

2020-2021

Pupil Progression Plan

for

Zachary Community School District

Background and Purpose

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

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

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

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

Questions about this document should be directed to ppp@la.gov.

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Placement of students in Kindergarten and Grade 1

Kindergarten

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

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

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

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

Grade 1

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

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

The Desired Results Developmental Profile (DRDP-K) is the primary screening instrument used to screen students entering kindergarten. The DRDP, the Observation Survey and end of year kindergarten math test will also be used for every student who is age appropriate for first grade but has not attended an approved full-day public or private kindergarten for a full academic year. Additionally, the kindergarten report card will be reviewed and if needed, school level assessments will be administered to assess the student's proficiency in kindergarten critical skills. The SBLC may recommend early entrance into kindergarten for those students identified as gifted per LA. Department of Education Bulletin 1508. They must also be screened and have mastered pre-k skills using the Desired Results Developmental Profile-K (DRDP-K). The DRDP-K is used to provide data for programing purposes. After students are assessed teachers, use the information to determine skills mastered and those areas needing assistance. Grouping is then setup in classrooms according the student's academic needs.

Placement of transfer students

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

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

Students enrolling in grades 5 and 9 transferring to a public school for the 2020-2021 school year from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, do not have to take the state placement test, although the test remains available.

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

A student transferring from an unapproved school, in-state or out-of-state, approved home study programs, or foreign schools will have placement and/or credits determined for the student through screening, evaluations, and/or examinations.

The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.

The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

When a student transfers from a school which used letter grades only, the following numerical grades shall be assigned:

A = 97

B = 90

C = 80

D = 71

F = 66

Home Study

Students of all grade levels who have been on state approved home study programs and wish to enter the Zachary Community Schools will:

- Report to the assigned school
- Present a copy of the approved application for each year that the student has been in the home study program
- Present a report that provides information about the program of studies pursued by the student while in home study and grades earned

Elementary Placement for Home Study Students

The assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students. SBLC shall make placement recommendations after receiving results.

Middle School Placement for Home Study Students

It is recommended that the students enter at the beginning of a semester. Students entering during the semester must successfully complete all required course work from point of entry. The student shall be placed using the following guidelines:

- Evaluations from norm referenced tests per parish standards, or other diagnostic or achievement instruments used by the school.
- **STUDENTS ENTERING FROM APPROVED OR NON-APPROVED HOMESTUDY PROGRAMS ENROLLING IN 5TH AND 9TH GRADES FOR THE 2020-2021 SCHOOL YEAR DO NOT HAVE TO TAKE THE STATE PLACEMTN TEST.**
- Recommendations by the School Building Level Committee.
- **STATE PLACEMENT TESTING**

High School Placement for Home Study Students

The home study student should enter at the beginning of a semester. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams developed and administered at the school where the student is applying. These tests may be taken prior to placement into the school system.

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

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

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

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

The decision to promote a student must be based on multiple factors including ongoing teacher observation across subjects, student work samples collected throughout the year, information from multiple assessments, and parent input. The decision makers should also consider the emotional and social implications of retention, and determine the necessary support and instruction that will enable the child to improve.

Readiness for first grade will be determined by proficiency in kindergarten skills. Children are expected to meet standards on 20 of 28 skills in ELA and 17 of 24 skills in Math of the kindergarten curriculum to be eligible for promotion to first grade. Students who have not met these standards will be referred to the SBLC for consideration of alternatives to retentions or retention. A checklist of the skills in language arts and mathematics will be maintained for each child in pre-kindergarten and kindergarten.

Evidence of proficiency will be authentically assessed in the context of developmentally appropriate activities at each level at grades one, two, three and four. To be promoted in grades 1-2, a student must have an annual average of 67% in reading and 67% in math and 67% in one other subject unless the student fails reading or mathematics for the third or fourth grading period. In that case, promotion will be determined by the SBLC.

Evidence of proficiency will be authentically assessed in the context of developmentally appropriate activities at each level at grades one, two, three and four. To be promoted in grades 3-4 a student must have an annual average of 67% in ELA or mathematics and two other core subjects. SBLC will determine whether any student not meeting these criteria will be promoted.

To be promoted in grades 5-6, a student must have an annual average of 67% in reading or mathematics and two other core subjects. The SBLC will determine whether any student not meeting these criteria will be required to attend school approved remediation to be considered for promotion.

To be promoted in grades 7 a student must have an annual average of 67% in reading or mathematics and two other core subjects. The SBLC will determine whether any student not meeting these criteria will be required to attend school approved remediation to be considered for promotion.

A student may be recommended for promotion although the recommendation is in conflict with the criteria for promotion. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the School Building Level Committee. (See process under review of placement.) This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. This provision is indicative of the fact that the Zachary Community School District will recognize each student as an individual.

Students who are two or more years older than their peers will be assessed by the SBLC for appropriate placement and recommended for an alternative type placement.

When an over-aged student transfers into ZCSD during the school year and is inappropriately age placed, the school administrator and the appropriate director shall determine the appropriate placement.

When the SBLC is convened to discuss promotion from one school level to another, the appropriate director reviews and determine if the recommendation made by the SBLC is appropriate.

A student will be retained not more than one time for failure to meet academic requirements in grades K-3.

A student will be retained not more than one time for failure to meet academic requirements in grades 4-5.

A student will be retained not more than one time for failure to meet academic requirements in grades 6-7.

A student in grades K-8 who has met the academic requirements for promotion may be considered for retention if parents provide a written request by the end of the third grading period. This written request by the end of the third grading period. This written documentation must state the reasons for special consideration for retention.

When a decision is made to retain a student, the parent/guardian will be notified in writing of the decision and of the system's due process procedures. A parent requesting a review of the retention decision must make that request to the principals in writing by July 1st following the recommended retention.

The SBLC, which will consider parental requests for retention, should be composed of 5 members: the classroom teacher, principal, counselor, a designee of the central office and the parent. (Both parents are encouraged to attend the conference, but together they are considered as one member of the committee). The recommendation for retention must be supported by a minimum of four members of the committee and should be based on careful review of all the data, including current school year data which includes standardized test scores, grades and attendance, as well as social maturity and probable success of student adjustment.

If a student attends another school and returns to Zachary Community School District within the same academic year, he or she will be placed in the grade indicated by the Zachary Community School Board SBLC decision.

A student's retention from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level.

Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.

- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

LEAP will be a principle criterion for promotion for 4th grade. However, a student shall not be retained in the 4th grade more than once as a result of LEAP.

The decision to retain a student in the 4th grade as a result of his/her failure to meet the LEAP promotional standards shall be made by the Zachary Community School District SBLC after reviewing the following information pertinent to each student:

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

Policy for Enacting Individual Academic Improvement Plans

Zachary Community Schools will develop IAIP for fourth grade students who may be at risk of not meeting the LEAP promotional standards.

Students in 3rd and 4th grades who are at risk will be identified by mid-April of each year. Areas that will be considered when determining these students are grades, attendance, classroom performance, performance on previous standardized and classroom assessments.

Grade 4 Requirements:

These students will be offered summer school, provided at no cost with transportation offered. Once the LEAP scores are received from the LDOE, SBLCs will be held on those students who did not meet the LEAP promotion standards. Students who score below "Basic" in at least two core subjects (ELA, math, science, social studies) at the end of Grade 4 must be placed on an individual academic improvement plan.

The plan must:

- **Address each core subject in which the student scored below "Basic"**
- **Include at least two approved intervention options per core subject, including possible participation in summer school as an intervention if chosen by the student and parent**
- **Be signed by the parent/legal guardian, following discussion of the plan**
- **Continue until the student achieves "Basic" in the core subjects that led to the development of the plan**

For those students recommended to go to 5th grade, SBLC meeting will be held. SBLCs will consist of parent/guardian, a member of administration, 5th grade teachers of each core academic area not meeting standard, and specialized support personnel, as needed. The SBLC will formulate the IAIP to be followed that year. This plan will be completed within 2 weeks of the beginning of the school year. All participants shall sign the documented plan. The SBLC will meet to review progress at least once again before the administration of the next LEAP assessment.

Grade 5-7 Requirements:

Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves "Basic" in the same core subjects that led to the development of their individual academic improvement plan.

If it is determined that the student will be retained in 4th grade, the SBLC meeting will be held. The SBLC will consist of parent/guardian, a member of administration, 4th grade teachers of each academic area not meeting standard, and specialized personnel, as needed. The SBLC will formulate the IAIP to be followed that year. This plan will be completed within 2 weeks of the beginning of the school year. All participants shall sign the documented plan. The SBLC will meet to review progress at least once again before the administration of the next LEAP assessment.

In both cases the state IAIP and parent permission template will be used.

Promotion and support of students in Grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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

For 8th grade students whose promotions are in jeopardy, the following information will be considered. Enrollment, attendance, previous academic history, performance on classroom and statewide assessments, age, behavioral data, any other additional information provided and successful completion of summer remediation, if required by school. The SBLC will determine promotion into 9th grade or transitional 9th grade, and parents will be notified in writing.

A student transferring to Zachary High School can enter as a transitional 9th grader provided, they have never been enrolled in 9th grade.

High School Considerations

Instructional Minutes

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

Individual Graduation Planning

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan \(IGP\)](#). An IGP guides the next academic year's coursework,

assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post-secondary plan.

Financial Aid Planning

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

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

Early Graduation

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

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

For students who are considering early graduation, a letter of intention signed by the parent must be provided to the high school principal to be reviewed. The deadline for the letter of intent is before the beginning of the semester the student intends to graduate. Once the letter is received by the school committee, the administration will meet with the student to provide counseling services relative to the graduation requirements and post-secondary opportunities.

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher-degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

Proficiency examinations for new credit can be taken only once, and a student must attain a grade of 75% or better to pass. The student has a choice of earning P or F unless a grade has already been earned in one semester of the course, then a letter grade will be given or vice versa.

The course title, year taken, P/F (Pass or Fail) or letter grade and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts). P or F earned for proficiency credits will not be used in computing G.P.A.

CREDIT RECOVERY

Beginning with the 2020-2021 school year Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

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

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

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

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

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

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

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

NCAA POLICY

Nontraditional Courses

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

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

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

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

Information for school administrators

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

Credit Recovery Programs

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

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

Distance and E-Learning Environments

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

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

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

Students in grades 9-12 will be promoted when they have earned the required number of credits, as indicated below, by obtaining a semester grade of "D" or better in each ½ units or full unit course completed as determined by the teacher of the content area. Students may earn ½ unit of credit in all eligible subjects to meet the required number of credits for students under the 23 or 24 unit plans:

9 TH	GRADE	0 - 5.5	UNITS
10 TH	GRADE	6- 11.5	UNITS
11 TH	GRADE	12 -16.5	UNITS
12 TH	GRADE	17+	UNITS

There is no limit to the number of times that a student may be retained in a grade level. However, if sufficient additional credits are earned by successfully completing courses through approved summer school, correspondence, and/or approved acceleration programs, the student shall be promoted at the beginning of the following semester.

Special Education students who do not complete the required number of credits per grade level may be promoted by the SBLC in conjunction with the IEP. Students may graduate when they have successfully completed the required number of units as specified in Bulletin 741 and other BESE Policies.

Local school administration shall annually evaluate and adjust course offerings based upon students' needs.

Eligibility for student participation in courses, including but not limited to math options as specified in Bulletin 741, shall be a local administrative decision based upon middle school academic records and teacher recommendation providing all federal, state, and parish guidelines are not violated. In addition to completing a minimum of 23 or 24 Carnegie Units of credit, students shall also be required to meet the State's additional requirements.

Zachary Community School District follows the general requirements for a high school diploma and a COA found in § 2314 – 2318 of Bulletin 741.

Support for students

School year support

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

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

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Students with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*,

Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

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

Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

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

English learners

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

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

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

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

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

Limited English Proficient (LEP) Students

Schools will initially identify language minority students by reviewing registration information, school records, and input from the parents. Every family entering the Zachary Community School District must complete a Home Language Survey.

All language minority students who are suspected of being Limited English Proficient will be screened after parental notification using an appropriate assessment instrument. A SBLC meeting will be held to discuss the results with parents and teacher. If results indicate that the student is limited in English proficiency, and they will be tracked as LEP students, provide needed accommodations and administer the ELPT test yearly.

All LEP students in the Zachary Community School System will be identified, assessed, placed, and served in the most appropriate educational setting possible to meet individual needs, according to Bulletin 1851, Louisiana School Administrators Handbook: Language Minority Student with Limited English Proficiency.

- LEP students shall be provided services in a Content Based Instructional program which addresses their need for becoming fluent and literate in English.
- LEP students shall be provided instructional programs which foster their success in English, Math, Social Studies, Language Arts and Science.
- Placement, grading, promotion or retention shall comply with established criteria listed in the Zachary Community Pupil Progression Plan, however no LEP Student will be retained solely on the basis of limited English Proficiency.
- The instructional program for the limited English proficient secondary student will be one in which the LEP student will not be placed in highly language-dependent courses (i.e. American History) until he develops a level of competency to succeed in the courses. LEP students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits where appropriate.

Alternative education placements

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

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

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in ZCSB, for the provision of educational services according to an Individualized Education Program (IEP).

Hospital/Homebound is also a program for the provision of temporary services for students who, because of medical reasons, cannot attend school. Parents seeking homebound services for a student must request an application from the student's school. The Director of Student Support Services must approve these services. (See District Policy for the Guidelines for Provision of Homebound Services.)

Distance Learning

Zachary Community School District students are expected to meet attendance and school course requirements set forth by the Louisiana Department of Education. Students needing and/or seeking alternatives to traditional face-to-face instruction must have prior approval from the School Superintendent or designee and are required to follow all policies set forth by the Zachary Community School Board. Approved non-traditional course alternatives (ex. Homebound and expelled students) will be provided through a course platform that enable a given student the ability to complete their required coursework from a remote site.

Students who receive alternate education are provided these services through a distance learning program which utilizes Louisiana standards.

Expulsion

ZCSD provides an alternative placement for its students who receive an out of school expulsion through disciplinary action. The intent of the program is to continue offering these students the opportunity to remain in school with the goal of drop-out prevention. This program is designed to enable these students to keep pace with peers who remain in the traditional setting upon completion of the program.

Adult Education

The student is counseled, and all educational opportunities are explored with the student. If it is determined that adult education is the most beneficial placement for the student, then the student is assisted in enrolling in an adult educational program. If the student is 16 years old, the parents are included in the counseling process and extenuating circumstances are verified before allowing the student to pursue an adult education program.

Due Process Related to Student Placement and Promotion

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

Each campus will establish a committee of knowledgeable persons, called an SBLC. Promotion and placement decisions will be rendered and the monitoring of the parish Pupil Progression Plan will be conducted by the local Building Level Committee and the Central Office Review Committee. The composition and function of these committees are given below:

Promotion in Jeopardy Committee

For the purpose of review of student performance and recommendation to SBLC for student retention.

o **Composition**

- Classroom teacher(s) directly involved with instruction of student
- School Administration
- Teacher of any special program in which the student is involved
- School Counselor

o **Function**

- To review the data from all available sources on each individual student who has been identified as having their promotion in jeopardy.
- To make recommendations to SBLC for consideration of retention of a student.

School Building Level Committee

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

- Composition

- Classroom teacher directly involved with instruction of student
- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student
- Student (when appropriate)
- Central Office Staff when indicated

- Function

- To review the data from all available sources on each individual student relative to a promotion or retention, recommendation, appeal, waiver, or extenuating circumstance.
- To make recommendations for remediation and/or placement.
- To serve as a review committee to investigate complaints initiated by parents or guardians at the local level (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal.)

CENTRAL Office review committee

For the purpose of review of any decision rendered by the SBLC when an appeal has been made.

- **Composition**
 - Superintendent or Designee and/or
 - Director of Human Resources and/or
 - Director of Federal Programs and/or
 - Supervisor of Accountability and Testing and/or
 - Supervisor of Curriculum and/or
 - Supervisor of Home and School Relations and/or
 - Director of Student Support Services, especially when a student in a special program is involved

- **Function**
 - To monitor periodically the parish's policies on pupil progression and placement decisions for uniformity through on-sight visitation and examination of data relative to the plan.
 - To serve as a review committee to investigate appeals of decisions rendered by Local Building Level Committee.
 - To render final decision relative to protest concerning the Pupil Progression Plan.
 - To ensure the district plan will follow state guidelines and regulations for those students who met the criteria previously established as an alternative placement.
 - Serve as The Academic Placement Committee to review student placements in Alternative Academic Program.

The principal will be responsible for notifying the parent(s) or guardian of the SBLC decision within three (3) days.

PROCESS FOR APPEAL

- Regular Education Students

A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends and holidays) of official notification of retention or failure of a course. If official notification is given through the postal service, two (2) additional days will be given to ensure delivery.

The School Building Level Committee will act on the appeal within five (5) school days after receipt of the written request. The parents will be notified of the time of the hearing and may be present.

The principal will be responsible for notifying the parent(s) or guardian of the SBLC decision within three (3) days.

Any appeal beyond the School Building Level Committee must be submitted in writing within seven (7) days to the District Superintendent or designee for review by the Central Office Review Committee.

Records on hearing(s) held by the School Building Level Committee must be forwarded to the Central Office only where there is an appeal.

The Central Office Review Committee will act on the appeal within ten (10) days after receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present.

The District Superintendent or designee will notify the parent(s) of the decision within three (3) days.

The decision of the Review Committee shall be final.

- o Students with Disabilities

In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, and Special Education Policy and Procedure Handbook.

- o Section 504 students

See ZCSD's Grievance procedures for 504 students.

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

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

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

Acceleration

The Zachary Community School System is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows:

The classroom teacher provides enrichment and acceleration for these students in regular classrooms.

Accelerated promotion may be considered for eligible students at the elementary and middle school levels. Students must meet the district's specified criteria in order to be considered for selection for exposure to accelerated curriculum.

Accelerated Promotion (Grade Skipping)

Elementary and middle school students of high ability are normally provided enrichment with other students of their own chronological age. In instances where a student seems out of place with his/her own age group and shows evidence of ability to fit in better intellectually, emotionally, and socially with a more mature group, an appeal should be made by a teacher, parent, school counselor, or principal to the School Building Level Committee (SBLC) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher-grade level than the student's normal placement.

The Accelerated Promotion Committee (SBLC), which will consider possible accelerated promotion, shall be composed of five members: the classroom teacher, principal, counselor, a designee of the central office, and the parent. (Both parents are encouraged to attend the conference, but together they are considered as one member of the committee.) The recommendations for acceleration must be supported by a minimum of four members of the committee and should be based on careful review of all the data including social maturity and probable success of student adjustment.

Using current school year data which includes standardized test scores, grades and attendance, the student must show documented mastery of skills and concepts at the advanced level in math, reading, and other facets of language arts and exemplary work habits.

The following will be considered:

- o Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement.
- o No student will be considered for accelerated promotion more than two (2) times total during the period of grades 1-8.

Review of placement for any proposed acceleration for the next school year must be initiated prior to the last grading period of the current school year.

In addition, when grade "skipping" is considered and it involves a move from one school to another, both principals or their designee must be involved.

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher-degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

Proficiency examinations for new credit can be taken only once, and a student must attain a grade of 75% or better to pass. The student has a choice of earning P or F unless a grade has already been earned in one semester of the course, then a letter grade will be given or vice versa.

The course title, year taken, P/F (Pass or Fail) or letter grade and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts). P or F earned for proficiency credits will not be used in computing G.P.A.

Gifted Services

Gifted services are provided for eligible students (according to guidelines in State Bulletin 1508) who are enrolled full time in ZCSD public schools. The level of services provided range from enrichment to self-contained.

GRADING POLICY

Zachary Community Schools will use the State's uniform grading system for all students in grades 1-12 including Honors, Gifted, AP & Credit Recovery classes.

PRE-K - KINDERGARTEN

The Progress Report for grades Pre-K - Kindergarten will reflect student performance in that grade. At the end of the school year, kindergarten students are expected to reach at least 67% mastery of the grade level skills.

GRADING SCALE FOR REGULAR COURSES	GRADE PERCENTAGE
A	100-93
B	92-85
C	84-75
D	74-67
F	66-00

Grades 1-8

For grades 1-5, numerical grades shall be recorded in the grade book and averaged for the nine weeks' grade. The nine weeks' percentage and corresponding letter grade shall be recorded on the report card.

For grades 6-8, the student's nine-weeks grade will be determined by total points earned out of the points possible, which will then be expressed as a percent and be converted to the letter grade using the district grading scale.

Points start over each nine weeks. Percent and letter grade for each nine weeks is determined by dividing the number of points earned by the student by the total number of points possible and multiplying by 100. Semester grade is determined by averaging the percent from the first nine weeks with the percent from the second nine weeks. Determination of the final grade is made from a combination of various factors, which include the grades from both semesters.

Grades 9-12

For grades 9-12, a letter grade will be recorded on a six-weeks progress report based on the points earned in each class. The cumulative grade will consist of the total numerical value for the semester and will be recorded on the report card along with the corresponding letter grade.

The honors and gifted courses for high school will be selected only from the areas of English, Mathematics, Social Studies, Science, and Foreign Languages. Honors courses will be designated by placing "H" after the course title. The Advanced Placement courses for high school will utilize Advanced Placement curriculum guides provided by the College Board. Advanced Placement courses will be designated by placing "AP" after course title.

Zachary Community School District allows weighted grades in honors, gifted, dual enrollment, calculus III and AP courses. Students cannot retake course work and receive a weighted grade for that course.

The grade value scale is listed below:

REGULAR	HONORS, GIFTED & Dual Enrollment	AP & CALCULUS III & **DUAL ENROLLMENT
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.0	D = 1.0
F = 0.0	F = 0.0	F = 0.0

****Beginning with 2017-2018 Freshman class Dual Enrollment will be weighted with a 5**

****THE GRADE EARNED ON THE COLLEGIAL TRANSCRIPT WILL BE THE GRADE PLACED ON THE HIGH SCHOOL TRANSCRIPT.**

Marks that appear on the report card and progress report are:

- A = Outstanding Achievement
- B = Good Achievement
- C = Satisfactory Achievement
- D = Minimum Acceptable Achievement
- I = Incomplete – failure to complete work. If work is not completed for Credit, "I" is treated as "F" in calculating GPA.
- F = Failure
- S = Satisfactory
- P = Pass 67% & above
- U = Unsatisfactory

NOTE: "I" - If a student receives an "I" for a final grade for the semester, the work must be made up within three weeks at the end of the semester, and the responsibility for all make-up work rests with the student in cooperation with the teacher.

Students may make up credit during the school year and the summer for failed courses. Students must receive 67% in a given course to pass.

High school students may repeat a course for self-improvement to establish eligibility to participate in programs requiring specific standards. The first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade.

Grade point averages will be computed utilizing all course grades including those that have been repeated. For Louisiana, High School Athletic Association (LHSAA) purposes, a "C" average will be defined as a student having a G.P.A. between 1.5 and 2.4.

Grade changes for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester and must have the approval of the building principal. Any deviation from this policy must be approved by the Superintendent.

Approved post-secondary courses may be taken while enrolled in high school (Dual Enrollment). Zachary Community School District's High Schools have a complete list of available courses. The counselor or appropriate supervisor must verify that the college course is on a higher level than the last course taken by the student in that subject.

Class Rank for Determining Graduation Honors and Scholarships Senior class rank shall be based on grade point average earned beginning with the first day of school, and including all subjects taken in grades 9-12.

BEGINNING WITH THE FRESHMAN CLASS OF 2020, CARNEGIE CREDIT EARNED AT ANY GRADE LEVEL WILL BE COUNTED IN THE HIGH SCHOOL GPA.

Honor Graduate

All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude.

All seniors who compile a grade point average of 3.5 and above and have also taken 10 honors classes will be designated as honor graduate.

Valedictorian and Salutatorian

Zachary High School usually recognizes a valedictorian and salutatorian each year. The selection will be based on that student who has earned the highest-grade point average.

Co-valedictorians will be recognized if these students have earned the same grade point average during their high school tenure. In the event that a co-valedictorian is recognized, it will be left to the discretion of the principal whether there will be a salutatorian. To be considered for valedictorian and salutatorian, the student must be enrolled in Zachary High School for the final three semesters of high school. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Honor Roll

The following are guidelines for Honor Roll:

A minimum of 3.0 G.P.A. is required for the 3.0 Honor Roll.

A minimum of 3.5 G.P.A. is required for the 3.5 Honor Roll.

A minimum of 4.0 G.P.A. is required for the 4.0 or above Honor Roll.

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

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

Example 1: A student with a 2.9 G.P.A. would not be placed on the Honor Roll.

Example 2: A student with a 3.4 G.P.A. would be placed on the 3.0 Honor Roll.

Example 3: A student with a 3.9 G.P.A. would be placed on the 3.5 Honor Roll.

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

Grading Policy for End-of-Course (EOC) Tests:

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the student's final grade for the course.
 - b. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- c. Students taking the Algebra I, Geometry, English I, English II, English III., Biology and U. S. History End of Course (EOC) Tests will be required to follow the EOC grading policy below:

The district will apply a mandatory 15 percent weighting of the EOC test to the student's final semester grade. For student's with disabilities, the district shall apply a mandatory 5% weighting of the EOC test to the student's final semester grade. The EOC test grade shall be utilized in lieu of or in addition to a teacher-developed semester examination.

Note: A student who fails a course but passes the EOC test for the course, must retake the portion of the course that was failed. At the completion of the course, that student will take the EOC test again and the score from the retest will count in the student's final grade. If the student does not score Fair or above, the student would retain the higher achievement level as defined by the Double

High School Assessment

In 2018-2019, the LDOE will administer the following assessments.

Assessment Type	Subject	Number of Achievement Levels Reported
End of Course Assessments	EOC English III	4 Achievement Levels
	EOC Biology	4 Achievement Levels <i>(4-level Biology EOC is only available to students who are graduating in 2019 or are retesting and are not</i>
LEAP 2025 High School Assessments	English I	5 Achievement Levels <i>LEAP 2025 Biology must be taken by students who are not graduating in 2019 and 1) are taking the course for the first time or 2) are enrolled in the course and have not passed the assessments in a</i>
	English II	
	Algebra I	
	Geometry	
	US History	
	Biology	

For further information on high school assessments see the link below:

<https://www.louisianabelieves.com/locsidefault-source/assessment/high-school-assessment-frequently-asked-questions.pdf?sfyrns=24>

International Exchange Program Students

Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

1. Agency Requirements

- a. Foreign exchange agencies must be registered with the Director of Accountability, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.
- b. The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Director of Accountability
- c. The sponsoring agency must have a local representative who resides within 20 miles of the Zachary Community School District, and who is available to meet with school personnel, the student, and the host family.

2. Student Requirements

- a. The exchange student must reside with a legal resident of Zachary Community School District.
- b. The student must possess a J-1 visa.
- c. As of September 1, of the program year, the student must meet junior placement status.
- d. The student must not have received a high school diploma or its equivalent from his/her home school.
- e. The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.

- f. As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.
- g. An official transcript from the student's home school must be sent to and received by Zachary High School by August 1 of the student's attendance year in order to determine placement.
- h. Students will be placed in grades according to Carnegie unit totals as indicated in ZCSS Parish Pupil Progression Plan.
- i. No student will be classified as a 12th grader for the purpose of receiving a diploma unless all Carnegie unit requirements (minimum of 4500 minutes of instruction per .5 Carnegie units) for Louisiana high school graduation can be met by the spring graduation date.
- j. Students must meet all state and local requirement for graduation.
- k. All exchange students must schedule English III (which includes the study of American Literature), American History, Math, and Science.
- l. By August 1 of the attending year, the student must present the following documents to Zachary High School with a request to attend Zachary Community Schools:
 - m. J-1 visa
 - n. Health and immunization records
 - o. Evidence of health and accident insurance for duration of stay
 - p. The name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative.
 - q. Two-character references from the home school

r. A notarized temporary custody agreement between the exchange student's parents/guardian and the host family

s. Official transcript from student

3. Suspension, Revocation, or Dismissal

Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the Zachary Community School Board are subject to having their relationship with the district terminated.

Exchange students are subject to the same discipline policies to which regular students must adhere.

LEA assurances and submission information

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

Date approved by local school board or governing authority: 10/6/2020

[Signature]
Scott Devillier
Superintendent

[Signature]
Brandy Westmoreland
Board President