

## NOTICE OF INTENT

### Board of Elementary and Secondary Education

#### Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

(LAC 28: CXV.1103, 2307, 2318, 2907, 3309, and 3701)

In accordance with R.S. 49:950, et seq., the Administrative Procedure Act, notice is hereby given that the Board of Elementary and Secondary Education (BESE) approved for advertisement to revise *Part CXV. Bulletin 741—Louisiana Handbook for School Administrators* §1103. Compulsory Attendance, §2307. Literacy Screening, §2318. The TOPS University Diploma, §2907. Connections Process, §3309. Curriculum, and §3701. Abbreviations/Acronyms. In March 2010, BESE approved a proposal submitted by the Louisiana Department of Education (LDE) that required all public schools with kindergarten through third grade enrollment to administer the *Dynamic Indicators of Basic Early Literacy Skills, 7th Edition (DIBELS Next)* as the approved kindergarten through third grade reading assessment.

In August 2013, BESE amended the March 2010 *DIBELS Next* requirement that all public schools with a kindergarten through third grade enrollment, or some variation thereof, administer the *DIBELS Next* reading assessment, to include a condition requiring *DIBELS Next*, unless the LDE approved an alternate reading assessment in lieu of *DIBELS Next* through a waiver, submitted by the local education agency (LEA).

The proposed revisions add to the list of accepted kindergarten through third grade literacy assessments, those alternate reading assessments that have been consistently requested by LEAs in waiver applications approved by BESE since 2013. The proposed revisions will reduce the number of waiver requests for kindergarten through third grade alternate reading assessments. The revisions also update the name of the high school equivalency assessment from the General Educational Development (GED) test to HiSET®.

## Title 28 EDUCATION

### Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

#### Chapter 11. Student Services

##### §1103. Compulsory Attendance

A. – B.4.a. ...

b. achieved a passing score on HiSET® exam; and

N. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:112, R.S. 17:221.3-4, R.S. 17:226.1, and R.S. 17:233.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1273 (June 2005), amended LR 32:546 (April 2006), LR 32:1030 (June 2006), LR 33:2351 (November 2007), LR 35:641 (April 2009), LR 35:1097 (June 2009), LR 35:1475 (August 2009), LR 36:482 (March 2010), LR 36:1224 (June 2010), LR 37:1126 (April 2011), LR 37:2132 (July 2011), LR 38:1000 (April 2012), LR 38:1225 (May 2012), LR 38:1399 (June, 2012), LR 39:2205 (August 2013), LR 41:372 (February 2015), LR 41:2594 (December 2015), LR 42:..

#### Chapter 23. Curriculum and Instruction

##### §2307. Literacy Screening

A. Each LEA shall require that every child enrolled in kindergarten-third grade be given a BESE-approved literacy screening within the first 30 days of the school year. The results of this screening shall be used to plan instruction and provide appropriate and timely intervention. The results of the screening will also provide information required by R.S. 17:182, student reading skills; requirements; reports.

1. For students with significant hearing or visual impairment, nonverbal students, or students with significant cognitive impairment, the LEA shall provide an alternate assessment recommended by the LDE.

2. Each LEA shall report to the LDE screening results by child within the timeframes and according to the guidance established by the LDE.

3. For grades 1-3, the school should use the prior year's latest screening level to begin appropriate intervention until the new screening level is determined.

4. Screening should be used to guide instruction and intervention.

B. Each LEA may choose one of the following assessments for each grade level to meet kindergarten through third grade literacy screening requirements. LEAs must apply for a waiver to use an assessment not on the list.

Grade	Skill	BESE-Approved Literacy Screenings
Kindergarten	Phonological Awareness	(a) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next First Sound Fluency; or (b) System to Enhance Educational Performance (iSTEOP) Initial Sound Fluency; or (c) Fountas & Pinnell Initial Sounds; or (d) Strategic Teaching and Evaluation of Progress (STEP) Phonemic Awareness First Sounds.

Grade	Skill	BESE-Approved Literacy Screenings
First Grade	Phonics	(a) DIBELS Next Nonsense Word Fluency-CLS; or (b) iSTEOP Nonsense Word Fluency; or (c) Easy Curriculum Based Measures (easyCBM) Word Reading Fluency; or (d) Fountas & Pinnell Phonograms; or (e) STEP Reading Record; or (f) Test of Word Reading Efficiency (TOWRE); or (g) Word Reading Efficiency Test (WRET).
Second Grade	Oral Reading Fluency	(a) DIBELS Next Oral Reading; or (b) iSTEOP Oral Reading Fluency; or (c) Fountas & Pinnell Oral Reading Rate; or (d) STEP Reading Rate/Fluency.
Third Grade	Comprehension	(a) DIBELS Next Retell (Passage 1 only); or (b) iSTEOP Advanced Literacy; or (c) Fountas & Pinnell Comprehension; or (d) STAR Reading; or (e) STEP Comprehension; or (f) Scholastic Reading Inventory/Houghton Mifflin Harcourt Reading Inventory (SRI/HMH RI).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1289 (June 2005), amended LR 38:1224 (May 2012), LR 39:2214 (August 2013), LR:42.

### §2318. The TOPS University Diploma

A. – C. ...

1. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana basic core curriculum, the minimum course requirements for graduation shall be the following.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in Course Requirements table found at <http://www.louisianabelieves.com/docs/default-source/jumpstart/course-substitutions.pdf>.

1.a. – 1.h. ...

2. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana Core 4 curriculum, the minimum course requirements shall be the following.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in Course Requirements table found at <http://www.louisianabelieves.com/docs/default-source/jumpstart/course-substitutions.pdf>.

C.2.a. – 6.a.vi. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011), LR 38:754, 761 (March 2012), LR 38:1001 (April 2012), LR 38:1584 (July 2012), LR 40:994 (May 2014), LR 40:1328 (July 2014), LR 40:1679 (September 2014), LR 40:2525 (December 2014), LR 41:915 (May 2015), LR 41:1482 (August 2015), LR 41:2126 (October 2015), LR 42:232 (February 2016), LR 42:.

## Chapter 29. Alternative Schools and Programs

### §2907. Connections Process

A. ...

B.1. LEAs may choose to implement the Connections Process which replaces Louisiana's PreGED/Skills Option Program. Connections is a one-year process for overage students to receive targeted instruction and accelerated remediation aimed at attaining a high school diploma, high school equivalency diploma (by passage of tests HiSET® exams), or state-approved skills certificate. The process includes a connections profile to track the following elements:

B.1.a. – C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:100.5.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1308 (June 2005), amended LR 34:2032 (October 2008), LR 37:2131 (July 2011), LR 38:1000 (April 2012), LR 38:3133 (December 2012), LR 39:2226 (August 2013), LR 42

## Chapter 33. Home Study Programs

### §3309. Curriculum

A. – A.4. ...

B. In order to receive a Louisiana State equivalency diploma, the student must pass the HiSET® exam. Completion of a home study program does not entitle the student to a regular high school diploma.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1312 (June 2005), amended LR 37:1137 (April 2011), LR 39:2229 (August 2013), LR 42:.

§3701. Abbreviations/Acronyms

*ADA*—Americans with Disabilities Act.

*AP*—advanced placement.

*BESE*—Board of Elementary and Secondary Education.

*CPR*—cardiopulmonary resuscitation.

*CTE*—career/technical education.

*CTSO*—career and technical student organizations.

*CTTIE*—career and technical trade and industrial education.

*DECA*—An association of marketing students.

*FBLA*—Future Business Leaders of America.

*FCCLA*—Family, Career, and Community Leaders of America.

*FFA*—National FFA Organization.

*GEE 21*—Graduation Exit Examination for the 21st Century.

*GLEs*—grade-level expectations.

*HOSA*—Health Occupations Students of America.

*IDEA*—Individuals with Disabilities Education Act; the special education law.

*IAP*—individualized accommodation program.

*LDE*—Louisiana Department of Education.

*IB*—international baccalaureate.

*IBC*—industry-based certification.

*IEP*—individualized education program.

*JROTC*—Junior Reserve Officer Training Corps.

*LEA*—local education agency.

*LEAP 21*—Louisiana Educational Assessment Program for the 21st Century.

*LHSAA*—Louisiana High School Athletic Association.

*LMA*—Louisiana Montessori Association.

*MFP*—Minimum Foundation Program.

*MPS*—minimum proficiency standards.

*NAEP*—national assessment of educational progress.

*NCLB*—No Child Left Behind.

*OFAT*—out-of-field authority to teach.

*SAE*—supervised agriculture experience.

*SAPÉ*—substance abuse prevention education.

*TAT*—temporary authority to teach.

*TSA*—Technology Student Organization.

*TOPS*—Taylor Opportunity Program for Students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1316 (June 2005), amended LR 39:2230 (August 2013), LR 42:.

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
FAMILY IMPACT STATEMENT  
(LA R.S. 49:953 and 972)**

**Person Preparing Statement:** Ryan Gremillion  
**Phone:** 225-342-1501  
**Division:** Policy Office  
**Rule Title:** Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?  
 No  
 Yes  
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?  
 No  
 Yes  
 Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?  
 No  
 Yes  
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?  
 No  
 Yes  
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?  
 No  
 Yes  
 Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?  
 No  
 Yes  
 Lacks sufficient information to determine

Signature of Contact Person: *Ryan Gremillion*  
Date Submitted: July 20, 2016

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
POVERTY IMPACT STATEMENT  
(LA R.S. 49:973)

Person Preparing Statement: Ryan Gremillion

Phone: 225-342-1501

Division: Policy Office

Rule Title: Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?  
 No  
 Yes  
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?  
 No  
 Yes  
 Lacks sufficient information to determine
3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?  
 No  
 Yes  
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?  
 No  
 Yes  
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?  
 No  
 Yes  
 Lacks sufficient information to determine

Signature of Contact Person: *Ryan Gremillion*

Date Submitted: July 20, 2014

### **Small Business Statement**

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

### **Provider Impact Statement**

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

**Public Comments**

Interested persons may submit written comments via the U.S. Mail until 4:30 p.m., September 8, 2016, to Shan N. Davis, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064.

Shan N. Davis  
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES

rec'd. from LDE 7/20/16  
to LFO 7/20/16  
back from LFO 8/5/16

Person Preparing Statement: Ryan Gremillion Dept.: LA Department of Education  
Board of Elementary & Secondary Education

Phone: (225) 342-1501 Office: Policy

Return Address: P. O. Box 94064 Rule Title: Part CXV, Bulletin 741—Louisiana  
Baton Rouge, LA Handbook for School Administrators

Date Rule Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

The proposed policy revisions will have no effect on costs or savings to state or local governmental units.

In March 2010, the State Board of Elementary and Secondary Education (BESE) approved a proposal submitted by the Louisiana Department of Education (LDE) that required all public schools with kindergarten through third grade enrollment to administer the *Dynamic Indicators of Basic Early Literacy Skills, 7th Edition (DIBELS Next)* as the approved kindergarten through third grade reading assessment.

In August 2013, BESE amended the March 2010 *DIBELS Next* requirement that all public schools with a kindergarten through third grade enrollment, or some variation thereof, administer the *DIBELS Next* reading assessment, to include a condition requiring *DIBELS Next*, unless the LDE approved an alternate reading assessment in lieu of *DIBELS Next* through a waiver, submitted by the local education agency (LEA).

The proposed revisions add to the list of accepted kindergarten through third grade literacy assessments, those alternate reading assessments that have been consistently requested by LEAs in waiver applications approved by BESE since 2013. The proposed revisions will reduce the number of waiver requests for kindergarten through third grade alternate reading assessments.

The revisions also update the name of the high school equivalency assessment from the General Educational Development (GED) test to HiSET®.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

This policy change will have no effect on revenue collections of state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NON-GOVERNMENTAL GROUPS (Summary)

There will be no estimated cost and/or economic benefit to directly affected persons or non-governmental groups.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

This policy will have no effect on competition and employment.

RECEIVED

JUL 20 2016

Legislative Fiscal Office

*Beth Scioneaux*

Signature of Agency Head or Designee

*Evan Brassax, Staff Director*

Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance

Typed Name and Title of Agency Head or Designee

*7/20/16*

Date of Signature

*7/28/16*

Date of Signature

LFO 10/04

RECEIVED  
JUL 20 2016  
Legislative Fiscal Office

FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The proposed revisions add to the list of accepted kindergarten through third grade literacy assessments, those alternate reading assessments that have been consistently requested by LEAs in waiver applications approved by BESE since 2013.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

The revisions are necessary to reduce the number of waivers LEAs must request for kindergarten through third grade alternate reading assessments. Also, the revisions are necessary to update the name of the high school equivalency assessment from the General Educational Development (GED) test to HiSET®.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

No

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) \_\_\_\_\_ Yes. If yes, attach documentation.

(b) \_\_\_\_\_ NO. If no, provide justification as to why this rule change should be published at this time.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

COSTS	FY16-17	FY17-18	FY18-19
PERSONAL SERVICES			
OPERATING EXPENSES	-0-	-0-	-0-
PROFESSIONAL SERVICES			
OTHER CHARGES			
EQUIPMENT			
MAJOR REPAIR & CONSTR.			
POSITIONS (#)			
<b>TOTAL</b>	-0-	-0-	-0-

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

The proposed policies will have no effect on costs or savings to state or local governmental units.

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY16-17	FY17-18	FY18-19
STATE GENERAL FUND			
AGENCY SELF-GENERATED	-0-	-0-	-0-
DEDICATED			
FEDERAL FUNDS			
OTHER (Specify)			
<b>TOTAL</b>	-0-	-0-	-0-

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

The Department has the necessary funds to implement the proposed action.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

The proposed action will not result in any cost, savings, or workload adjustment to local school systems.

2. Indicate the sources of funding of the local governmental unit that will be affected by these costs or savings.

No sources of funding will be affected.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

This proposed action will have no effect on revenue collection.

REVENUE INCREASE/DECREASE	FY16-17	FY17-18	FY18-19
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF GENERATED			
RESTRICTED FUNDS*			
FEDERAL FUNDS			
LOCAL FUNDS			
TOTAL	-0-	-0-	-0-

\*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

This proposed action will have no effect on revenue collection.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NON-GOVERNMENTAL GROUPS

A. What persons or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

None.

B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

No impact on income is anticipated as a result of this rule change.

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The policy will have no effect on competition and employment.

## COMPARISON DOCUMENT

### Title 28 EDUCATION

#### Chapter 11. Student Services

##### §1103. Compulsory Attendance

A. – B.4.a. ...

b. achieved a passing score on the GED-test HiSET® exam; and

N. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:112, R.S. 17:221.3-4, R.S. 17:226.1, and R.S. 17:233.

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1289 (June 2005), amended LR 38:1224 (May 2012), LR 39:2214 (August 2013), LR:42.

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1.a. – 1.h. ...

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C.2.a. – 6.a.vi. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011), LR 38:754, 761 (March 2012), LR 38:1001 (April 2012), LR 38:1584 (July 2012), LR 40:994 (May 2014), LR 40:1328 (July 2014), LR 40:1679 (September 2014), LR 40:2525 (December 2014), LR 41:915 (May 2015), LR 41:1482 (August 2015), LR 41:2126 (October 2015), LR 42:232 (February 2016), LR 42.

## Chapter 29. Alternative Schools and Programs

### §2907. Connections Process

A. ...

B.1. LEAs may choose to implement the Connections Process which replaces Louisiana's PreGED/Skills Option Program. Connections is a one-year process for overage students to receive targeted instruction and accelerated remediation aimed at attaining a high school diploma, high school equivalency diploma (by passage of GED tests HiSET® exams), or state-approved skills certificate. The process includes a connections profile to track the following elements:

B.1.a. – C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:100.5.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1308 (June 2005), amended LR 34:2032 (October 2008), LR 37:2131 (July 2011), LR 38:1000 (April 2012), LR 38:3133 (December 2012), LR 39:2226 (August 2013), LR 42.

## Chapter 33. Home Study Programs

### §3309. Curriculum

A. – A.4. ...

B. In order to receive a Louisiana State equivalency diploma, the student must pass the GED-test HiSET® exam. Completion of a home study program does not entitle the student to a regular high school diploma.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1312 (June 2005), amended LR 37:1137 (April 2011), LR 39:2229 (August 2013), LR 42.

## Chapter 37. Glossary

### §3701. Abbreviations/Acronyms

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GED—General Educational Development test.

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1316 (June 2005), amended LR 39:2230 (August 2013), LR 42.

## Current Policy

### Title 28 EDUCATION

#### Part XCI. Bulletin 1922—Compliance Monitoring Procedures

##### Chapter 1. Overview

###### §1103. Compulsory Attendance

A. Students who have attained the age of seven years shall attend a public or private day school or participate in an approved home study program until they reach the age of 18 years. Any child below the age of seven who legally enrolls in school shall also be subject to compulsory attendance. Refer to Chapter 33 for information on home study programs.

B. A parent, tutor, or legal guardian who has a student who is under the age of 18 and meets one of the requirements below shall be in compliance with the compulsory attendance law.

1. A student, under 18 years of age, who withdraws from school prior to graduating from high school, who has not enrolled in a dropout recovery program as provided in R.S. 17:221.6, and who has been ruled to be a truant, pursuant to the provisions of chapter 15 of title VII of the *Louisiana Children's Code*, by a court of competent jurisdiction can be ordered by the court to exercise one of the following options within 120 days of leaving school:

a. reenroll in school and make continual progress toward completing the requirements for high school graduation;

b. enroll in a high school equivalency diploma program and make continual progress toward completing the requirements for earning such diploma;

c. enlist in the Louisiana National Guard or a branch of the United States Armed Forces, with a commitment for at least two years of service, and earn a high school equivalency diploma during such service period.

2. If a student is under the age of 18, the parent or guardian may withdraw the student from high school if that student is accepted into a National Guard Youth Challenge Program in this state.

3. For a student who is under the age of 18 and enrolled in school beyond his/her sixteenth birthday, the parent or guardian may request a waiver from the local superintendent for that student to exit school to enroll in an adult education program approved by the Louisiana Community and Technical College System (LCTCS).

a. In the case of a student with no parent or guardian, the local school superintendent may act on behalf of the student in requesting a waiver if appropriate documentation is on file at the local school board office and one or more of the following hardships exist:

- i. pregnant or actively parenting;
- ii. incarcerated or adjudicated;
- iii. institutionalized or living in a residential facility;
- iv. chronic physical or mental illness;
- v. family and/or economic hardships.

(a). Family and/or economic hardship is defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.

b. The local school superintendent or his/her designee may approve the request for exiting public or home school without requesting action from BESE. If the request to exit school to enroll in a LCTCS approved adult education program is denied at the local level, a student may request the waiver from the DOE for approval by BESE with documentation of reason for denial at the local level. Students seeking to exit school to enroll in adult education, who are enrolled in a formal education setting other than a public K-12 institution, may request a waiver from the institutional agency head or his/her designee. Mandatory attendance components shall be met in all of the above circumstances.

4. A student who is at least seventeen years of age may exit high school without violating compulsory attendance statute (R.S. 17:221), if that student has met the following criteria:

- a. completed a program established by BESE;
- b. achieved a passing score on the GED test; and
- c. received a Louisiana High School Equivalency Diploma issued by the Board of Supervisors of Louisiana Community and Technical College System.

C. Students shall be expected to be in attendance every student-activity day scheduled by the LEA.

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

1. 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, participating in school-authorized field trips, or taking a state-approved virtual course.

a. Half-Day Attendance. Students are considered to be in attendance for one-half day when they:

- i. are physically present at a school site or participating in authorized school activity; and
- ii. are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.

b. Whole-Day Attendance. Students are considered to be in attendance for a whole day when they:

- i. are physically present at a school site or are participating in an authorized school activity; and

ii. are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

E. A student who is enrolled in regular or special education and who, as a result of healthcare treatment, physical illness, accident, or the treatment thereof, is temporarily unable to attend school, shall be provided instructional services in the home or hospital environment.

1. Homebound instruction shall be provided by a properly certified teacher on the eleventh school day following an absence of more than 10 consecutive school days for a qualifying illness.

a. After a student has been absent for 10 days for one of the above identified reasons, the student shall be referred for review by the SBLC, to determine need for referral for section 504 services if the student has not previously been identified as a student with a disability.

2. Homebound instruction, at a minimum, shall be provided in the core academic subjects:

- a. English;
- b. mathematics;
- c. science; and
- d. social studies.

3. A minimum of four hours of homebound instruction shall be provided per week, unless the student's health as determined by a physician requires less.

a. Consideration shall be given to the individual need for services beyond the core academic subjects for students with disabilities.

4. Homebound services may be provided via a consultative model (properly certified regular or special education teacher when appropriate, consults with the homebound teacher delivering instruction) for students needing such services less than 20 days during a school year.

F. A student who has been quarantined by order of state or local health officers following prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, and is temporarily unable to attend school, shall be provided any missed assignments, homework, or other instructional services in core academic subjects in the home, hospital environment, or temporary shelter to which he has been assigned. The principal, with assistance from the local superintendent or chief charter school officer and the LDE, shall collaborate with state and local health officers and emergency response personnel to ensure the timely delivery or transmission of such materials to the student.

G. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

1. Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other policies must be met.

H. Each LEA shall develop and implement a system whereby the principal of a school, or his designee, shall notify the parent or legal guardian in writing upon or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

1. Tardy shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

J. Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the supervisor of child welfare and attendance or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit:

1. extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state;

2. extended hospital stay in which a student is absent as verified by a physician or dentist;

3. extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;

4. extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state; or

5. quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials; or

6. observance of special and recognized holidays of the student's own faith;

7. visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;

8. absences verified and approved by the school principal or designee as stated below:

a. prior school system-approved travel for education;

b. death in the immediate family (not to exceed one week); or

c. natural catastrophe and/or disaster.

K. 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 LEA.

L. 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.

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

N. If a student is absent from school for 2 or more days within a 30-day period under a contract or employment arrangement to render artistic or creative services for compensation as set forth in the Child Performer Trust Act (R.S. 51:2131 et seq.) the employer shall employ a certified teacher, beginning on the second day of employment, to provide a minimum of three education instruction hours per day to the student pursuant to the lesson plans for the particular student as provided by the principal and teachers at the student's school. There must be a teacher to student ratio of one teacher for every 10 students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:112, R.S. 17:221.3-4, R.S. 17:226.1, and R.S. 17:233.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1273 (June 2005), amended LR 32:546 (April 2006), LR 32:1030 (June 2006), LR 33:2351 (November 2007), LR 35:641 (April 2009), LR 35:1097 (June 2009), LR 35:1475 (August 2009), LR 36:482 (March 2010), LR 36:1224 (June 2010), LR 37:1126 (April 2011), LR 37:2132 (July 2011), LR 38:1000 (April 2012), LR 38:1225 (May 2012), LR 38:1399 (June, 2012), LR 39:2205 (August 2013), LR 41:372 (February 2015), LR 41:2594 (December 2015).

## Chapter 23. Curriculum and Instruction

### §2307. Literacy Screening

A. Each LEA shall require that every child enrolled in kindergarten-third grade be given a BESE-approved literacy screening. The results of this screening shall be used to plan instruction and provide appropriate and timely intervention. The results of the screening will also provide information required by R.S. 17:182, student reading skills; requirements; reports.

1. For students with significant hearing or visual impairment, nonverbal students, or students with significant cognitive impairment, the LEA shall provide an alternate assessment recommended by the LDE.

2. Each LEA shall report to the LDE screening results by child within the timeframes and according to the guidance established by the LDE.

3. For grades 1-3, the school should use the prior year's latest screening level to begin appropriate intervention until the new screening level is determined.

4. Screening should be used to guide instruction and intervention.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1289 (June 2005), amended LR 38:1224 (May 2012), LR 39:2214 (August 2013)

### §2318. The TOPS University Diploma

#### A. Curriculum Requirements

1. For incoming freshmen in 2008-2009 through 2013-2014, the 24 units required for the college diploma shall include 16 required units and 8 elective units for the Louisiana Basic Core curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 curriculum; the elective units can be earned at technical colleges as provided in §2389. For incoming freshmen in 2010-2011 through 2013-2014, students completing the basic core curriculum must complete a career area of concentration or a Jump Start program to earn a high school diploma.

2. For incoming freshmen in 2008-2009 through 2013-2014, all ninth graders in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum.

#### B. Assessment Requirements

1. For incoming freshmen prior to 2010-2011, students must pass the English language arts and mathematics components of the GEE or LEAP Alternate Assessment, Level 2 (LAA 2) and either the science or social studies portions of GEE or LAA 2. For students with disabilities who have passed two of the three required components of the GEE or LAA 2 and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required GEE or LAA 2 component, that GEE or LAA 2 component may be waived by the State Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the GEE or LAA 2 component.

a. Only students with disabilities eligible under IDEA who meet the LAA 2 participation criteria and entered high school during or prior to the 2013-2014 school year may take the LAA 2.

b. The English language arts and mathematics components of GEE or LAA 2 shall first be administered to students in the tenth grade.

c. The science and social studies components of the GEE or LAA 2 shall first be administered to students in the eleventh grade.

2. For incoming freshmen in 2010-2011 and beyond, students must meet the assessment requirements below to earn a standard diploma.

a. Students must pass three end-of-course tests in the following categories:

- i. English II or English III;
- ii. algebra I or geometry;
- iii. biology or American history.

b. Students with disabilities identified under IDEA who meet the LAA 2 participation criteria and entered high school during or prior to the 2013-2014 school year may meet the assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.

3. Students enrolled in a course for which there is an EOC test must take the EOC test.

a. The EOC test score shall count a percentage of the student's final grade for the course.

b. The percentage shall be between 15 percent and 30 percent inclusive, and shall be determined by the LEA.

i. For students with disabilities identified under IDEA who meet the participation criteria found in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities*: §405.B and R.S. 17:183.2, the EOC test score shall count for 5 percent of the students' final grade for the course.

c. 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

d. The DOE will provide conversion charts for various grading scales used by LEAs.

4. For students with disabilities who have passed two of the three required end-of-course tests or two of the three required components of the LAA 2 and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required end-of-course test or LAA 2 component, that end-of-course test or LAA 2 component may be waived by the state superintendent of education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the end-of-course test.

5. Remediation and retake opportunities will be provided for students who do not pass the GEE or the end-of-course tests. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the GEE. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass. Refer to Bulletin 1566, guidelines for pupil progression and the addendum to Bulletin 1566, regulations for the implementation of remedial education programs related to the LEAP/CRT program, regular school year.

6. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.

a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the *unsatisfactory* achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student:

i. successfully completed specially designed elective(s) for LEAP remediation;

ii. scored at or above the *basic* achievement level on those component(s) of the 8th grade LEAP for which the student previously scored at the *unsatisfactory* achievement level.

7. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE, LAA 2, or the end-of-course tests.

a. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE or the end-of-course tests.

### C. Minimum Course Requirements

1. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana basic core curriculum, the minimum course requirements for graduation shall be the following.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

a. English—4 units:

i. English I;

ii. English II;

iii. English III\*;

iv. English IV\* or Senior Applications in English.

b. Mathematics—4 units:

i. all students must complete one of the following:

(a). Algebra I (1 unit);

(b). Applied Algebra I (1 unit); or

(c). Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units).

ii. Geometry or Applied Geometry;

iii. the remaining unit(s) shall come from the following:

(a). Algebra II;

(b). Financial Mathematics;

(c). Math Essentials;

(d). Advanced Math—Pre-Calculus;

(e). Advanced Math—Functions and Statistics;

- (f). Pre-Calculus\*;
  - (g). Calculus\*;
  - (h). Probability and Statistics\*;
  - (i). Discrete Mathematics; or
  - (j). a locally initiated elective approved by BESE as a math substitute.
- c. Science—3 units:
- i. 1 unit of Biology\*;
  - ii. 1 unit from the following physical science cluster:
    - (a). Physical Science;
    - (b). Integrated Science;
    - (c). Chemistry I\*;
    - (d). Physics I\*;
    - (e). Physics of Technology I;
  - iii. 1 unit from the following courses:
    - (a). Aerospace Science;
    - (b). Biology II\*;
    - (c). Chemistry II\*;
    - (d). Earth Science;
    - (e). Environmental Science\*;
    - (f). Physics II\*;
    - (g). Physics of Technology II;
    - (h). Agriscience II;
    - (i). Anatomy and Physiology;
    - (j). ChemCom;
    - (k). an additional course from the physical science cluster; or
    - (l). a locally initiated elective approved by BESE as a science substitute;
  - iv. students may not take both Integrated Science and Physical Science;
  - v. Agriscience I is a prerequisite for Agriscience II and is an elective course.
- d. Social Studies—3 units:
- i. U.S. History\*;
  - ii. Civics\* (1 unit) or 1/2 unit of Civics\* and 1/2 unit of Free Enterprise;

NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of civics with a section on free enterprise.

- iii. 1 of the following:
  - (a). world history\*;
  - (b). world geography\*;
  - (c). western civilization\*; or
  - (d). AP European history.
- e. Health Education—1/2 unit:
  - i. JROTC I and II may be used to meet the health education requirement. Refer to §2347.
- f. Physical education—1 1/2 units:
  - i. shall be physical education I; and
  - ii. 1/2 unit from among the following:
    - (a). physical education II;
    - (b). marching band;
    - (c). extracurricular sports;
    - (d). cheerleading; or
    - (e). dance team;
  - iii. ROTC may be substituted;
  - iv. adaptive physical education for eligible special education students may be substituted.
- g. Electives—8 units:
  - i. shall include the minimum courses required to complete a career area of concentration for incoming freshmen 2010-2011 and beyond.

(a). The area of concentration shall include one unit of education for careers, journey to careers, or JAG.

h. Total—24 units.

2. For incoming freshmen in 2008-2009 through 2013-2014 who are completing the Louisiana Core 4 curriculum, the minimum course requirements shall be the following.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

a. English—4 units:

- i. English I;
- ii. English II;
- iii. English III\*;
- iv. English IV\*.

b. Mathematics—4 units:

- i. Algebra I, Applied Algebra I, or Algebra I-Pt. 2;
- ii. Geometry or Applied Geometry;
- iii. Algebra II;
- iv. the remaining unit shall come from the following:
  - (a). Financial Mathematics;
  - (b). Math Essentials;
  - (c). Advanced Math—Pre-Calculus;
  - (d). Advanced Math—Functions and Statistics;
  - (e). Pre-Calculus\*;
  - (f). Calculus\*;
  - (g). Probability and Statistics\*;
  - (h). Discrete Mathematics;
  - (i). AP Calculus BC; or
  - (j). a locally initiated elective approved by BESE as a math substitute.

c. Science—4 units:

- i. 1 unit of Biology\*;
- ii. 1 unit of Chemistry\*;
- iii. 2 units from the following courses:
  - (a). Physical Science;
  - (b). Integrated Science;
  - (c). Physics I\*;
  - (d). Physics of Technology I;
  - (e). Aerospace Science;
  - (f). Biology II\*;
  - (g). Chemistry II\*;
  - (h). Earth Science;
  - (i). Environmental Science\*;
  - (j). Physics II\*;
  - (k). Physics of Technology II;
  - (l). Agriscience II;
  - (m). Anatomy and Physiology;
  - (n). AP Physics C: Electricity and Magnetism;
  - (o). AP Physics C: Mechanics;
  - (p). a locally initiated elective approved by BESE as a science substitute.
- iv. Students may not take both Integrated Science and Physical Science;
- v. Agriscience I is a prerequisite for Agriscience II and is an elective course;
- vi. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC course from among the primary courses in the student's area of concentration for the fourth required science unit:

- (a). Nutrition and Foods and Advanced Nutrition and Foods;
- (b). Food Services II;

- (c). Allied Health Services II;
- (d). Dental Assistant II;
- (e). Emergency Medical Technician-Basic (EMT-B);
- (f). Health Science II;
- (g). Medical Assistant II;
- (h). Sports Medicine III;
- (i). Advanced Electricity/Electronics;
- (j). Process Technician II;
- (k). NCCR Electrical II;
- (l). Computer Service Technology II;
- (m). Horticulture II;
- (n). Networking Basics;
- (o). Routers and Routing Basics;
- (p). Switching Basics and Intermediate Routing;
- (q). WAN Technologies;
- (r). Animal Science;
- (s). Biotechnology in Agriscience;
- (t). Environmental Studies in Agriscience;
- (u). Equine Science;
- (v). Forestry;
- (w). Horticulture;
- (x). Small Animal Care/Management;
- (y). Veterinary Assistant;
- (z). Oracle Academy Course: DB Programming with PL/SQL;
- (aa). NCCR Electrical II TE; and
- (bb). NCCR Electricity in Agriscience.

d. Social Studies—4 units:

- i. Civics\* (1 unit) or 1/2 unit of Civics\* and 1/2 unit of Free Enterprise;

NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.

- ii. U.S. History\*;
- iii. 1 unit from the following:
  - (a). World History\*;
  - (b). World Geography\*;
  - (c). Western Civilization\*; or
  - (d). AP European History;
- iv. 1 unit from the following:
  - (a). World History\*;
  - (b). World Geography\*;
  - (c). Western Civilization\*; or
  - (d). AP European History;
  - (e). Law Studies;
  - (f). Psychology\*;
  - (g). Sociology;
  - (h). Civics (second semester—1/2 credit);
  - (i). African American Studies; or
  - (j). Economics;
  - (k). AP Economics: Micro;
  - (l). AP Government and Politics: Comparative;
  - (m). AP Government and Politics: U.S.;
  - (n). AP Human Geography;

NOTE: Students may take two half credit courses for the fourth required social studies unit.

v. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC course from among the primary courses in the student's area of concentration for the fourth required social studies unit:

- (a). Advanced Child Development;
- (b). Early Childhood Education II;
- (c). Family and Consumer Sciences II;
- (d). ProStart II;
- (e). T and I Cooperative Education (TICE);
- (f). Cooperative Agriculture Education;
- (g). Administrative Support Occupations;
- (h). Business Communication;
- (i). Cooperative Office Education;
- (j). Entrepreneurship—Business;
- (k). Lodging Management II;
- (l). Advertising and Sales Promotion;
- (m). Cooperative Marketing Education I;
- (n). Entrepreneurship—Marketing;
- (o). Marketing Management;
- (p). Marketing Research;
- (q). Principles of Marketing II;
- (r). Retail Marketing;
- (s). Tourism Marketing;
- (t). CTE Internship;
- (u). General Cooperative Education II;
- (v). STAR II.

e. Health Education—1/2 unit:

- i. JROTC I and II may be used to meet the health education requirement. Refer to §2347.

f. Physical Education—1 1/2 units:

i. shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students;

- ii. a maximum of 4 units of Physical Education may be used toward graduation.

NOTE: The substitution of JROTC is permissible.

g. Foreign language—2 units:

- i. shall be 2 units in the same foreign language or 2 speech courses.

h. arts—1 unit:

i. 1 unit art (§2333), dance (§2337), media arts (§2354), music (§2355), theatre arts, (§2369), fine arts survey, photography I/II, or digital photography;

NOTE: Students may satisfy this requirement by earning half credits in two different arts courses.

ii. a student completing a career area of concentration may substitute one of the following BESE/Board of Regents approved IBC course from among the primary courses in the student's area of concentration for the fourth required applied art unit:

- (a). clothing and textiles and advanced clothing and textiles;
- (b). NCCR Carpentry II TE;
- (c). NCCR Welding Technology II;
- (d). Advanced Metal Technology;
- (e). Advanced Technical Drafting;
- (f). Architectural Drafting;
- (g). NCCR Carpentry II—T and I;
- (h). NCCR Welding Technology II—T and I;
- (i). Cabinetmaking II;
- (j). Commercial Art II;
- (k). Cosmetology II;
- (l). Culinary Occupations II;
- (m). Custom Sewing II;

- (n). Graphic Arts II;
  - (o). Photography II;
  - (p). Television Production II;
  - (q). Upholstery II;
  - (r). Welding II;
  - (s). NCCR Carpentry In Agriscience;
  - (t). NCCR Welding Technology Agriscience;
  - (u). Agriscience Construction Technology;
  - (v). Agriscience Power Equipment;
  - (w). Floristry;
  - (x). Landscape Design and Construction;
  - (y). Introduction to Business Computer Applications;
  - (z). Accounting II;
  - (aa). Business Computer Applications;
  - (bb). Computer Multimedia Presentations;
  - (cc). Desktop Publishing;
  - (dd). Keyboarding Applications;
  - (ee). Telecommunications;
  - (ff). Web Design I or II;
  - (gg). Word Processing; and
  - (hh). Digital Media II.
- i. Electives—3 units.
  - j. Total—24 units.

3. For incoming freshmen in 2014-2015 and beyond who are completing the TOPS university diploma, the minimum course requirements shall be the following:

- a. English—four units:
  - i. English I;
  - ii. English II;
  - iii. one of the following:
    - (a). English III;
    - (b). AP English language arts and composition;
    - (c). IB literature;
    - (d). IB language and literature;
    - (e). IB literature and performance;
  - iv. one of the following:
    - (a). English IV;
    - (b). AP English literature and composition;
    - (c). IB literature;
    - (d). IB language and literature;
    - (e). IB literature and performance;
- b. mathematics—four units:
  - i. algebra I;
  - ii. geometry;
  - iii. algebra II;

NOTE: Integrated Mathematics I, II, and III may be substituted for the Algebra I, Geometry, and Algebra II sequence.

- iv. one of the following:
  - (a). algebra III;
  - (b). advanced math—functions and statistics;
  - (c). advanced math—pre-calculus;
  - (d). pre-calculus;
  - (e). IB math studies (math methods);
  - (f). calculus;

- (g). AP calculus AB;
  - (h). IB mathematics SL;
  - (i). AP calculus BC;
  - (j). AP statistics;
  - (k). IB further mathematics HL;
  - (l). IB mathematics HL;
- c. science—four units:
- i. biology I;
  - ii. chemistry I;
  - iii. two units chosen from the following
    - (a). Earth science;
    - (b). environmental science;
    - (c). physical science;
    - (d). agriscience II—the elective course agriscience I is a pre-requisite;
    - (e). one of:
      - (i). chemistry II;
      - (ii). AP chemistry;
      - (iii). IB chemistry I;
      - (iv). IB chemistry II;
    - (f). one of:
      - (i). AP environmental science;
      - (ii). IB environmental systems;
    - (g). one of:
      - (i). physics I;
      - (ii). IB physics I;
    - (h). one of:
      - (i). AP physics C: electricity and magnetism;
      - (ii). AP physics C: mechanics;
      - (iii). IB physics II;
    - (i). AP physics I and AP physics II;
    - (j). one of:
      - (i). biology II;
      - (ii). AP biology;
      - (iii). IB biology I;
      - (iv). IB biology II;
- d. social studies—four units:
- i. one unit chosen from:
    - (a). U.S. history;
    - (b). AP U.S. history;
    - (c). IB history of the americas I;
  - ii. one unit chosen from:
    - (a). civics with a section on free enterprise;
    - (b). government; or
    - (c). AP U.S. government and politics: comparative; or
    - (d). AP U.S. government and politics: United States;
  - iii. two units chosen from:
    - (a). one of:
      - (i). European history;
      - (ii). AP European history;
      - (iii). western civilization;
    - (b). one of:

- (i). world geography;
- (ii). AP human geography;
- (iii). IB geography;
- (c). one of:
  - (i). world history;
  - (ii). AP world history;
  - (iii). IB history of the Americas II;
- (d). IB economics;
- (e). economics;
- (f). AP macroeconomics;
- (g). AP microeconomics;
- e. foreign Language—two units:
  - i. two units from the same language (§2345);
- f. art—one unit chosen from the following:
  - i. art (§2333);
  - ii. music (§2355);
  - iii. dance (§2337);
  - iv. theatre (§2369);
  - v. speech III and IV—one unit combined;
  - vi. fine arts survey;
  - vii. drafting;
  - viii. media arts (§2354);
  - ix. photography I/II;
  - x. digital photography;
- g. physical education—1 1/2 units. They shall include:
  - i. physical education I and II;
  - ii. adapted physical education I and II for eligible special education students;
  - ii. JROTC I, II, III, or IV; or
  - iv. physical education I (1 unit) and 1/2 unit of marching band, extracurricular sports, cheering, or dance team;
- h. health education—1/2 unit;

NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.

- i. electives—three units;
- j. total—24 units.

#### 4. High School Area of Concentration

a. All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career focus.

i. Incoming freshmen prior to 2008-2009 can complete an academic area of concentration by completing the current course requirements for the Taylor Opportunity Program for Students (TOPS) Opportunity Award.

ii. Incoming freshmen in 2008-2009 through 2013-2014 can complete an academic area of concentration by completing the course requirements for the LA Core 4 curriculum.

iii. To complete a career area of concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the area of concentration and two related elective credits, including one computer/technology course. Areas of concentration are identified in the career options reporting system with each LEA designating the career and technical education areas of concentration offered in their school system each year. The following computer/technology courses can be used to meet this requirement.

Course	Credit
Computer/Technology Literacy	1
Computer Applications or Business Computer Applications	1
Computer Architecture	1
Computer Science I, II	1 each
Computer Systems and Networking I, II	1 each
Desktop Publishing	1
Digital Graphics and Animation	1/2
Multimedia Presentations	1/2 or 1
Web Mastering or Web Design	1/2
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	1/2
Introduction to Business Computer Applications	1
Technology Education Computer Applications	1

Course	Credit
Advanced Technical Drafting	1
Computer Electronics I, II	1 each
Database Programming with PL/SQL	1
Java Programming	1
Database Design and Programming	1/2
Digital Media I, II	1 each

## 5. Academic Endorsement

a. Graduating seniors who entered the 9th grade prior to 2014-2015 and satisfy the following performance indicators shall be eligible for an academic endorsement to the college and career diploma.

i. Students graduating in 2011-2012 through 2016-2017 shall complete the following curriculum requirements or the TOPS core curriculum.

NOTE: For courses indicated with \*, an Advanced Placement (AP) or International Baccalaureate (IB) course designated in §2325 may be substituted.

(a). English—4 units:

- (i). English I;
- (ii). English II;
- (iii). English III\*;
- (iv). English IV\*.

(b). Mathematics—4 units:

- (i). Algebra I or Algebra I-Pt. 2;
- (ii). Geometry;
- (iii). Algebra II;
- (iv). The remaining unit shall come from the following:
  - [a]. Advanced Math—Pre-Calculus;
  - [b]. Advanced Math—Functions and Statistics;
  - [c]. Pre-Calculus\*;
  - [d]. Calculus\*;
  - [e]. Probability and Statistics\*;
  - [f]. Discrete Mathematics; or
  - [g]. AP Calculus BC.

(c). Science—4 units:

- (i). Biology\*;
- (ii). Chemistry\*;
- (iii). 1 units of advanced science from the following courses: Biology II\*, Chemistry II\*, Physics\*, or Physics II\*;
- (iv). 1 additional science course.

(d). Social Studies—4 units:

- (i). Civics\* (1 unit) or 1/2 unit of Civics\* and 1/2 unit of Free Enterprise;

NOTE: Students entering the ninth grade in 2011-2012 and beyond must have one unit of Civics with a section on Free Enterprise.

(ii). U.S. History\*;

(iii). 1 unit from the following:

- [a]. World History\*;
- [b]. World Geography\*;
- [c]. Western Civilization\*;
- [d]. AP European History;

(iv). 1 unit from the following:

- [a]. World History\*;
- [b]. World Geography\*;
- [c]. Western Civilization;
- [d]. AP European History;
- [e]. Law Studies;
- [f]. Psychology\*;
- [g]. Sociology;
- [h]. African American Studies;
- [i]. Economics;

- [j]. AP Economics: Micro;
- [k]. AP Government and Politics: Comparative;
- [l]. P Government and Politics: US; or
- [m]. AP Human Geography.

(e). Health Education—1/2 unit:

- (i). JROTC I and II may be used to meet the Health Education requirement. Refer to §2347.

(f). Physical Education—1 1/2 units:

(i). shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.

NOTE: The substitution of JROTC is permissible

(g). Foreign Language—2 units:

- (i). shall be 2 units in the same foreign language.

(h). Arts—1 unit:

(i). shall be 1 unit from (§2333), Dance (§2337), Media Arts (§2354), Music (§2355), Theatre Arts, (§2369), or Fine Arts Survey;

(i). Electives—3 units.

ii. Assessment Performance Indicator

(a). Students graduating prior to 2013-2014 shall pass all four components of GEE with a score of *Basic* or above, or one of the following combinations of scores with the English language arts score at *Basic* or above:

- (i). one *Approaching Basic*, one *Mastery or Advanced*, *Basic* or above in the remaining two; or
- (ii). two *Approaching Basic*, two *Mastery* or above.

(b). Students graduating in 2013-2014 through 2016-2017 shall achieve a score of *good* or *excellent* on each of the following EOC tests:

- (i). English II and English III;
- (ii). algebra I and geometry;
- (iii). biology and U.S. history.

NOTE: Transfer students need only meet this requirement for the EOC tests they are required to take according to the transfer rules found in §1829 of Bulletin 118.

iii. Students shall complete one of the following requirements:

- (a). senior project;
- (b). one Carnegie unit in an AP course and attempt the AP exam;
- (c). one Carnegie unit in an IB course and attempt the IB exam; or
- (d). three college hours of non-remedial credit in:
  - (i). mathematics;
  - (ii). social studies;
  - (iii). science;
  - (iv). foreign language; or
  - (v). English language arts.

iv. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award.

v. Students shall achieve an ACT composite score of at least 23 or the SAT equivalent.

6. Career/Technical Endorsement

a. Students who entered the 9th grade prior to 2014-2015 and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the college and career diploma.

i. Students graduating prior to 2011-2012 shall meet the current course requirements for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2011-2012 through 2016-2017 shall meet the course requirements for the Louisiana Core 4 Curriculum.

ii. Students shall complete the career area of concentration.

iii. Assessment Performance Indicator

(a). Students graduating prior to 2009-2010 shall pass the English language arts, mathematics, science, and social studies components of the GEE at the *Approaching Basic* level or above. Students graduating in 2009-2010 and beyond prior to 2013-2014 shall pass all four components of the GEE with a score of *basic* or above or one of the following combinations with the English language arts score at *basic* or above:

- (i). one *Approaching Basic*, one *Mastery or Advanced*, and *Basic* or above in the remaining two;
- (ii). two *Approaching Basic*, two *Mastery* or above.

(b). Students graduating in 2013-2014 through 2016-2017 shall achieve a score of *good* or *excellent* on each of the following EOC tests:

- (i). English II and English III;
- (ii). algebra I and geometry;
- (iii). biology and U.S. history.

NOTE: Transfer students need only meet this requirement for the EOC tests they are required to take according to the transfer rules found in §1829 of Bulletin 118.

iv. Students shall complete a minimum of 90 work hours of work-based learning experience related to the student's area of concentration or senior project related to student's area of concentration with 20 hours of related work-based learning and mentoring and complete one of the following requirements:

(a). industry-based certification in student's area of concentration from the list of industry-based certifications approved by BESE; or

(b). three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours in student's area of concentration.

v. Students shall achieve a minimum GPA of 2.5.

vi. Students graduating prior to 2008-2009 shall achieve the current minimum ACT composite score (or SAT equivalent) for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2008-2009 and beyond shall achieve a minimum ACT composite score (or SAT equivalent) of 20 or the state ACT average (whichever is higher) or the silver level on the WorkKeys Assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 17:183.2, and R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011), LR 38:754, 761 (March 2012), LR 38:1001 (April 2012), LR 38:1584 (July 2012), LR 40:994 (May 2014), LR 40:1328 (July 2014), LR 40:1679 (September 2014), LR 40:2525 (December 2014), LR 41:915 (May 2015), LR 41:1482 (August 2015), LR 41:2126 (October 2015), LR 42:232 (February 2016).

## Chapter 29. Alternative Schools and Programs

### §2907. Connections Process

A. All LEAs should be empowered to create a system of intervention appropriate for the student population and every LEA shall be held accountable for the academic growth of every student.

B.1. LEAs may choose to implement the Connections Process which replaces Louisiana's PreGED/Skills Option Program. Connections is a one-year process for overage students to receive targeted instruction and accelerated remediation aimed at attaining a high school diploma, high school equivalency diploma (by passage of GED tests), or state-approved skills certificate. The process includes a connections profile to track the following elements:

- a. academic and behavioral interventions;
- b. mentoring;
- c. job skills training;
- d. TABE locator and battery assessments;
- e. committee reviews;
- f. parent meetings;
- g. individual prescriptions for instruction;
- h. individual graduation plans; and
- i. exiting pathways.

2. While in the Connections Process, students are eighth graders and therefore shall take required eighth grade courses per Bulletin 741.

NOTE: Refer to high stakes testing policy in *Bulletin 1566—Pupil Progression Policies and Procedures*. Requirements differ for initial eighth grade students and students repeating the eighth grade.

3. Students in the Connections Process shall be 15 years of age during the school year and 2 years behind their peers academically to enter the Connections Process.

4. Schools opting to participate in the Connections Process must follow the Connection Process handbook found on the LDE website.

C. All LEAs participating in the Connections Process shall annually submit their intent to participate to the LDE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:100.5.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1308 (June 2005), amended LR 34:2032 (October 2008), LR 37:2131 (July 2011), LR 38:1000 (April 2012), LR 38:3133 (December 2012), LR 39:2226 (August 2013).

## Chapter 33. Home Study Programs

### §3309. Curriculum

A. The home study program shall have a sustained curriculum of a quality at least equal to that offered by public schools at the same grade level. The sustained curriculum must be substantiated in one of the following ways:

1. a packet of materials which shall be evaluated by the LDE for adequacy and which shall include such documents as:

- a. a complete outline of each of the subjects taught during the previous year;
- b. lists of books/materials used;
- c. copies of the student's work;
- d. copies of the student's standardized test results;
- e. statements by third parties who have observed the child's progress; or
- f. any other evidence of the quality of the program being offered;

2. verification that the child took the LEAP tests and scored at or above the state performance standards as established by BESE for his/her grade level; or

3. verification that the child has taken the California Achievement Test or such other standardized examinations as may be approved by BESE including, but not limited to, tests approved for the Nonpublic School Testing Program, and the child has scored at or above his/her grade level for each year in home study; or

4. a statement from a teacher certified to teach at the child's grade level stating that the teacher has examined the program being offered and that in his/her professional opinion this child is being taught in accordance with a sustained curriculum of quality at least equal to that offered by public schools at the grade level, or in the case of children with mental or physical disabilities, at least equal to that offered by public schools to children with similar disabilities. The teacher evaluation is subject to review and approval by BESE.

B. In order to receive a Louisiana State equivalency diploma, the student must pass the GED test. Completion of a home study program does not entitle the student to a regular high school diploma.

C. A high school diploma awarded by a home study program approved by BESE shall be deemed by all public postsecondary education institutions, all state departments, agencies, boards, and commissions, and all other state and local governmental entities to have all the rights and privileges afforded to a high school diploma awarded by a state-approved nonpublic school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1312 (June 2005), amended LR 37:1137 (April 2011), LR 39:2229 (August 2013).

## Chapter 37. Glossary

### §3701. Abbreviations/Acronyms

*ADA*—Americans with Disabilities Act.

*AP*—advanced placement.

*BESE*—Board of Elementary and Secondary Education.

*CPR*—cardiopulmonary resuscitation.

*CTE*—career/technical education.

*CTSO*—career and technical student organizations.

*CTTIE*—career and technical trade and industrial education.

*DECA*—An association of marketing students.

*FBLA*—Future Business Leaders of America.

*FCCLA*—Family, Career, and Community Leaders of America.

*FFA*—National FFA Organization.

*GED*—General Educational Development test.

*GEE 21*—Graduation Exit Examination for the 21st Century.

*GLEs*—grade-level expectations.

*HOSA*—Health Occupations Students of America.

*IDEA*—Individuals with Disabilities Education Act; the special education law.

*IAP*—individualized accommodation program.

*LDE*—Louisiana Department of Education.

*IB*—international baccalaureate.

*IBC*—industry-based certification.

*IEP*—individualized education program.

*JROTC*—Junior Reserve Officer Training Corps.

*LEA*—local education agency.

*LEAP 21*—Louisiana Educational Assessment Program for the 21st Century.

*LHSAA*—Louisiana High School Athletic Association.

*LMA*—Louisiana Montessori Association.

*MFP*—Minimum Foundation Program.

*MPS*—minimum proficiency standards.

*NAEP*—national assessment of educational progress.

*NCLB*—No Child Left Behind.

*OFAT*—out-of-field authority to teach.

*SAE*—supervised agriculture experience.

*SAPE*—substance abuse prevention education.

*TAT*—temporary authority to teach.

*TSA*—Technology Student Organization.

*TOPS*—Taylor Opportunity Program for Students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1316 (June 2005), amended LR 39:2230 (August 2013).