course requirements have been completed for the quarter or semester. The pupil will receive a progress grade. The progress grade will be translated into a final grade after the pupil has completed quarterly or semester requirements and has taken the required quarterly or semester examination.

## **Special Education: Promotion for Pupils Participating in Alternate Assessment**

Pupils with significant cognitive impairments, whose IEPs indicate they will not participate in the regular testing program, must participate in Alternate Assessment beginning with the 2000-2001 school year. Participation in Alternate Assessment is an IEP team decision using the LEAP Alternate Assessment participation criteria. Alternate Assessment pupils will be promoted from one level to the next level if they meet the following criteria:

- Pupil has met the ACSA attendance requirements according to Bulletin 741.
- Pupil has achieved at least 70% of the current IEP goals.
- Transition planning, if noted on the IEP, has been addressed by the pupil and documented by the teacher.
- Pupil has participated in Alternate Assessment.

Pupils participating in Alternate Assessment will receive a Certificate of Achievement when they exit the school system if all criteria for a Certificate of Achievement are met.

For special education pupils who are experiencing significant difficulties, the IEP committee should be convened to re-examine the appropriateness of that pupil's present educational program, including strategies, supports, and accommodations.

Pupils in special education may take longer than four (4) years to earn the Carnegie units required for graduation. It is the school system's responsibility to extend offerings through 21 years of age for special education pupils with disabilities.

Exceptional pupils will be awarded general high school diplomas upon completion of the required courses of instruction and upon attainment of needed Carnegie units of credit and performance on the LEAP graduation test. Meeting both course and Carnegie unit requirements may involve an extended time allotment for completion.

The parents of these exceptional pupils must be informed that pupils may take a longer period of time to earn the Carnegie units needed to graduate from high school.

## **Special Education Pupils Earning Carnegie Units**

Special education pupils shall be afforded the following options to earn Carnegie units:

- Pupils may be enrolled in a general course with a general teacher. They must meet the same course requirements as general pupils.
- Special modifications/accommodations with regard to time, methods of instruction, and materials, if needed, will be implemented.
- Modifications/accommodations may include, but are not limited to, Braille or large type materials, in-class translators, tape recorders for note taking and test taking, preferential seating, etc.
- All modifications/accommodations must be indicated on the IEP. The appropriate special education teacher and/or site administrator will ensure that the general education teacher provides these modifications/accommodations in the general education classroom.

Pupils may be enrolled in a course taught by a special education teacher using the same course description/curriculum guide used by the general education teacher. Pupils will be required to meet the same standards (course content, skills, and hours of instruction) and pass the same tests as general pupils enrolled in the regular course. The general teacher will award Carnegie unit credit. Special modifications/accommodations as stated in the IEP with regard to time, method of instruction, and materials, if needed, will be implemented.

Pupils may be enrolled in a course taught by a special education teacher certified in a specific area and receive Carnegie units from that teacher. Pupils will be required to meet the same standards as general pupils enrolled in a general course. Carnegie unit credit will be awarded by the subject matter certified special education teacher.

## **Provisional Eligibility Criteria for a Certificate of Achievement for Special Education Pupils**

Eligible pupils are those:

- who are disabled under the criteria in the SDE Pupil Appraisal Handbook,
- who were in an Alternative to Regular Placement (ARP) program during the 1997-1998 school year as documented in the IEP,
- who were enrolled in grades 6, 7, 8, 9, 10, 11, or 12 during the 1998-1999 school year,
- whose IEP team determined would not be eligible to participate in alternate assessment.

### **Eligible Pupils must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:**

1. The pupil has participated in general ACSA and statewide assessments including all components of the Graduation Exit Exam for the 21st Century (GEE 21).

If the pupil has failed a component of the GEE 21, the decision to retake that component of the GEE 21 is an IEP team decision.

- If the pupil will not retake that component of the GEE 21, GEE 21 remediation will not be provided.
- If the pupil will retake that component of the GEE 21, the pupil will be provided with GEE 21 remediation.

2. The pupil has completed at least 12 years of school or has reached the age of 22 (not to include pupils younger than 16).
3. The pupil has met attendance requirements according to Bulletin 741.
4. Transition planning has been completed and documented.
5. A body of evidence exists to document that the pupil had access to and progressed in the general curriculum, to include, at a minimum, Louisiana Content Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies and the foundation skills.
6. A body of evidence exists to document that the pupil has developed vocational competencies.

NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22.

## **PROGRESSION: STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT**

Students with significant cognitive impairments, whose IEPs indicate they will not participate in the regular testing program, must participate in Alternate Assessment.

Participation in Alternate Assessment is an IEP team decision using the LEAP Alternate Assessment Participation Criteria. Alternate Assessment students will be promoted from one level to the next if they meet the following criteria:

The student has met the district's attendance requirements according to Bulletin 741.

- The student has achieved at least 70% of the current IEP goals.
- Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher.
- The student has participated in Alternate Assessment

Students participating in Alternate Assessment will receive a Certificate of Achievement when they exit the school district if all criteria for a Certificate of Achievement are met.

## **Test Accommodations for Students with Disabilities (IEP or Section 504)**

All special education students are to be tested unless their Individualized Education Programs (IEPs) indicate that they meet the eligibility requirements for Alternate Assessment. All students with one or more disabilities according to Section 504 are to be tested. To accommodate these students, test accommodations are permitted provided that they are used in the students' general instruction and assessment and are documented on either their IEP or Section 504 plan. In addition, at least 60 days prior to test administration, a Verification of Section 504 Disability form must be completed for each Section 504 student using accommodations and submitted to the District Test Coordinator, who must forward the forms to the Louisiana Department of Education prior to testing.

Exceptional pupils and regular education pupils identified as dyslexic, attention deficit disorder/attention deficit hyperactive disorder (ADD/ADHA) and/or limited English proficient (LEP) and all other 504 eligible pupils as needed will be afforded the appropriate test accommodation for all tests. Such accommodations must meet the specific needs of the pupil and may include, but are not limited to:

- Braille edition
- Large print edition
- Taped responses
- Oral presentation
- Note takers
- Readers for math test items
- Repeated directions
- Instructions given in sign language
- Small groups or extended time allowed for test administration
- Individual administration of test word-to-word translation dictionary

## Minimum Requirements For Edna Karr High School Graduation

4 Units of English (in order)- (5 credits, if credit gained in 8 <sup>th</sup> grade) 4 Units of Mathematics-(5 credits, if credit gained in 8 <sup>th</sup> grade) 4 Units of Science 4 Units of Social Studies 2 Units of the same Foreign Language 3 Units of Elective Courses 1.5 Units of Physical Education .5 Unit of Health .5 Unit of ACT Test Preparation .5 Unit of Speech Senior Project
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### Program of Studies by Grade Level

Freshman Year	Sophomore Year	Junior Year
English I Algebra I or Geometry Physical Science World Geography PE ½ unit Health ½ unit	English II Geometry or Algebra II or Pre AP Geometry Biology or Pre AP Biology Civics or Pre AP Civics Free Enterprise ½ unit Spanish II or French II PE II Elective	English III or AP English III Algebra II or Advanced Math Chemistry US History or AP US History ACT/SAT Test Preparation/Speech 2 Electives

Senior Year
English IV or AP English IV Advanced Math I or Calculus AP or <b>Discrete Math</b> Physics or AP Biology or Biology II or AP Chemistry World History or AP European History Elective Elective Elective Senior Project

Elective Courses
Art, Band, Computer Science, Concurrent Enrollment, Creative Writing, Desktop Publishing, Education for Careers, Entrepreneurship, <b>Filmmaking</b> , Fine Arts Survey, Forensics, Computer Multimedia Presentations, Integrated Algebra and Geometry, Introduction to Algebra, Introduction to Business Computer Applications, <b>Journalism</b> , Law Studies, NOCCA, Orchestra, Psychology, Reading I & II, Robotics, <b>Senior Intern</b> , Sociology, <b>Theater</b> , Writing Lab, and Talented in Music, Visual Arts, & Theater

## Grades

**IN GRADES 9 - 12, THE FOLLOWING GRADING METHOD WILL BE USED:**

**Individual grades and averages are expressed as letter grades.**

Numerical grades are converted to letter grades for placement on the official document: Teacher Grade Book or Form 44 - according to the following scale. - Final grades will be issued at the end of each semester.

**For the 2009-2010 school year the following grade scale will be used to calculate grades:**

93 - 100=	A	(4 quality points)
85 - 92=	B	(3 quality points)
77 - 84=	C	(2 quality points)
70 - 76=	D	(1 quality point)
0 - 69=	F	(0 quality points)

### **Advanced Placement Courses**

Report card grades earned for advanced placement courses shall be weighted by a factor of 1.12 when cumulative grade point averages are computed, as follows:

A = 4.48	C = 2.24	F = 0
B = 3.36	D = 1.12	

### **Gifted or Talented Pupils (Grades 9-12)**

Report card grades earned for gifted or talented courses by identified gifted or talented pupils in grades 9 through 12 will be weighted by a factor of 1.11 when cumulative grade point averages are computed, as follows:

A = 4.44	C = 2.22	F = 0
B = 3.33	D = 1.11	

At the secondary level, letter grades for pupils assigned to gifted classes will be reported by the teacher of the gifted to the teacher of record each 9-week period. The teacher of the gifted is the teacher of record and he/she issues the grade. This grade must be recorded on the pupil's progress report, along with the teacher's comments based on fulfillment of the IEP objectives.

At the secondary level, the teacher of the talented will report letter grades for pupils assigned to talented classes each 9-week period. If the teacher of the talented is the teacher of record, he/she will issue the grade. This grade must be recorded on the pupil's progress report along with the teacher's comments based on fulfillment of the IEP objectives.

**Honors Courses: Grades 9-12**

Report card grades earned for honors/academically-enhanced courses shall be weighted by a factor of 1.10 when cumulative grade point averages are computed, as follows:

A = 4.40	C = 2.20	F = 0
B = 3.30	D = 1.10	

**Regular Courses: Grades 9-12**

Report card grades earned for regular courses shall be weighted by a factor of 1.0 when cumulative grade point averages are computed, as follows:

A = 4.0	C = 2.0	F = 0
B = 3.0	D = 1.0	

**Grading Students Identified as Needing Section 504**

Pupils with characteristics of dyslexia who are served in multi-sensory structured language programs follow the same criteria for promotion as all other pupils in the District. Pupils do not have to receive instruction in both the basal and MSL programs. If a pupil is in a MSL program according to Bulletin 1903, grades are derived from that program in lieu of the basal program.

**Students Needing Make-up Work**

If the student is exonerated from all charges processed by the Faculty Review Committee the students may be allowed to make up all work within two weeks of the return.

**Grade Changes**

Other than the classroom teacher, the only persons authorized to change a pupil's academic report card grade are the school principal or his/her designee or the ACSA Director or his designee. The foregoing 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 unless it is determined that the grade is in error or that the grade is demonstrably inconsistent with the teacher's grading policy (R.S. 17:414.2.)

## **ATTENDANCE**

BESE policy states that students are expected to be in attendance every student attendance day scheduled by the LEA (Bulletin 741: 1.055.01 (page 46). It also states "In order to be eligible to receive grades high school students shall be in attendance a minimum of 81 days per semester 162 days a school year for schools not operating on a semester basis. (1.055) With this in mind, students who are enrolled in a school district and expected to return at the start of the school year should be enrolled on the first day and given absences until they show up for class.

In accordance with state requirements, all pupils in grades K - 12 shall be expected to be in attendance every regular activity day as scheduled by the ACSA. In order to be eligible to receive grades earned to determine promotion or non-promotion, pupils in grades K-12 shall be present a minimum of 162 days per year or 81 days if the school is on a semester grading system. In schools with 7 periods using an A/B or modified A/B schedule, the block period in an A/B or modified A/B is counted as two days. A pupil's absence in that block shall be recorded as two days.

Exception may be made only in the event of extended personal illness, verified by a physician. To obtain a waiver for excessive a pupil shall appeal to the School-Site Attendance Committee.

### **Absenteeism**

Students with an excused absence are entitled to make up work within two weeks of their return to school and through the SOS program, if available.

## Grading System

Schools operating a seven period day or a modified block schedule shall operate in accordance with the following guidelines:

- **The Edna Karr grading system is based on a semester grading. Students earn .5 units of credit each semester, based upon work passed. First and third quarter grades are progress reports only. Work is cumulative for the semester, and exams will likewise be cumulative. English I and Algebra I are taught as a one (1) unit course of studies with ½ unit being awarded at the end of each semester.**

### Course Grading Requirements

Teachers will 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. In all instances, examination results shall be counted as 25% of the grade for the semester grade.

### Unit Credit

In grades 9 – 12, pupils earn Carnegie units (upon successful completion of the course) at the rate of .5 units of credit per semester assigned or approved by the Louisiana State Department of Education. To be eligible to earn the unit of credit, the pupil must meet the minimum satisfactory performance level and 7 period schedule schools shall have 160 days prescribed by the Louisiana State Department of Education in *Bulletin 741*.

The composite marking period grade for a pupil in grades 9 –12 is determined by the following method:

- All work other than the marking period examination counts for no more than  $\frac{3}{4}$  of the total grade.
- The marking period examination counts for no less than  $\frac{1}{4}$  of the total grade.

### Repeat of Unit Credit

A pupil who has completed a course (1 unit or ½ units) which earns Carnegie unit credit and who is not satisfied with the grade may elect to repeat the course. A course may be repeated one time. The pupil, in writing, with the parent or guardian's signature, shall make this request to repeat the course to the principal. This request becomes part of the cumulative folder. The school shall:

- review the class loads to see if there is space during the school year, or
- refer the pupil to summer school with a summer school authorization form.
- **not count the new grade in determining the Valedictorian or Salutatorian positions or the Top Ten ranking in the senior class**

### **Course Sequence**

Beginning with ninth grade students in the 2008-2009 school year, if a student fails to earn Carnegie credit for a core course, the failed course is to be rescheduled before the student is scheduled into the next course in the sequence. Students failing to attend summer school will be rescheduled into the failed course and will not be able to take the next course in sequence until the following school year.

### **Special Support**

Students entering the tenth grade who need reinforcement for select coursework to strengthen and reinforce their preparation for English and/or for math will be scheduled into reinforcement classes in reading and/or math. The course suggested to assist pupils with English is an additional period of English II- a two period block. The course suggested to assist pupils with math is an additional math course - Algebra I Part 1.

## Classification at Grades 9, 10, 11, and 12

Students will be classified at the beginning of the school year for the entire year as follows:

Freshman	(9)	0 – 5.5	units of credit
Sophomore	(10)	6 – 10.5	units of credit
Junior	(11)	11 – 16.5	units of credit
Senior	(12)	17 – 23	units of credit

Interpreting the scale, the pupil must complete 6 units to become classified as a tenth grader; 11 units to become an eleventh grader; and 17 units to become a twelfth grader.

Grade placement shall be the sole criterion for determining which high stakes test a student shall be administered.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.
- In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SATeam in collaboration with the IEP Team (with guidance from Exceptional Children's Services) will make the necessary adjustments on the IEP and in the SASI database for special education students. (This applies to students receiving Exceptional Children's Services only).
- Students entering the school from a non-state-accredited school or home school program, whose grade placement is questionable, shall take a proficiency exam in the core area subjects in order to determine grade placement and courses to be scheduled. Successful completion of the proficiency exam shall result in a P on the transcript for each course exam passed.

These exceptions do not supersede the LEAP for the 21st Century High Stakes Testing Policy, Revised January 2005 as mandated by SBESE.

## **LEAP 21 General Administrative Rules for Transfer Students: TESTING ELIGIBILITY**

### **A. TRANSFER STUDENTS (Louisiana residents transferring into the Louisiana public school system from out-of-state schools, nonpublic schools, or home schooling):**

Requirements for transfer students in grade 8 or those who are seeking to enroll in grade 9 who have never been in membership in a public school in Louisiana or who were in membership in a Louisiana public school(s) and transferred out-of-state, or who transferred from Louisiana nonpublic schools or from an approved home schooling program are as follows:

- An 8th grade student who transfers to a Louisiana public school before the spring administration of LEAP for the 21st Century (LEAP 21) must take and pass the spring administration of LEAP 21 English Language Arts and Mathematics (ELA/Math) tests.
- An 8th grade student who transfers to a Louisiana public school after the spring administration of LEAP 21 but before the end of the school year must take and pass the summer administration of LEAP 21 English Language Arts and Mathematics (ELA/Math) to be eligible for promotion to grade 9.
- A student who seeks to enroll in a Louisiana public school in grade 9 after the LEAP 21 summer administration and before school starts must take and pass the English Language Arts and Mathematics portions of the placement test.
- A student who seeks to enroll in a Louisiana public school in grade 9 after school starts and before February 15 must take and pass the English Language Arts and Mathematics portions of the placement test.

### **B. TRANSFER STUDENTS (out-of-state students who have become Louisiana residents):**

Requirements for transfer students in grade 8 who have never been in membership in a public school in Louisiana or who were in membership in a Louisiana public school(s) and transferred out-of-state are as follows:

- An 8th grade student who transfers to a Louisiana public school before the spring administration of LEAP for the 21st Century (LEAP 21) must take and pass the spring administration of LEAP 21 (ELA/Math).
- An 8th grade student who transfers to a Louisiana public school after the spring administration of LEAP 21 but before the end of the school year must take and pass the summer administration of LEAP 21 (ELA/Math) to be eligible for promotion to grade 9.
- A student who enters before school starts and produces a report card from the previous school will be accepted as a 9th grade student.

Student membership is determined when a student in school is identified with the following minimum required identification elements: state identification number, full legal name, date of birth, sex, race, district and school code, entry date, and grade placement. (Adapted from *Section 10, page 10.1, Student Information System User Guide, Louisiana Department of Education*)

### **C. TRANSFER STUDENTS (into the Louisiana public school system from out-of-state schools, non-public schools, or home schooling)**

Requirements for students who have never been in membership<sup>4</sup> in a Louisiana public school, transferring from out-of-state schools, or from Louisiana non-public schools, or from an approved home schooling program are as follows:

- A student who transferred to a Louisiana public school at or below the ninth grade shall take and pass the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the Graduation Exit Exam for the 21st Century (GEE 21).
- A student who is classified by the local school system as a tenth grader shall take and pass the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.
- A student who is classified by the local school system as an eleventh grader shall take and pass either the Science or the Social Studies section of the GEE 21.
- A student is classified by the local school system as a twelfth grader shall not be required to take any part of the GEE 21.

### **D. TRANSFER STUDENTS (into the Louisiana public school system from out-of-state schools, non-public schools, or home schooling)**

Requirements for students who were in membership in a Louisiana public school, transferred out, and subsequently returned are as follows:

- A student who was in initial membership in Louisiana public schools as a student in grades K-6 and who transferred out and subsequently returned shall adhere to the following policy:
- A student who returns in the seventh and/or eighth grade for a period in membership of 160 days total 2 shall take and pass both the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.
- A student who returns in the ninth grade shall be required to take and pass both the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.
- A student who returns and is classified as a tenth grader shall be required to take and pass both the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.

1. Student Membership is determined when a student in school is identified with the following minimum required identification elements: state identification number, full

legal name, date of birth, sex, race, district and school code, entry date, and grade placement. *(Adapted from Section 10, page 10.1, Student Information System User's Guide, Louisiana Department of Education)*

2. A student must be in membership in a Louisiana public school(s) for 160 days per year or 80 days per semester in order to be eligible to receive grades. *(Standard No. 2.055.03, Bulletin 741, Louisiana Department of Education)*

- A student who returns and is classified as an eleventh grader shall be required to take and pass either the Science or the Social Studies section of the GEE 21.
- A student who returns and is classified as a twelfth grader shall not be required to take any part of the GEE 21.
- A student who was in initial membership in Louisiana public schools in the seventh and/or eighth grades for a period of 160 days total and who then transferred out and subsequently returned at any grade level shall take and pass both the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.
- A student who was in initial membership in Louisiana public schools as a ninth grader and who then transferred out and subsequently returned at any grade level, shall be required to take and pass both the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.
- A student who was in initial membership in Louisiana public schools as a tenth grader and who then transferred out and subsequently returned at any grade level shall be required to take and pass both the English Language Arts and Mathematics sections and either the Science or the Social Studies section of the GEE 21.
- A student who was in initial membership in Louisiana public schools as a eleventh grader and who then transferred out and subsequently returned at the eleventh or twelfth grader level shall take and pass either the Science or the Social Studies section of the GEE 21.
- A student who was in initial membership in Louisiana public schools as a twelfth grader and who then transferred out and subsequently returned as a twelfth grader shall not be required to take any part of the GEE 21.

NOTE: The 2000-2001 tenth graders are only required to take and pass the English Language Arts and Mathematics sections of the GEE 21. However, these 2000-2001 tenth graders are NOT required to pass the Science or Social Studies tests

A student must be in membership in a Louisiana public school(s) for 160 days per year and 80 days per semester in order to be eligible to receive grades. *(Standard No. 2.055.03, Bulletin 741 Louisiana Department of Education)*

## **Non-Attained Coursework Alternatives**

A pupil in grades 9-12 who does not satisfactorily complete the course requirement(s) has the following options:

### **9-12 Alternatives**

1. Attend a state approved summer school.
2. Repeat the course(s) not satisfactorily completed during the regular school year.
3. Complete the LSU State-approved correspondence study
4. Enroll in certified Virtual Learning courses.
5. Enroll in credit recovery courses.

Seniors who have not met state requirements for graduation shall not participate in Edna Karr's graduation ceremony.

## Pre-Requisite for Early Release Consideration

Only seniors who successfully complete all components of Karr graduation requirements, attain a score of 20 on the ACT test (or a 940 on SAT), and the four components of the exit examination (GEE 21) SHALL receive, at the discretion of the administrator and counselor, and with parental consent, consideration for an early release schedule. Students who do not meet all four exit examination requirements (GEE 21) will not receive early release for any class period prior to the beginning of the second semester. Students who have successfully completed all exit examinations (GEE 21) during the first semester may receive consideration for an early release schedule for the second semester only. Students who enroll in an AP course will be scheduled for early release on a one for one basis, providing that all four components of the GEE are passed.

Senior students who have not successfully completed all exit examination requirements must be scheduled to LEAP remediation courses that correspond to the subject area required on the exit examination (GEE 21).

No later than two weeks after the first official day of the school year, the principal and counselor shall adhere to the following course of action to approve early release request for pupils:

1. Pupil, parent, and school counselor meet to validate that the pupil has successfully completed all components of the GEE 21 and minimum score on ACT or SAT.
2. School counselor advises parents and pupil of the many opportunities for pupil to participate in activities through ACSA Interagency Agreements and pupil internships.
3. Parent signs an early release form. (Form is included in Appendix C.)

### Examinations

Examinations are required each semester in grades 9-12. Examinations will contain questions based upon the subject matter taught during the particular **semester** and address required course skills as listed in state content standards and local standards-based curriculum.

Results of the examination must be counted as  $\frac{1}{4}$  of the average for the **semester**. Grades for each marking period are issued in 9<sup>th</sup> -12<sup>th</sup> grades. The final grade each **semester** is determined by averaging the examination (which counts for  $\frac{1}{4}$  of the average) and the average of all the grades earned for the **semester**.

## Senior High School Graduation Requirements

Edna Karr High School has established the following requirements, which must be met before a pupil may be granted a high school diploma. The requirements relate to time and academic requirements. The requirements are consistent with the following:

- The philosophy and theme of Edna Karr High School and
- The regulations and criteria of the Louisiana State Department of Education.

Requirements:

Pupils must earn a minimum of twenty-three (23) [24 for 2008 entering ninth graders] credits in order to be considered eligible for graduation from a senior high school. In most cases pupils accrue 23 credits over a period of four years. A full year course is defined by Bulletin 741 as 180 class hours of instruction, for schools with seven-period day or seven-period modified day schedules, the above definitions from Bulletin 741 apply.

4 Units of English (in order)
4 Units of Mathematics
4 Units of Science
4 Units of Social Studies
2 Units of the same Foreign Language
2 Units of Elective Courses
1.5 Units of Physical Education <b>or ROTC</b>
.5 Units of Health
.5 Units of ACT Test Preparation
.5 Units of <b>Speech</b>

Required courses, except for computer courses, and many of the elective courses are to be taken in a sequence prescribed by the counselor.

The high school diploma is a document representing the successful completion of planned experiences, which have extended over twelve or more years of a pupil's life. The school administrator determines that pupils have met the prescribed competencies for their areas of academic pursuits.

The ACSA Board recognizes the need to provide alternative opportunities for pupils with special needs. They may need programs beyond the scope of the usual high school offerings.

According to SDE requirements, appropriate credit is awarded for programs designed for these pupils. These programs include but are not limited to alternative settings such as special education, system-approved correspondence or extension programs, summer school, work study programs, advanced placement programs, cooperative programs with area colleges for credit, vocational/cooperative education programs, or other programs approved by the Director of ACSA, the Louisiana State Department of Education, and when appropriate, the Louisiana Board of Elementary and Secondary Education.

## **Performance on the Louisiana Department of Education (iLEAP) – Integrated LEAP Test in grade 9**

Performance on the standardized, test may be considered along with class participation, satisfactory completion of course requirements.

## **Performance on the Louisiana Department of Education (LEAP) – Graduation Exit Exam for the 21st Century (GEE 21)**

Students are not only required to meet the required 23 Carnegie Units (24 for 2008 Freshmen and classes thereafter) mandated by Edna Karr High School and the State Department of Education, but also to attain the standard scale scores on the LEAP Graduation Exit Exam for the 21st Century (GEE 21) in order to receive a high school diploma. Students in the tenth grade must take and attain the standard scale score in the English Language Arts and the Mathematics components of GEE 21. Students in the eleventh grade must take and attain the standard scale score in the Science or the Social Studies components of GEE 21. In the event the student does not attain in the initial administration, remediation and retest opportunities are available.

Students who begin taking GEE 21 must achieve the required achievement level on the mandated portions of GEE 21.

### **Policy for Remedial Credit GEE 21**

A student may apply a maximum of two (2) Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation and by scoring at Basic on the test that corresponds to the remediated subject.

## **Performance on the Louisiana Department of Education (LEAP) – Graduation Exit Exam (GEE)**

In addition to completing a minimum of 23 (24 for 2008 Freshmen and those thereafter) Carnegie units of credit, the student shall also be required to pass the Graduation Exit Examination (G.E.E.)

The English Language Arts, Written Composition, and Mathematics components of the G.E.E. shall first be administered to students in the 10th grade.

The Science and Social Studies components of the graduation test shall first be administered to students in the 11th grade;

Remediation and retake opportunities will be provided for students who do not pass the test.

## ENRICHMENT AND ACCELERATION

### Horizontal Enrichment

The possibilities that should first be explored for horizontal enrichment for academically oriented pupils include classroom groupings, honors/academically enhanced courses, classes for the gifted, and programs and schools for the academically/artistically talented.

### Gifted Program

According to the State Department of Education Pupil Appraisal Handbook, gifted children and youth are defined as those who possess demonstrated abilities that give evidence of high performance in academic and intellectual aptitude. The screening for potential gifted children involves the use of standardized measures and teacher ratings. Standardized norm-referenced test scores are used as well as the Modified Renzulli-Hartman Scale for rating superior pupils and pupils' work samples.

When a pupil is believed to be gifted, the parent, teacher, principal, or counselor may initiate a referral to the SATeam in accordance with standards set forth by the State Department of Education Pupil Appraisal Handbook.

Programs for the gifted/talented must locate and identify gifted/talented LEP pupils who could benefit from the program. (*Refer to SDE Bulletin 1851, pg. 5.*)

### VERTICAL ACCELERATION

Although vertical acceleration is not encouraged, it is acknowledged that in certain unusual cases, and for good reasons, acceleration may be in order. Alternatives such as horizontal enrichment *must* be explored before considering acceleration.

7th grade pupils for whom vertical acceleration is being considered may not be accelerated to 9th grade without having passed the 8th grade LEAP 21 test. The decision to accelerate a student will be made by the SAT.

### Grades 9-12:

There are procedures for acceleration available to qualifying students in grades 9-12. These include:

- **High School Credit for College Courses** (applies to students attending college part-time)

It is possible for a pupil to be accelerated through obtaining high school credit for college courses. The pupil must make arrangements prior to the fact by obtaining permission from the principal and must follow the other criteria prescribed in State Department of Education Bulletin 741.

- **High School Credit for College Courses for Identified Gifted Pupils**

Pupils with fewer than 12 Carnegie units may earn high school credit for college courses only if they are identified gifted pupils and follow SDE Bulletin 741 standards 2.105.51 - 2.105.58.

- **Advanced Placement Courses**

Another avenue to be used for acceleration is the pursuit of Advanced Placement course work. Arrangements must be made prior to the fact with the principal, and the criteria prescribed by the College Board must be followed. (See Bulletin 741)

The counselor must be consulted relative to individual programming, and it is also possible for students to register for the College Board Advanced Placement Tests where criteria of the College Board are met and the counselor is consulted about adequate preparation; e.g., successful completion of advanced honors courses.

- **Proficiency Examination**

High school credits shall be granted to a pupil passing a Louisiana State Department of Education approved ACSA Proficiency Examination (see *SDE Bulletin 741*). The district procedure in compliance with Bulletin 741 occurs for each testing situation (one student or a class).

The teacher identifies which students are proficient in course content and recommends to the principal for a Proficiency Examination. The principal obtains written permission from the parent for the Proficiency Examination in that course. Parental permission becomes part of the student's cumulative record. The principal completes the district form, which may be obtained from the ACSA Director of Curriculum, for the Proficiency Examination.

This form, along with a written request and the examination, is forwarded to the Guidance and Counseling Department. The ACSA Director of Curriculum will review and approve the test. Upon such approval, the Superintendent approves the request, which is then forwarded to the *Louisiana State Department of Education* for review and approval.

With ACSA and *Louisiana State Department of Education* approval, the school is notified and the student(s) are tested. After testing, the school completes the last two columns and the principal signature area of the district request form and forwards it to the ACSA Director of Curriculum. The Superintendent signs this document with copies returned to the school and the *Louisiana State Department of Education*. At this point, the student and parent may be notified of the grade.

The grade shall be issued for the student with the course title, year taken, P/F (Pass or Fail) and unit of credit being entered on the *Certificate of High School Credits*

(transcript) with M.P.S. (Minimum Proficiency Standards) indicated in the remarks column.

Unless otherwise indicated by the Louisiana State Department of Education, "P" (Pass) is equal to a score on the test of 70 or greater and "F" (Fail) is equal to a score of 69 or below. The grade must be submitted for the record. The ACSA Director of Curriculum will provide assistance to all schools.

- **Early College Admission Policy**

Another avenue that may be explored by a pupil for acceleration purposes is the early college admissions policy, as stated in LDE Bulletin 741. The pupil must make arrangements prior to admissions by obtaining permission from the high school principal and acceptance to the college.

## **Guidelines for Nonpublic and Home Schooling Students Transferring to the Public School System: Participation in the LEAP 21**

A student who is transferring from any in-state nonpublic school or any home schooling program, or any Louisiana resident transferring from an out-of-state school to enroll in the Louisiana public school system at grade 9 shall be required to take the 8th grade LEAP 21 English Language Arts and Mathematics tests. Eighth grade students must score Basic or above on either the LEAP 21 English Language Arts test or the LEAP 21 Mathematics test and Approaching Basic or above on the other one. The following guidelines shall apply:

1. Students may take LEAP 21 at either the Spring or Summer administration prior to enrollment. It is the responsibility of the parent to contact the District Test Coordinator to register for the test. **However, those who take the Summer test will have no opportunity for remediation.**

Nonpublic and Home school students shall register for the test at the district school using the LEAP 21 Spring and/or Summer Registration Form. A copy of the registration form may be obtained at any school site.

2. The nonpublic school and parent (or home schooling parent) is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standard accommodations.

3. Students with disabilities who have a current 1508 evaluation will participate in on level LEAP 21 testing. Promotion decisions for these students will adhere to those policies as outlined in the High Stakes Testing Policy.

Direct or related special education services will not be provided to special education students in a home schooling program if the parent(s) has refused a free, appropriate public education (FAPE) at an ACSA School. Students whose parents/guardians refuse FAPE through the IEP process are not eligible for special education direct or related services in a home schooling setting. In the event a parent/guardian decides they want FAPE for their child after they initially refused, they may contact the Exceptional Children's Services Placement Office for processing.

4. LEAs may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.

Parents may obtain a Spring and/or Summer Testing Registration Form from any of the district schools. A \$25.00 refundable money order is to accompany the LEAP 21 Spring and/or Summer Registration Form. Upon completion of the form the parent

shall return the registration form and the money order to the district school. The district schools will then deliver the forms and money orders to the Office of Accountability Services prior to testing. If the student is enrolled as ACSA student on or before the October 1st MFP counts, Accountability Services will begin the process for refunding the parents. Refund checks will be requested after October 1.

5. Students who participate in a spring administration and fail to score at the required achievement level(s) are eligible to retake the LEAP 21 at the following summer administration.

6. LEAs shall offer LEAP 21 summer remediation to nonpublic/home schooled 8th students who fail to score at the required LEAP 21 achievement level(s), as well as to nonpublic/home schooled 8th grade students who did not test in the spring but wish to prepare for the summer administration. LEAs may charge a fee, not to exceed \$100.00 per student, for such remediation. The summer remediation fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the summer remediation.

Parents may obtain a Summer Remediation/Testing Registration Form from any of the district schools. A \$100.00 refundable money order is to accompany the LEAP 21 Summer Registration Form. The \$100.00 fee is for both remediation and retesting. Upon completion of the form the parent shall return the registration form and the money order to the district school. The district schools will then deliver the forms and money orders to the Office of Accountability Services prior to testing. If the student is enrolled as an ACSA Student on or before the October 1st MFP counts, Accountability/Assessment will begin the process for refunding the parents. Refund checks will be requested after October 1.

7. Students who fail to score at the required achievement level(s) are not required to attend summer remediation offered by the LEA to be eligible to take the summer retest. However, students must attend the LEA-offered summer remediation to be eligible for the appeal process or the policy override.

8. Only those students who score at the required achievement level(s) after participation in both the Spring and Summer administration of LEAP 21 and who attended the summer school offered by the LEA are eligible for the appeals process or the policy override, provided all criteria are met. (Refer to the High Stakes Testing Policy.)

9. Students who participate only in the Spring administration or only in the Summer administration and fail to score at the required achievement level(s) are not eligible

for the appeals process or the policy override. These students are not eligible to take the iLEAP Tests for placement purposes.

10. Students transferring into local school systems after the summer retest but prior to February 15th are required to take the state-selected form of the iLEAP Tests for grade placement, if the students have not taken LEAP 21.

11. Students taking the iLEAP Tests are not eligible for a retest or appeals process. These students may be eligible for the policy override based upon a decision by the SAT.

Please note that this is the iLEAP Placement Test that is used from August to February for placement purposes in lieu of LEAP 21. The district school shall administer the test and its SATeam shall make decisions concerning the policy override.

12. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

NOTE: A Louisiana resident transferring from any out-of-state school is defined as a student living in Louisiana but attending school in an adjacent state. Home schooling students are entitled to test every administration of state-mandated testing.  
BESE Approved: September 18, 2003.

## TRANSFER PUPILS

A. All new registrants to Edna Karr High School are required to present to the principal of the school:

- a copy of their official birth records and social security cards.
- a transcript for grades 10, 11 and 12, and a report card for grades 9
- the immunization records as required to comply with State law and the regulations of the city of New Orleans Health Department.
- a completed Home Language Survey form which is available at the school.
- a copy of LEAP 21 scores for 9<sup>th</sup> grade
- Students who transfer during the school year must be judged to be able to meet the attendance requirements of the state before Karr will accept them.

B. A pupil transferring to the Edna Karr from another “approved” school (designated by the State educational agency) within or out of the State will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned.

A student from a “non-approved” school (as designated by the State educational agency) within or out of State shall be required by the principal of the receiving school to first undergo an examination on all or any part of the work completed in the former school and should be placed in the grade to which he/she was assigned. The examination grade is the grade to be used for averaging the final grade of the student.

Whenever a pupil transfers out of the school or completes the program of studies at the school, the principal or designee is responsible for the translation of the records of pupil performance in each subject or area into the grading scale used by ACSA. The principal or his/her designee is also responsible for the discussion of the grades assigned with the parents or guardians at an exit conference.

C. Migrant pupils are eligible for migrant education under Title I Migrant Education as they move from parish to parish and state to state. Such pupils and parents qualify when they are involved with agriculture and fishing. Records from previous schooling, as well as other documents as indicated above, are required for migrant pupils.

D. Foreign pupils whose parents reside in the Parish of Orleans may apply for admission to Edna Karr. No pupil shall be denied registration or enrollment because he/she does not have immigration status documentation.

The principal of the school may evaluate the transcripts of pupils acquired in foreign schools, or they may be referred to the ACSA Director of Curriculum if there are any decisions to be interpreted or evaluated. Transcripts of American pupils attending

American schools in foreign lands are accepted as presented except for any adjustments to fit the local program of studies and/or computerized programming.

E. According to Section 625 of the IIRIRA Act (a federal law effective November, 1996), all students on F - 1 Visas shall:

- be limited to 12 months status in order to study in public schools, and
- reimburse the school district for the entire cost of such schooling.

Students should know:

Louisiana school districts that issue I-20 forms must devise a payment plan for the student to reimburse the school district; in ACSA, I-20 forms are issued through the ACSA Director of Curriculum;

The yearly cost of educating a student in the ACSA is \$5,647.00, as based on data from the OPSB Budget Department;

Students shall make two payments of \$2,823.50 each to ACSA by money order or check at the beginning of the school year (August) and at the beginning of the second part of the school year (January) before school begins for each session.

Students will not be enrolled until the payments are made. Payments should be made to ACSA and sent to the ACSA Director of Curriculum.

The I-20 form now must be issued on a yearly basis. At the close of the 2006-2007 school year, I-20 forms previously issued for more than one year are no longer valid. Students and their guardians shall contact ACSA Director of Curriculum each year.

Students who are not enrolled for the entire year will pay on a prorated monthly basis with one payment (check or money order) to ACSA before enrollment. This law also applies to students who are referred to as "foreign exchange" students who come to the school district through an exchange program.

F. Except for unusual circumstances, specifically defined, e.g., political refugees, the State Department of Education and ACSA policy require officially validated records of credits earned.

G. The "Counselor's Copy" of the Cumulative Record of a system pupil transferring from one school to another is supplied to the receiving school through the transfer of the Cumulative Folder containing the latest computerized transcript or, if need be, through a request to the Central Office Computer Services. The principal always maintains on file the official copy of the individual pupil's transcript. Cumulative Records are computerized for each secondary school pupil.

H. Pupils who have filed for permission from the State Board of Elementary and Secondary Education to participate in the Home Study Program and have been granted that permission and who wish to reenter the ACSA will fulfill the following requirements:

Before re-entry to any ACSA school, the parent must make an appointment to see ACSA Director of Curriculum. This Instructional specialist will review the following documents:

- previous report cards from school of last attendance
- copy of the approval application (for each year of home schooling) completed by the
- parent with SBESE approval
- copy of assignments in each subject area
- copy of an academic exam (NRT or CRT); Parents may elect at a cost of \$25.00 to have their students take the appropriate grade level test - the LEAP-CRT or the State
- adopted standardized norm-referenced test (NRT) - at the district school.

Testing occurs in April. Parents must make arrangements with the district school for this testing.

I. The ACSA Director of Curriculum will provide the parent with a letter of entry for the school.

J. In addition, at the secondary level, when a returning pupil seeks Carnegie unit credit, take an examination (the Proficiency Examination given at the school of entry) covering the work for the whole year (two semesters) in each course for which Carnegie unit of credit is requested. The tests are scheduled and administered by the school within six (6) to eight (8) weeks after the student registers with the school.

K. The student will be referred to the school site SAT for monitoring of progress for the first year of return to the district.

L. The principal of the school with recommendations of the ACSA Director of Curriculum, will decide the placement of the pupil.

M. Once the student enrolls, the student will be responsible for all state/local CRT or NRT testing and academic work in the school.

N. Students with disabilities in grades 3-9, who have a current LDE Pupil Appraisal Handbook/Bulletin 1508 evaluation, will participate in GEE testing. Promotion decisions for 4th and 8th grade students will adhere to those policies as outlined in the High-Stakes Testing Policy for students with disabilities participating in on-level testing. Students in grades 3, 5, 6, 7, and 9, and students participating in alternate assessment will adhere to those procedures outlined in the Pupil Progression Plan.

o. Students who have a J-2 status are not on exchange students' visas and are therefore not covered under CSIEI agreements or USIA agreements of exchange students studying in Louisiana under a cultural exchange program. A J-2 visa is not subject to the regulations that govern "F-1" visa students and therefore no tuition payment is required.

p. Students on J- 2 visas shall be admitted to the school using the process of admissions applicable to that school for other students. They have the right to earn a Louisiana State Department of Education diploma.

q. Foreign Exchange Policy,

A foreign exchange student is defined as one whom:

- participates in a valid exchange program that allows the student a one-year stay with an exchange (host) family.
- stays with an exchange (host) family who resides in Orleans Parish.
- understands that this ACSA enrollment is only a year long educational exchange where progress reports will be returned to the school in their country to meet the graduation standards from that school, not the Orleans Parish school.

The admission of foreign exchange students is considered above the admissions count with a maximum of two students per school with foreign exchange students auditing classes.

An exchange contract must be completed and signed by the school principal, host family, and student. The school's responsibilities include:

- maintaining a record of student's attendance and academic progress, and
- providing students with a complete record of academic progress to return to the home school.

The host family's responsibilities include:

- providing previous academic records to the accepting school, and
- providing a birth certificate and immunization records
- complying with all rules and regulation for student population, i.e., attendance, behavior, etc.

The ACSA Director of Curriculum will complete an academic review indicating exchange requirements for the accepting ACSA school. ACSA Director of Curriculum will issue a placement letter after consultation with the Edna Karr principal before a student can be admitted to Edna Karr.

## **Alternatives to Regular Placement**

Edna Karr High School does not offer alternatives to regular placement, other than through its Special Education Department.

## **STATE-APPROVED ALTERNATIVE SCHOOLS/PROGRAMS/SETTINGS SUGGESTED ALTERNATIVE SCHOOLS/PROGRAMS/SETTINGS:**

### **Review of Placement**

The Algiers Charter Schools Policies-Regulations-By laws describe the regular and special placement of pupils, including grading, progress, promotion, retention, acceleration, and transfer. The Policies Manual is a document in the public domain and the information contained therein is disseminated and utilized according to need.

At any time a pupil or parent may request to inspect that pupil's records, in compliance with the provisions of the Family Educational Rights and Privacy Act of 1974 and regulations governing access to the disclosure of information from pupil records. When individual requests for review are initiated by a pupil, parent, teacher, principal, or superintendent, these policies are followed.

The process itself that is involved in placement, which includes the pupil, teacher, parent, counselor, principal, and Superintendent, acts as an ongoing monitoring system that frequently becomes an individual placement review or is directed at an individual placement review. Should unusual circumstances occur beyond the province of the school system, the LDE, the federal guidelines, or other resources are consulted for advice.

Pupils, parents, teachers, principals, or the Superintendent may initiate a request for the review of a pupil's placement at any time. The placement process itself acts as a monitoring device as does the computerized programming, which ensures uniformity across the district. A pupil's records are protected by the "Pupil Records and Privacy Rights of Parents and Pupils", ACSA Policies

## **POLICIES ON RECORDS AND REPORTS**

### **Cumulative Folder**

A cumulative folder is maintained on every pupil in the system. The folder will be transferred from one school to another within the system, and it will be filed in the records of the school last attended by the pupil. Each cumulative folder should include the following items (where applicable):

- Course Grades
- Access to Confidential Records form
- Guidance information
- Anecdotal records
- Doctor's certificates
- Health records (i.e. immunization record)
- Student Study Educational Plan (Appendix M)
- Multidisciplinary evaluations (stored in special education confidential files)
- Discipline and Dress Code Contract
- Test profiles of local testing programs
- Standardized norm-referenced test scores
- LDE (LEAP) Individual Student Report for grades 3 and 11
- Current report cards
- Elementary report card
- Communications from parents, where appropriate
- Current computerized transcript
- Record of results of credit exam
- Outcome of student participation in remedial and alternative programs
- Documentation of SAT procedures and actions
- Parent/student refusal of LEAP remediation
- Copy of pupil's social security number when provided by the pupil
- Home Language Survey form
- 504 evaluations and accommodation plans

### **Special Education Students:**

- IEP Due Process checklist
- Referral forms
- Multidisciplinary evaluations
- Current ESY IEP (and all former ESY IEPs)
- Current IEP (and all former IEPs)
- Copy of placement letter
- IEP Progress Report forms
- All LDE LEAP/GEE Notification
- LAA Instruments (for students determined eligible to be tested utilizing Louisiana Alternate Assessment/LAA)
- 5 year Educational Plan

- Career Interest Survey for grades 8 - 12
- and other Special Education documents as specified in the amended Individuals with Disabilities Education Act (IDEA)
- and other documentation of SAT procedures and actions regarding qualified pupils with disabilities under Section 504 of the Rehabilitation Act of 1973

Note: A Special Education Cumulative Folder is to be maintained on every exceptional pupil in the district.

All special education records, as specified in the approved Individuals with Disabilities Act (IDEA) – Part B, LEA Application, must be confidentially and securely maintained.

### **Retention Documentation**

When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.

### **Computer Technology and Record Keeping**

The ACSA has pioneered the use of computer technology that begins with the pupil's registration and ends with the finished Certificate of High School Credits. The certificate conveys to the State Department of Education (for its certification) the information relative to the completed program of studies for each pupil based upon that pupil's computerized

### **Cumulative Record or Transcript**

Schools are responsible for accurate electronic student data record keeping, including demographic information, attendance, report cards, etc.

School site student data, captured nightly, is consolidated into the centralized student database. Local, state, and federal reporting occurs from the centralized student database. Schools shall follow procedures for collecting and maintaining student data as outlined in the district's student information systems users' guide. The application of computer technology to record keeping for pupils is mandated in the ACSA and includes for each pupil:

- a. Pupil Data Base (demographic and emergency information);
- b. Pupil Schedule - grades 1 – 12;
- c. Pupil Standardized Norm-referenced Test Scores;
- d. Pupil Cumulative Record (Transcript) - grades 1 – 12;
- e. Pupil Certificate of High School Credits (graduating seniors);
- f. Pupil Report Card (computerized) – grades 1 - 12;
- g. Pupil Daily Attendance Record;

- h. Dropout and suspension/expulsion statistics;
- i. Other pertinent data that can be obtained from the data base, (e.g., honor roll, grade analyses, etc.);
- j. Louisiana Educational Assessment Program (LEAP) scores;
- k. Exceptional Pupil: In order to support Special Education requirements, the Exceptional Children's Services Unit maintains additional computerized information on each pupil evaluated by a multidisciplinary team as an exceptional pupil.

Computer technology can also be used for assistance with other instructional programs at the classroom level.

## **Policies on Due Process**

In the school system hierarchy, pupils and/or their parents may make an appointment with a teacher within the hours of the school mutually agreeable time to discuss pupil placement/progress.

At the secondary level, the counselor plays a key role as an advisor to pupils about programming, options, and progress; often, pupils ask counselors to investigate their concerns relative to placement. Beyond these personnel, pupils and/or their parents may seek further assistance from the school administration, the area associate superintendent, and the superintendent (or their designees).

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

A teacher must be notified if a principal corrects a grade issued in error or if the grade is demonstrably inconsistent with the teacher's grading policy, and the principal shall discuss the matter with the teacher if the teacher so requests. If the teacher desires, he may appeal to the next higher level.

Through due process, teachers are also to follow this pattern for other placement problems. There is a prescribed grievance procedure for pupils promulgated at the schools. Formal procedures, as well as practice, provide opportunities for pupils and teachers to be given due process in connection with placement, grading, etc.

Appropriate translated forms should be used when communicating with parents whose literacy skills in English are limited. Failure to meet this responsibility results in denial of due process. (Refer to LDE Bulletin 1081, pg. 26.)

### **Exceptional Pupils**

Due process procedures for placement of exceptional pupils are in compliance with Section 501-519, Bulletin 1706. In order to insure that the rights of exceptional children and their parents are protected, this law requires that certain procedures or safeguards be available which will assure a free, appropriate, public education and related services for all exceptional pupils, ages 3 - 21.

In the case of the exceptional student, the due process procedures are consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

In order to insure that the rights of exceptional pupils and their parents are protected, the ACSA have adopted policies that assure that certain procedures and safeguards are guaranteed.

The policies outline the following rights:

- the opportunity to inspect and review all educational records;
- the right to an independent educational evaluation;
- the right to prior written notice in the native language of the parent and child, when appropriate;
- the right to an impartial due process hearing; and
- the right to appeal a hearing decision.

**Non/Limited –English- Proficient**

Due process procedures for non/limited English proficient students whose parents may also be non/limited English proficient must be in accord with those described in Bulletin 1851: Louisiana School Administrators Handbook: Educating the Language Minority Student with Limited English Proficiency; pages 7-8.

## **Placement Policies: Local Option**

Local placement policies have been addressed in SECTION II of this plan.

## **Remediation (LEAP)**

### **REMEDIATION: LEAP FOR THE 21ST CENTURY (LEAP 21)**

#### **A. Program Objectives**

Edna Karr High School will provide remedial instruction for high school students who failed any part of the Graduate Exit Exam for the 21st Century (GEE 21). The program objectives are as follows:

- 65% of the high school students receiving remediation will meet attainment levels on the Graduate Exit Exam for the 21st Century (GEE 21).

#### **B. Program Description**

Edna Karr High School will determine and have approved by the ACSA Director a plan for the remediation of eligible students which best meets the needs of the eligible students at each school site from among the following programs of remedial instruction:

- extended school year (summer)
- extended school day
- remedial elective classes in the senior high schools
- secondary pullout program by tutors under the prescription of the certified teacher
- Credit recovery classes
- Virtual school courses

#### **Student Selection Criteria**

Lists of eligible students and the subjects in which they are eligible for remedial instruction shall be maintained in the central office, and individual schools shall maintain rosters of eligible students in the subjects in which they are eligible.

#### **Students with Disabilities**

All students with disabilities who participate in on-level testing should receive services along with regular education students in summer programs. These students must be provided with significant accommodations as noted in the students' IEPs.

#### **Pupil/Teacher Ratio**

Depending upon the school plan, the pupil/teacher ratio will range from 5:1 in pull-out tutorial programs to 20:1 in remedial elective classes.

#### **Instructional Time**

Depending upon the school program and the extent of the deficiency of each eligible student, contact hours of remedial instruction will be at least 80 hours per instructional unit.

### **Selection Criteria for Teacher and/or Paraprofessionals**

Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications. As per the SDE guidelines for paraprofessionals working in the CRT/LEAP 21 Remedial Education program, all tutors shall be at least 20 years of age, have a high school diploma, and show evidence of at least 60 hours of college credit from an academic institution of higher learning. Such tutors/paraprofessionals shall provide remedial instruction under the

supervision of the regular classroom teacher who has prescribed the deficiencies to be addressed based on the Individual Student Report. Such a prescription shall be documented on the Contact Hours Documentation Form for use by tutors/paraprofessionals.

### **Materials and Methodology Used**

Teachers providing the remedial instruction with the approval of the principal and the Director of Instruction shall select supplementary materials at individual school sites. These materials of instruction will include (but not limited to) software, consumable workbooks, skill texts, manipulative, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.

The methodology employed to remediate eligible students will be appropriate to the students' learning styles and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 60% on the Individual Student Reports shall be considered areas of particular focus.

In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.

Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but not be limited to, special exercises for remediation, computer-aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment.

### **Documentation of Students' and Parents' Refusal to Accept Remediation**

A district-wide form will document the program offered at each school site, which explains the remedial effort of CRT/LEAP 21 eligible students (including remedial instruction by the regular classroom teacher in grades 4 and 8 and a remedial elective class at the secondary level). The signature of parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.

**C. Coordination with Other State, Federal, and Local Funds Special Education**  
Special education eligible students are eligible for State-funded LEAP 21 remedial education.

**Title I**

Title I eligible students are eligible for state-funded remedial education. Communication/coordination among regular classroom teacher, CRT/LEAP 21 remediating teacher (if different), and the Title I teacher shall be in writing and on a regular basis.

**LEP**

LEP eligible pupils are eligible for any and all state-funded remedial education and Title I instructional services.

**Local Funds**

Local effort includes the salary of the remedial elective teachers and the regular classroom teacher. The local district provides materials of instruction such as basal textbooks. Principals will administer the programs with the help of clerical personnel employed by the school district. The district shall provide the technical assistance to track the CRT/LEAP 21 testing and remediation program electronically, assuming that the state provides the tape from all testing opportunities in a timely fashion.

**D. Evaluation Plan**

The CRT/LEAP 21, Integrated CRT/iLEAP, DIBELS and GEE 21 are the instruments used to measure the extent of growth and achievement of students in the ACSA. Evaluation of Performance of students is addressed in 3.05 through 3.88.

## APPENDIX

### APPENDIX A

#### DEFINITION OF STATE TERMS

1. **Acceleration** - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to the State Department of Education Pupil Appraisal Handbook.
2. **Alternate Assessment** – part of the LEAP assessment for students with significant cognitive deficits not eligible for regular LEAP.
3. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas.
4. **Grade-level Expectation (GLEs)**- statements of what all students should know or be able to do by the end of each grade, PreK-12, in English language arts, mathematics, science, and social studies.
5. **LEAP 21 Summer School** – The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP 21 test in English language arts or mathematics.
6. **Louisiana Educational Assessment Program (LEAP)** - The state's testing program that includes grades 3, 5, 6, 7, and 9 Louisiana Norm-referenced Testing Program; grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies, and science; the Graduation Exit Examination (written composition, English/language arts, mathematics, science and social studies); and the LEAP Alternate Assessment Program for students with significant disabilities, enrolled in grades 3-8 and the 1st, 3rd, and exit year of high school.
7. **Louisiana Comprehensive Curriculum (LCC)** - Curriculum that is aligned with state content standards, as defined by grade-level expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.
8. **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
9. **Pupil Progression Plan**- "The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are

compatible with the Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary

Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.

**10. Regular Placement** - The assignment of pupils to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.

**11. Remedial Programs** - Programs designed to assist students including identified exceptional and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.

**12. Remediation** - See Remedial Programs.

**13. Retention** – Non-promotion of a pupil from a lower to a higher grade.

## DEFINITIONS OF LOCAL TERMS

1. **Above Grade Level/Academically Enhanced** - Those pupils who have performed at stanine 6 or above on a standardized norm-referenced test, maintained a B or above average (in subject matter area), and have a summary assessment of 30 or higher on the Modified Renzulli-Hartman Teacher Recommendation Form.
2. **Academically Able/At Grade Level** - Those pupils who are performing at the appropriate grade level with a passing grade and have performed at stanine 4 or 5 on a standardized norm-referenced test.
3. **Advancement** - The assignment of a special education pupil enrolled in an alternative to regular instructional program (either self-contained or resource) to the next higher level: primary, intermediate, middle/junior or senior high.
4. **“At -Risk Student”**- A student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, drug abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socioeconomic status, unemployment, and other environmental conditions not conducive to success in school.
5. **Attendance** - present at school and actively participating in classroom and school activities.
6. **Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)** - a medically defined neurological disorder manifested by difficulties in attention and concentration, impulse control, and activity level.
7. **Benchmarks** - statements that reflect developmentally appropriate levels of the standard and that add definition and detail to the standard.
8. **Compensatory and/or Remedial Programs** - Programs designed to assist pupils including identified disabled pupils to overcome educational deficits identified through the State Grade Level Criterion Reference Test and other local criteria.
9. **Dyslexia** - a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.

10. **Exceptional Pupil** - One who is evaluated in accordance with Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act, and is determined according to the State Department of Education Pupil Appraisal Handbook, to have an exceptional ability or a disability.

11. **Faculty Review Committee**- The school governance body that insures due process is afforded students who are suspended or recommended for expulsion.

12. **Inclusion** - refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend if he/she did not have a disability; involves bringing the support services to the child rather than moving the child to the services; requires only that the child will benefit from being in the class, rather than having to keep up with the other pupils.

13. **Louisiana Literacy Assessment Program** - Means "a process of measuring pupil performance in the application of academic skills to life coping situations to assure that each Louisiana graduate is literate." (Act 750)

- The Louisiana Literacy Assessment Program is envisioned by the State Department of education and the State Board of Elementary and Secondary Education as a merging and an enjoining of the assessment testing mandated as part of Act 621, and the State Basic Skills Test as intended in Act 750, as well as the policies of the State Board of Elementary and Secondary Education.
- Implementation of the new phases of the program will be progressive beginning with grade two in the 1981-82 school year. In the meantime, state assessment as mandated in Act 621 will continue as scheduled.
- Any state or local planning undertaken in Louisiana education that deals with testing or assessment should provide flexibility to coincide with the envisioned assessment program.

14. **Language Minority Student** - One whose home language is other than English as determined by a Home Language Survey.

15. **Limited-English- Proficient (LEP)** - A language minority student whose English aural comprehension, speaking, reading or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade or whose native language is a language other than English.

16. **Native Language** – The term “native language” when used with reference to an individual with limited English proficiency, means the language normally used by the individual or in the case of a child, the language normally used by the parents of the child.

17. **Sheltered English** - An effective approach for teaching academic courses to LEP students who have not attained minimal English proficiency; concepts are taught in more easily understood English language.

18. **State Content standards** – Written subject area standards outlined in SDE Curriculum Guides

19. **Student Assistance Team (S.A.T.)** - A designated school-based committee consisting of support personnel, teachers, school administrators, and parent and pupil representatives to address individual and group needs at the school. The SAT must consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973.

20. **Standards** - General statements that represent what information students should know/understand or what skill/processes they should be able to do as a result of their educational experience.

21. **Student Initiated Activity** - Those unstructured, non-teacher directed learning activities that pupils engaged in during the school day. These learning activities might be initiated by an individual pupil or a small group of pupils according to interest and availability of resources within the classroom setting. The teacher facilitates and supervises rather than directs these activities.

22. **Transition Class** - A class set up in a school with an alternative classroom teacher to deliver services to those pupils for whom the regular program has not worked. A 15:1 pupil teacher ratio will be maintained in order for those special needs pupils (overage, multiple retainees, etc.) to receive individualized, intensive instruction and care.

23. **Term** – a period of time at the end of which a student is assigned a final course.



## Appendix C

### Edna Karr High School Early Release Form

Early release is conditional at Edna Karr High School. Before early release can be considered, students must attain the following:

- 1) A minimum score of 20 on the ACT
- 2) Successful completion of all four parts of the state GEE test
- 3) Be in need of fewer than seven (7) Carnegie units of credit for graduation
- 4) Have a conversation with a counselor that describes the options available to students through interagency agreements that ACSA has, internships, college courses open to high school students and Advanced Placement courses.
- 5) Parent signature on this document indicating that the above has been explained and understood.

I understand the requirements needed for early release and understand the options available for my child. Thus, I am requesting that my child \_\_\_\_\_ be given a schedule that allows him/her to be released for (circle the appropriate number) 1 2 3 periods per school day.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date