

SPECIAL SCHOOL DISTRICT PUPIL PROGRESSION PLAN 2011 - 2012

"Creating a World Class Education for All Students"

Submitted to Louisiana Department of Education: August 31, 2011
BESE Approved: October 19, 2011

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General Provisions for Development, Approval and Revision

Specific supervisors and educators were mandated by Bulletin 1566 to serve on the Committee of Educators and were therefore appointed. Other members were recommended by the central office staff and appointed by the State Director, based upon their training, interest, and expertise in these areas.

The function of the Committee of Educators was to develop and revise as needed the Pupil Progression Plan in collaboration with the Committee of Parents.

- a. Studying the documents and guidelines
- b. Researching various areas of the guidelines.
- c. Coordinating efforts with that of the Committee of Parents.
- d. Meeting periodically for the purpose of developing and revising the plan.
- e. Meeting with the State Director and the staff for a review of the plan.
- f. Reviewing and making revisions as necessary.
- g. Presenting a final plan to the State Director for adoption.

Members of the central office staff who represent various educational areas were asked to submit parents' names to represent their area. Regional Coordinators were contacted and asked to submit names of parents who would serve as representatives. To avoid duplication, a selection of the Committee of Parents was made by the coordinators of the committee of Educators, based upon the parents' willingness to serve.

The function of the Committee of Parents was to help with the development and revision of the Pupil Progression Plan by providing input and/or suggestions for revisions.

- a. Studying the guidelines and Bulletin 1566.
- b. Meeting with coordinators and members of the Committee of Educators.
- c. Studying the tentative sections of the plan as they were developed and revised.
- d. Consulting other parents to obtain their position on issues.
- e. Providing input into areas of the Pupil Progression Plan.

PREFACE

The Pupil Progression Plan for Special School District is reviewed and updated to insure that a continuum of appropriate learning opportunities is available to every child in the jurisdiction of the District. This pupil progression plan is a reflection of those beliefs and philosophical principles held by Special School District.

Special School District is an educational service agency administered by the Louisiana Department of Education with the approval of the Board of Elementary and Secondary Education (BESE) serving in the capacity of the governing authority. Special School District serves special education students who are enrolled in facilities operated by the Office for Developmental Disabilities, Office of Mental Health and Department of Public Safety and Corrections. Special School District provides special education and related services to identified disabled individuals, ages 3 through 21, residing in state-operated residential facilities and the Department of Public Safety and Corrections.

Special School District has developed and maintains educational programs to meet the individual needs of each student within its jurisdiction. Services are available to students pursuing a regular diploma, a General Education Diploma (G.E.D.) or a Certificate of Achievement.

The goals and objectives on each student's IEP are directed not only toward meeting the academic, social and behavioral needs of the student, but also the demands of adult functional living. These functional living skills, where appropriate, shall include self- help, leisure time activities, community participation, and vocational training for gainful employment.

The needs of the Special School District students are the primary concerns of the pupil progression plan committee. This plan represents the culmination of effort to insure that quality educational programs will be developed and maintained in Special School District.

It must be noted that Special School District operates the special education program in the Department of Public Safety and Corrections (Adult Corrections) facilities and the Office of Juvenile Justice (Youth Corrections) facilities. Special education students under the jurisdiction of Special School District in Department of Public Safety and Corrections and the Office of Juvenile Justice will progress in accordance with their mastery of IEP goals and objectives. Regular education programs for adults and juveniles are operated by the Department of Public Safety and Corrections and the Office of Juvenile Justice. A nine weeks progress report is required for all students in both settings. Provisions are made in the Individual Educational Program (IEP) for eligible students to receive Carnegie units for high school credits; and, these students are graded accordingly. **The reasonability of the School Building Level Committee (SBLC) will be the responsibility of the Office of Juvenile Justice (OJJ) in all of their respective facilities.**

All students who are eligible for participation in the Louisiana Educational Assessment Program, LEAP, iLEAP, GEE, LAA 1, LAA 2 and/or ELDA, statewide assessments will participate in the assessment that is designated for the appropriate grade level and/or special need, as applicable.

SECTION I



FORMAL SUBMISSION STATEMENT



SPECIAL SCHOOL DISTRICT
LOUISIANA SCHOOL FOR THE DEAF
2888 BRIGHTSIDE LANE, BLDG F.
BATON ROUGE, LA 70820

FORMAL SUBMISSION STATEMENT

Assurance is hereby made to the State Department of Education that the Special School District's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education Guidelines Bulletin 1566, (R.S. 17.24.4), with all applicable policies and standards of Bulletin 741 and 1706, and with all applicable federal, state and local regulations. If any local policy outlined in this plan conflict with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this pupil progression plan shall be maintained on file by the local education agency.

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

Superintendent/State Director

School Board President

August 31, 2011
Date

Date

Note: Commitment to School Site Staffs, Parents and Community - At the beginning of each school year and after any revision of the plan during the year, each principal shall discuss the *Pupil Progression Plan* for that year with school staff, parents, and the community.

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Allen Walls

Telephone Number (225) 763-3244

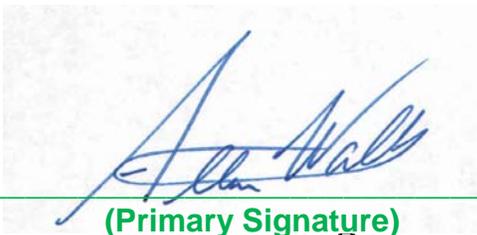
E-mail Address allen.walls@la.gov

If Applicable:

LEA Contact Person (Secondary) Yolanda D. Oates

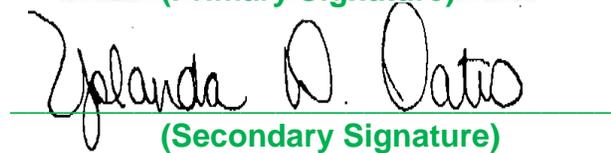
Telephone Number (225) 763-5510

E-mail Address yolanda.oates@la.gov



(Primary Signature)

August 31, 2011
(Date)



(Secondary Signature)

August 31, 2011
(Date)



Educators

Allen Walls – Regional Instruction Director
Monte Burke – Regional Instruction Assistant Director
Debra V. Shaffers – Special Education Supervisor
Shirley Lewis – Pupil Appraisal Coordinator
Meredith Fussell – Literacy and Numeracy Coordinator
Karen Triche – Transition Coordinator
Yolanda D. Oates – Grants and Data Support Specialist
Dana Redlich - Regional Coordinator
Holly York – Regional Coordinator
Linda Johnson – Regional Coordinator
Harry Ingalls – Regional Coordinator

Parents

Ms. Kellie Dickinson
Ms. Marjorie Sullivan
Mr. Sidney Sullivan



SPECIAL SCHOOL DISTRICT PUPIL PROGRESSION PLAN

COMMITTEE MEETING SIGN-IN SHEET

DATE: July 21, 2011

SUB COMMITTEE: GENERAL MEETING

NAME Please Print	MAILING ADDRESS/WORKSITE	EMAIL ADDRESS	CONTACT NUMBER	SIGNATURE
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Yolanda D. Dato	Central Office	Yolanda.D.Dato@la.gov	(225) 763-5510	<i>Yolanda D. Dato</i>
Allen Walls	Central Office	allen.walls@la.gov	757-3244	<i>Allen Walls</i>

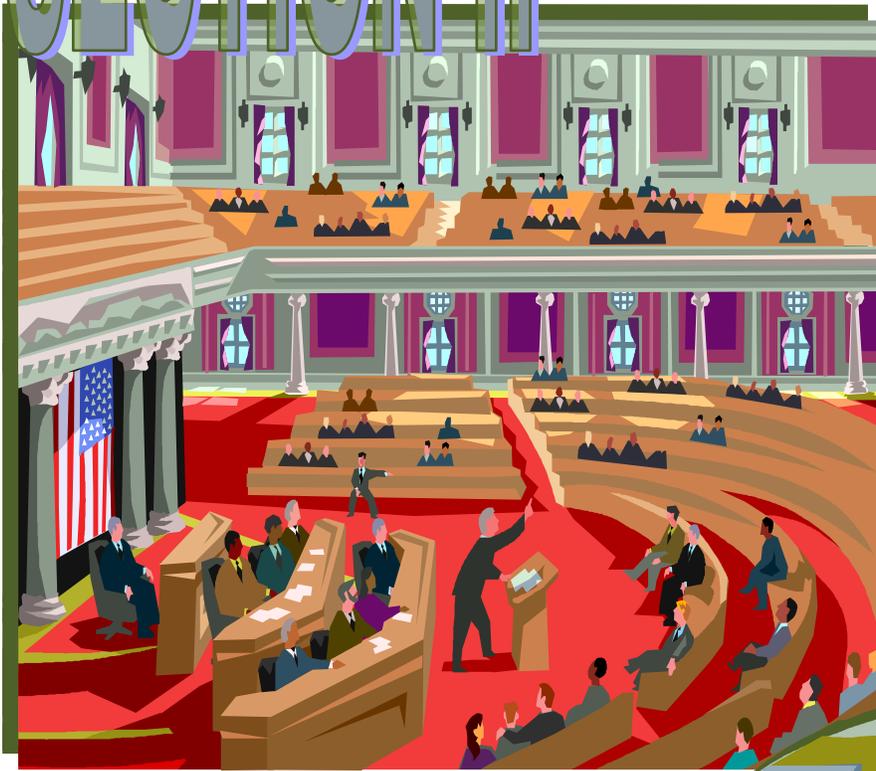


2011-2012 PUPIL PROGRESSION PLAN PUBLIC NOTICE

The amended 2011-2012 Pupil Progression Plan was reviewed and revised by a committee of educators and parents and the revised copy is available for public review from August, 2011 – November, 2011, on the Louisiana Department of Education website. To ensure an opportunity for broad-based input, “Public Comment Forms” are available on the website as well.

The SSD’s proposed Pupil Progression Plan for the 2011-2012 school year was placed on the SBESE agenda and was also made available to the public prior to the actual meeting dates for the months of September/October ten days prior to the September SBESE meeting.

SECTION II



STATE & DISTRICT POLICIES

SECTION II

STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.

Special School District in its role as an educational service agency (ESA) does not maintain the steps of traditional enrollment that occurs at traditional school districts. Students are enrolled and serviced during their stay at developmental, mental health, and incarceration state-run facilities. All guidelines noted in this section of the plan will be applied if a student enrolls during a time when the procedures outlined in the plan are applicable.

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

► Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)

Students will be screened using the Developmental Skills Checklist (DSC). Screening results will be used to assess the functioning level of the potential first grade students. A student scoring satisfactory or better meets the screening criteria for enrolling as a first grade student.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)
 - a. 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.
(Bulletin 741 §1111 B)

- b. 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 the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1)

► Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

Special School District does not have a policy concerning early entrance into kindergarten for identified gifted students. Students are admitted to the facility because of a mental impairment. During their stay, they are enrolled in Special School District to address academic needs. Because of this, there is no need for a policy concerning early entrance.

- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

Students will be screened using the Developmental Skills Checklist (DSC). Screening results will be used to assess the functioning level of the potential first grade students. A student scoring satisfactory or better meets the screening criteria for enrolling as a first grade student.

- 3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C)

► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

If a five year old student is admitted into the facility, the Developmental Skills Checklist (DSC) will be used. A student scoring satisfactory or better meets the screening criteria for enrolling as a first grade student.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
 - b. 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.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
 - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.
 - ▶ Describe the policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and

summer administrations of the LEAP test and/or do not attend summer remediation.

Non-public and Home Schooling Students entering any facility that is served by Special School District attempting to enroll in grades 5 or 9 who did not participate in both the spring and summer administration of the LEAP test and/or did not attend summer remediation shall take the state-mandated placement test and meet the standard of the Basic/Approaching Basic combination. These students are ineligible for any exceptions to the high stakes policy.

3. Credits earned by students in American schools in foreign countries shall be accepted at face value. (Bulletin 741 §707)

► Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

○ Approved schools within the state (public/nonpublic)

A student transferred from a state-approved school, in-state, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. The SBLC may be convened to determine proper placement.

a. Records including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Regional Coordinator/designee before the student is enrolled in a special education program.

b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

○ Approved out-of-state schools (public/nonpublic)

A student transferred from a state-approved school, out-of-state, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization,

and the units of credit earned, shall be required. The SBLC may be convened to determine proper placement.

- a. Records including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Regional Coordinator/designee before the student is enrolled in a special education program.
- b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

○ Home Study and Unapproved schools (public/nonpublic)

Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

- a. The Regional Coordinator and/or designee may require the student to take an examination on any subject matter for which credit is claimed.
- b. 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.
- c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
- d. Credits earned by students in American schools in foreign countries shall be accepted at face value.

● Provisions for LEAP/iLEAP Students

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

- Names of the entrance tests used to determine grade placement

When grade placement must be determined the enrolling students will be assessed at the school level utilizing the end of the year exam for the grade level prior to the suspected enrollment grade.

- The procedure used for determining Carnegie credit for high school students

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

- ▶ List the placement test(s) administered to the above-mentioned transfer students, if applicable.

Content area end of the year final examination

C. Transfer policies for students with disabilities

1. Districts will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.
 - a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
 - b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and

implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

- c. The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

► Describe the procedures for Interim IEPs

1) Transfer from Outside-of-State

In the case of a child with a disability who transfers to Special School District from out of state, SSD shall:

- ◆ obtain formal parental permission to review student evaluation information;
- ◆ Pupil Appraisal will review all available evaluation information; and,
 - if all evaluation information is appropriate and complete according to Louisiana Bulletin 1508 Pupil Appraisal Handbook, SSD will develop an IEP and appropriately place the student in a comparable program; or
 - appropriate permission will be obtained and an Interim IEP will be developed concurrent with an evaluation.
- ◆ Students - Out-of-School

In the case of former special education students who have left school without completing their education by obtaining a state diploma, SSD shall:

 - ◆ refer the student to SSD Pupil Appraisal Contact for review;
 - ◆ if the evaluation is not current, evaluation permission will be obtained; and,
 - ◆ an Interim IEP will be written and the appropriate services will be provided within 10 school days.

D. Limited English Proficient (LEP) Students

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

a. Establish procedures to identify language minority students.

- ▶ Describe the procedures the LEA have established to identify language minority students.

All students entering Special School District for the first time will be required to complete a Home Language Survey. Upon completion of the Home Language Survey, if a student is classified as a possible Limited English Proficient, the appropriate individualized English Language assessment instruments will be used for placement.

b. Establish procedures to determine if language minority students are Limited English Proficient.

- ▶ Describe the procedures the LEA have established to determine if language minority students are Limited English Proficient.

Each survey shall be reviewed for indication that a language other than English is spoken in the home. The oral, writing, and reading portions of the Idea Proficiency Tests, or the Language Assessment Scale (LAS), will be used to collect data needed to determine the level of English language proficiency for placement by developmental level.

c. 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.

- ▶ Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

- English language proficiency assessment results directly influence instructional placement. However, LEP students must be placed in an age-appropriate grade consistent with the district's policy for regular grade/general education placement. If there is a discrepancy between the chronological age and the grade placement of the pupil based on records and/or screening, the pupil shall be placed in the grade level of his age-mates.
- If a parent does not refuse services (via written notification) the limited English proficient student is placed in a comprehensive educational program that is designed and proven to provide instruction that leads to

English language proficiency and academic achievement. Depending on the student's English level proficiency, the English and content area programs may be concurrent or sequential but are not designed to segregate the LEP student beyond the extent necessary to achieve the goals of the district. Using integrated language and content instruction allows LEP students to continue their academic development while acquiring English proficiency.

d. Establish procedures to monitor former Limited English Proficient students for two years.

► Describe the procedures the LEA have established to monitor former Limited English Proficient students for two years.

Only those students who meet the requirements of "English Proficiency" as defined by the Louisiana State Department of Education (LDE) will be allowed to exit the English as A Second Language (ESL) Program.

All LEP students shall take the English Language Development Assessment (ELDA) annually, as well as, the appropriate State assessment for the student's enrolled grade. Once a student exits ESL, the student is no longer coded ESL in the Student Information System (SIS).

LEP students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate in the district's general education plan. Former transitioned LEP students will be monitored by the regular classroom teacher and/or the site contact. Their findings will be reported each grading period to ensure that these students are successful in the district's overall educational program. Students who demonstrate the ability to meaningfully participate in the district's educational program do so with the general student population. Students not able to participate meaningfully in the district's educational program are assessed to determine the reason for participation deficiencies (i.e., previous English Language Learner (ELL) status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate services based on the results of the assessment(s). Examples of measures that the district may use to evaluate the success of the LEP student's ability to meaningfully participate in the general program are:

- ❖ standardized tests including NRT and CRT
- ❖ teacher observation measures and checklists
- ❖ portfolios
- ❖ grade point averages/report card grades
- ❖ promotion/retention rate
- ❖ quarterly exams
- ❖ inclusion of LEP student in gifted and talented programs
- ❖ IEP's

❖ parent feedback

Parents of transitioned LEP students who will need to be reclassified as limited English proficient and placed in a specialized language program will be notified of the reclassification and continued need for services in a language they can understand (whenever feasible) and informed of the type of additional language, academic, or tutorial services offered to the student.

All records maintained in the student's cumulative folder shall be forwarded to the enrolling school to ensure continuation of instruction and/or monitoring.

e. No LEP student shall be retained solely because of limited English proficiency.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

E. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian (R.S. 17:24.4 G).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G).

► Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system; Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

Office of Mental Health /Office of Juvenile Justice

All students shall be afforded a monitoring system to monitor the placement to determine its appropriateness.

Placement decisions are based on LRE considerations, current behavior, emotional state, academic performance, long-range educational goals, and social behavior. Placement alternatives shall include hospital homebound, self-contained departmentalized and when the need is indicated, instruction in the

LEA, which may take place in the regular classroom, resource room, self-contained classroom, or special school setting.

A review of placement for change resulting from a review is effective through the formal IEP review process. Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.) Review of the IEP may be initiated at any time upon the request of the teacher, the parent/guardian/surrogate, a member of the IEP committee and/or the Regional Coordinator/designee. The IEP process in each school is reviewed periodically through internal monitoring by SSD staff to assure compliance with state and federal statutes and regulations. Additional monitoring of the IEP process is provided through the State Department of Education's Office of Special Educational Services.

Office for Citizens with Development Disabilities

Students in Special School District OCDD state schools are promoted or retained as defined by Louisiana Act 750 (Revised Statute 17:24.4). These students are placed in the school program based on the individual evaluation and the IEP. Any review of that placement or change resulting from a review is affected through the formal IEP review process. Regulations for Implementation of the Children with Exceptional Children Act (R.S. 17:1941 et seq.) Any change in placement or review can only be effected through a formal IEP review process. Review of the IEP may be initiated at any time upon the request of the teacher, the parent/guardian/surrogate, members of the IEP committee or the school system.

The IEP and re-evaluation are always reviewed prior to an anticipated discharge from the OCDD facility. The IEP process in each school is reviewed periodically through internal monitoring by Special School District staff to assure compliance with state and federal statutes and regulations and to ensure qualitative factors in the IEP development and review. Additional monitoring of the IEP process is provided through periodic review by the State Department of Education.

All students shall be afforded a monitoring system to monitor the placement to determine its appropriateness.

1. Procedures used to monitor student placement
 - a. A system using census data concerning students has been developed to give ready access to needed information on children in all instructional programs.
 - b. All reports prepared by the Regional Coordinator are to be submitted to the Central Office staff responsible for supervision facilities that serve the Office of Citizens with Developmental Disabilities, Department of Public Safety and Corrections, Office of Mental Health, and the Office of Juvenile Justice to determine the

effectiveness of the instructional programs and said reports are to coincide with the districts reporting periods. These reports are summarized.

- c. Interviews and conferences with the Regional Coordinators/designees, teachers/pupil appraisal staff and parents/guardians will be held in schools periodically by Central Office staff.
- d. Periodic monitoring of all files containing information on students' progress in programs will be conducted at the school and system level.

2. Individual Review upon Request

When a question has been raised regarding the placement of a student, the parent/guardian, teacher, principal, or the State Director's Designee may request a review of the student's placement.

3. Regular Monitoring

Regular monitoring will be the responsibility of the State Director or Designee and will be reported to the State Director.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes 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. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
 - a. 10,020 minutes for a six-period schedule;
 - b. 8,589 minutes for a seven-period schedule; and
 - c. 7,515 minutes for an eight-period or 4x4 block schedule.
 - d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

III. Grading Policy

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt,

directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302)

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

- Describe grading policies for grades/courses for which letter grades are not used

Within the juvenile facilities, Special School District teachers provide special education minutes only. To document students' progress toward meeting the goals outlined in students' IEP, the following rubric will be used:

S = Satisfactory Progress
U = Unsatisfactory Progress
N = Needs Improvement

- There shall be a minimum of nine assessments for each student during each quarter. A variety of assessments may be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records.
- Due to unusual circumstances, such as testing, some grading periods may be shortened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.
- Test items shall reflect the instructional objectives in the teacher's lesson plans based on the content standards and benchmarks.
- Student conduct shall not be considered when computing the quarter grade. Assessments shall only reflect academic performance. Conduct and work habits shall be considered separately and denoted accordingly on the report card.
- Portfolios of student work shall be accumulated and shared with parents.

- Parents/students will be informed of grading practices at the time of their admission to the facility.
- Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents.
- Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Learning Plan (ILP), an Individual Education Plan (IEP), and a Limited English Proficient (LEP) Plan.
- All assessments shall be fair and reasonable as determined by the Regional Coordinator or designee.
- At the end of each nine- week reporting period report cards/progress reports will be sent home. The teacher is responsible for completing and issuing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance in class.

► Describe grading scales and policies for honors, gifted, Advanced Placement, International Baccalaureate or any other type of course for which special grading policies exist

All SSD schools will adhere to the special grading policies of the respective parish in which the facility is located.

C. 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 percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
 - 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. (Bulletin 741 §2318)

► Describe the LEA’s grading policy for students taking courses with EOC tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the EOC test will count.

The state-mandated End of Course (EOC) exam in English II, English III, Algebra I, Geometry, Biology, and American History shall represent the final exam for the content. The final exam shall represent 30% of a student’s final grade in the content areas where EOC is administered.

IV. Promotion K – 8

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

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time 4th or 8th grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)

5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the function of the SBLC as it relates to student promotion and retention.

Function of School Building Level Committee – Promotion/Retention:

(a) A School Building Level Review Committee will consist of the Regional Coordinator/designee, the student's teacher, available Pupil Appraisal Staff, Central Office staff if needed, and a teacher of the same level or subject matter area. A Committee of knowledgeable persons to address the needs of dyslexia will be a subcommittee of the School Building Level Committee. The Committee will meet the requirements of Section 504 of the Rehabilitation Act of 1973. The School Building Level Committee will review all information that is submitted to the Committee for referral. The Committee will review each student's performance on an individual basis and make a decision in the best interest of the student. A student may be referred to SBLC for promotional purposes, see Appendix C. The Regional Coordinator/designee of the school, the student's teacher, the parent/guardian and/or staff who may be knowledgeable about the student's needs may request a review by the School Building Level Review Committee. The placement decision of the committee shall be rendered to the parent or guardian. Often, due to the nature of varying lengths of stay of students at SSD facilities, the SBLC may recommend to a receiving school system promotion or retention based on the work completed by the student while enrolled in an SSD program.

(b) If a student in grades K-8 fails a grade two consecutive years academically, that student is to be brought before the school committee and promoted to the next grade unless:

- i. retention is specifically requested by parents, or

- ii. the school committee recommends retention.

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA's procedure for determining if a 4th or 8th grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

Policy Override

SSD shall override the State policy for students scoring at the *Unsatisfactory* level in English/Language Arts or Mathematics if the student scores at the *Mastery* or *Advanced* level in the other provided that:

- the student shall be referred to the School Building Committee (SBLC) , see Appendix C;
- the SBLC shall ensure that the student has participated in **both** the spring and summer administrations of the LEAP and has attended the summer remediation program offered by SSD.

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

A student who has been retained in grade 4 once due to not meeting the passing standard for LEAP, the student shall be promoted to grade 5.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once as a result of failure to pass LEAP and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 C)

- A student who has been retained in grade 4 once due to not meeting the passing standard for LEAP, the student shall be promoted to grade 5.
- A student who has repeated the 4th grade and who is 12 years old on or before September 30th shall be promoted to grade 5 only.

► Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D)

Appeals Process

SSD, through its state director or designee, shall review student eligibility and consider granting an appeal on behalf of individual students, provided that **all** of the following criteria have been met:

- The student's highest score in English/Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored *Approaching Basic* on LEAP.
- The student must have attended the LEAP summer remediation program.
- The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
- The Regional Coordinator/designee and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in English/Language Arts and/or Mathematics.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B)

A student who has completed transitional grade 4.5:

- passed grade 5 academically; and
- passed grade 4 LEAP with the Approaching Basic/Basic combination

The student shall be promoted to grade 6. A student who did not meet the above criteria shall be promoted to grade 5.

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy (Bulletin 1566 §707)

Special School District will offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English/Language Arts and Mathematics at no cost to students who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English/Language Arts and/or Mathematics component(s) on the spring tests. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA II), are eligible to attend the LEAP Summer Remediation Program. A student must attend 90% of the 50 hours to have met the attendance requirement of the High Stakes Testing Policy.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade-Level Expectations and the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements.

Specific Criteria for Promotion

Special School District in its role as an educational service agency of the Louisiana Department of Education does not award final grades defining promotion or Carnegie Units for accrual of credit towards graduation. Since students' average stay at any of the facilities of the district is 30 - 60 days, the school facilities of the district shall forward all progress reports that the

student has acquired during their stay accompanied by a formal recommendation outlining whether the student has or has not acquired at minimum fundamental knowledge and skills necessary to award credit for the time the student was enrolled at the facility. The guidelines below outline the conditions under which a student earns grades by a reporting period, approximately 9 weeks, and the conditions under which the district deems the student has demonstrated at minimal fundamental knowledge and skill.

Kindergarten

(a) Grading is with S's or U's in all subjects for the first reporting period. After the first reporting period, letter grades of A, B, C, D, or F will be earned in reading and mathematics. S or U will be earned in all other subjects.

(b) Students must pass and have at least a 1.0 average in each of the following: reading and mathematics.

Grade One

(a) Grading is with S's or U's in all subjects for the first reporting period. After the first reporting period, letter grades of A, B, C, D, or F will be earned in reading and mathematics. S or U will be earned in all other subjects.

(b) Students must pass and have at least a 1.0 average in each of the following: reading and mathematics.

Grade Two

(a) Grading is with letter grades of A, B, C, D, or F in reading English, spelling, mathematics, science and social studies. S or U will be earned in all other subjects.

(b) Students must pass and have at least a 1.0 average in each of the following: reading and mathematics

Grade Three

(a) Grading is with letter grades of A, B, C, D, or F in reading, English, mathematics, spelling, science and social studies. S or U will be earned in all other subjects.

(b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, and English

Upon enrollment in Special School District, it is strongly encouraged that the student continues instruction in the same mathematics course; he/she is taking at his home-based school.

Grade Four

(a) Grading is with letter grades of A, B, C, D, or F in reading, English, mathematics, spelling, science, social studies, and/or foreign language. S or U will be earned in all other subjects.

(b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.

(c) Students must take the State required LEAP and score at or above the *Basic/Approaching Basic* combination level in English/Language Arts and mathematics in order to be promoted to the next grade level. The School Building Level Committee (SBLC), see Appendix C, may override the state policy for students scoring at the *Unsatisfactory* level in English/Language Arts or mathematics if the student scores at the *Mastery* or *Advanced* level in the other provided the students meets the remaining criteria for an override.)

Fourth Grade Student (First Time)

Scores *Basic/Approaching Basic* combination or above and passes academically:

- Promoted to the 5th grade

Scores below the *Basic/Approaching Basic* combination but passes academically:

- Must attend summer school remediation
- Retake test(s) and meets *Basic/Approaching Basic* combination
- Promoted to 5th grade

Scores *Approaching Basic* in both ELA and mathematics after summer remediation and retest and passed academically:

- Assigned to the transitional grade (4.5)
- Register in JPAMS as 4th grade
- Provided grade 5 coursework and grade 4 remedial work for ELA & Math

Fails to meet *Basic/Approaching Basic* combination after retaking test(s)

- Repeats 4th grade

Fourth Grade Student (Repeater)

Scores *Basic/Approaching Basic* combination or above and passes academically:

- Promoted to the 5th grade

Scores below *Basic/Approaching Basic* combination on spring test but passes academically:

- Must attend summer school remediation
- Retakes the test(s) and meets *Basic/Approaching Basic* combination
- Promoted to 5th grade

Fails to meet *Basic/Approaching Basic* combination after retaking test(s):

- Student may be referred to SBLC committee for consideration for promotion to 5th grade, see Appendix C

Transitional Grade 4.5 Student

Scores *Basic/Approaching Basic* combination or above and passes academically:

- Promoted to grade 6

Scores below *Basic/Approaching Basic* combination on Spring test but passes academically:

- Must attend summer school remediation
- Retakes the test(s) and meets *Basic/Approaching Basic* combination
- Promoted to 6th grade

Fails to meet *Basic/Approaching Basic* combination after retaking test(s):

- Student may be referred to SBLC committee for consideration for promotion to 5th grade, see Appendix C

Grade Five

(a) Grading is with letter grades of A, B, C, D, or F in reading, English, mathematics, spelling, science, social studies, and/or foreign language. S or U will be earned in all other subjects.

(b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.

Grade Six

(a) Grading is with letter grades of A, B, C, D, or F in reading, English, mathematics, spelling, science, social studies, and/or foreign language. S or U will be earned in all other subjects.

(b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.

Grade Seven

(a) Grading is with letter grades A, B, C, D, or F in reading, English, mathematics, spelling, science, social studies, health/physical education, and/or foreign language. S or U will be earned in all other subjects.

(b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.

Grade 8

(a) Grading is with letter grades of A, B, C, D, or F in reading, English, mathematics, spelling, science, social studies, health/physical education, and/or foreign language.

(b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.

(c) Students must take and pass the state-required eighth grade LEAP and score at or above the *Basic/Approaching Basic* combination in English/Language Arts and mathematics to be promoted to the next grade level. The School Building Level Committee (SBLC) , see Appendix C, may override the state policy for students scoring at the *Unsatisfactory* level in English/Language Arts or mathematics if the student scores at the *Mastery* or *Advanced* level in the other provided the students meets the remaining criteria for an override.)

Eighth Grade Student (First Time)

Scores *Basic/Approaching Basic* combination or above and passes academically:

- Promoted to the 9th grade

Scores below the *Basic/Approaching Basic* combination but passes academically:

- Must attend summer school remediation
- Retakes the test(s) and meets the *Basic/Approaching Basic* combination
- Promoted to the 9th grade

Scores below the *Basic/Approaching Basic* combination but passes academically:

- Must attend summer school remediation

- Retakes the test(s) and scores *Approaching Basic/Approaching Basic* combination
- May be promoted to the 9th grade via AB/AB Waiver if,
 - He/she has scored at the *Approaching Basic* (AB) level on **both** the ELA and Math components of LEAP
 - The student attended summer remediation.
 - The student has retaken the component(s) (ELA or Math) of the summer retest on which he/she scored AB or below on the spring test.

Scores below the *Basic/Approaching Basic* combination but passes academically:

- Must attend summer school remediation
- Retakes the test(s) and scores *Basic/Unsatisfactory* combination
- May be promoted to the 9th grade via UB Override if,
 - the student scores AB or above in Science and Social Studies
 - the student had overall 2.5 GPA on a 4.0 scale
 - the student had minimum 92% attendance during the school year
 - the student participated in both the spring and summer administrations of LEAP and attended the summer program offered by the district
 - the SBLC, see Appendix C, makes the recommendation based upon the documentation

Fails to meet the *Basic/Approaching Basic* combination after retaking test(s):

- Repeats 8th grade

Eighth Grade Student (Repeater)

Scores *Basic/Approaching Basic* combination or above and passes academically:

- Promoted to the 9th grade

Scores below the *Basic/Approaching Basic* combination, but passes academically:

- Must attend summer school remediation
- Retakes the test(s) and meets the *Basic/Approaching Basic* combination
- Promoted to the 9th grade*

Scores *Approaching Basic/Approaching Basic* combination after retaking test(s):

- Student is eligible for a waiver and he/she may be referred to the SBLC committee for consideration for promotion, see Appendix C, to the 9th grade

Scores *Basic* in English/Language Arts or Mathematics and *Unsatisfactory* in the other after retaking test(s):

- Student may be referred to the SBLC committee for consideration for promotion, see Appendix C, to the 9th grade

Scores *Advanced* or *Mastery* in English/Language Arts or Mathematics and *Unsatisfactory* in the other after retaking test(s):

- Student may be referred to the SBLC committee for consideration for promotion, see Appendix C, to the 9th grade

Scores *Approaching Basic/Unsatisfactory* combination after retaking test(s):

- Student is eligible for a waiver and he/she may be referred to the SBLC committee for consideration for promotion, see Appendix C, to the 9th grade

Scores *Unsatisfactory/Unsatisfactory* combination on the spring test:

- Must attend summer school remediation
- Must retake the test
- Student must qualify and enroll in the Pre-GED Skills Option Program

* If a student does **not** meet LEAP requirements after repeating the 8th grade, then that student may be promoted by committee to the 9th grade. If the student is promoted with an unsatisfactory score in E/LA or Math on LEAP, s/he **must** be enrolled in a high school remediation course in the area of deficiency before enrolling in or earning Carnegie credit for English or Mathematics. This student will not have to retake any parts of the LEAP.

Note: (1) Exceptional students participating in LEAP must have accommodations as noted on the students' IEP.

Note: (2) Standard score cutoff scores may be changed by the State.

Note: (3) Beginning at the 3rd grade level, a minimum grade of "D" must be earned the last grading period of a course. In the event of an unusual circumstance that causes a student not to earn the required "D", the State Director will appoint a committee to review the circumstances so that the student will not be unfairly penalized.

Note: (4) For students performing below grade level in English/Language Arts or Mathematics, teachers may increase the daily/weekly time in English/Language Arts or Mathematics by reducing instruction time in other subjects, subject to the review and approval of the Supervisor of Curriculum and Instruction.

SSD will offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English/Language Arts and Mathematics at no cost to students who did not take the spring LEAP test or who scored Approaching Basic and/or Unsatisfactory on the English/Language Arts and/or Mathematics component (s) on the spring tests. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend the LEAP Summer Remediation Program.

*The SSD SBLC will convene and make the decision for an eighth grade student who has repeated the entire grade. The SBLC's decision may be either: 1) retained again in the 8th grade; 2) promoted to 9th grade provided the student scores approaching basic in ELA or mathematics; or 3) be granted a waiver, if the student meets the criteria.

► Describe the elementary foreign language program for academically able students in grades 4–8.

The developmental, mental health and adjudicated facilities where the students are housed require time for attention to the purpose for the student's residency. Because of this requirement, instructional time is limited within the facilities' structured schedule to afford time for other required activities, such as counseling. The instructional time afforded is sufficient for delivery of core content instruction only. The school sites are unable to provide foreign language to its students.

- Explain the local definition of the term “grade level” or “on grade level.”
- List the model program sites.
- List the designated subject area(s) for foreign language.
- If your LEA was granted a waiver from full implementation of the elementary foreign language program, include a copy of the approval letter in the appendix.

V. Promotion 9 – 12

A. Carnegie Credit Time Requirements

1. Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)
 - a. 10,620 minutes for a six-period schedule;
 - b. 9,103 minutes for a seven-period schedule; and
 - c. 7,965 minutes for eight-period or 4 x 4 block schedules.

- d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
- e. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
- f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

► List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

Special School District does not award credit. Students are traditionally enrolled in the district for 30-60 days. If a student is enrolled in the district during a period when the semester ends, the school site will calculate a semester grade using all grades the student has acquired from every school attended during the course of the semester. During withdrawal process from the school facility, the school site administrator will provide the parent(s)/guardian(s) with a copy of the completed Recommendation for Final Grade or High School Credit Form, accompanied by the student's progress report containing the grades that lead to the recommendation of the final grade or Carnegie credit. The student will present this documentation to the enrolling school for their consideration to grant credit for the work mastered.

► Describe the LEA's policy for awarding ½ unit of credit

Special School District does not award credit. Students are traditionally enrolled in the district for 30-60 days. If a student is enrolled in the district during a period when the semester ends, the school site will calculate a semester grade using all grades the student has acquired from every school attended during the course of the semester. During withdrawal process from the school facility, the school site administrator will provide the parent(s)/guardian(s) with a copy of the completed Recommendation for Final Grade or High School Credit Form, accompanied by the student's progress report containing the grades that lead to the recommendation of the final grade or Carnegie credit. The student will present this documentation to the enrolling school for their consideration to grant credit for the work mastered.

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent

academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)

3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - ii. Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
 - (a) An academic catch-up component to address all the areas of student deficiency,

- (b) An adult mentoring component with an emphasis on workforce awareness and readiness,
 - (c) Work awareness and work readiness skills component, and
 - (d) A work-based learning component, such as job shadowing/job exploration/paid internships.
- b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
- List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

Special School District in its capacity to provide core curriculum to the students enrolled in the state run facilities is unable to offer students the option of the career diploma track. Students who come into the district already enrolled will be offered the core coursework outlined in the students five year plan. Students are traditionally enrolled in the district for 30-60 days. Upon the student's return to the traditional setting, the enrolling school may schedule the student into the appropriate coursework for the career diploma.

- List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.

This is not applicable to SSD.

5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A)

7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
8. Any student entering the ninth grade having scored *Unsatisfactory* in math and/or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 - a. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
2. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements, where appropriate.

- a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 - b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 - c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
3. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

VI. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.

A student may be retained once at each grade level for failing academically.

- ▶ Describe any additional LEA policies that may determine student retention.

If a student in grades K-8 fails a grade two consecutive years academically, that student is to be brought before the school committee and promoted to the next grade unless:

- i. retention is specifically requested by parents, or
- ii. the school committee recommends retention.

- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

Upon identification that a student displays a deficiency, the classroom teacher will enact the processes of RTI. Required documentation shall be gathered and progress monitoring shall occur every 2-3 weeks to determine the effectiveness of the interventions applied. If a student continues to display evidence of failure by the end of the second quarter in grades K - 8, or by the end of the first and/or third quarters in grades 9-12, the student will be referred to the SBLC. Recommendations for the next academic year or semester will be based on the information documented by the SBLC, see Appendix C. All decisions made will be discussed with parents prior to making the final decision to retain the pupil or repeat a portion of a course or a course.

Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4th and 8th graders shall be retained the initial time in grade 4 or 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5. Documentation of the assignment shall be derived from the SBLC. All required documentation shall be completed and filed in the student's cumulative folder. For all other grades, students must be afforded every opportunity through the processes of RTI to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented. All documentation must reside in the student's cumulative folder and be forwarded to the SBLC if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions.

VII. Acceleration

► Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

Maximum efforts shall be exerted by the teacher, the school, and the school system in promoting maximum development of each student's highest possible potential within the grade.

A. Grades K-8

After extensive evaluation by a committee of two teachers, the Regional Coordinator and/or designee, the assigned supervisor, and the student's parent(s)/guardian(s), a student may be accelerated if it is determined that the student will benefit more at an advanced level. The final decision remains with the Regional Coordinator and/or designee of the school. A student can be accelerated only once, by one grade level, during grades K-8. The following criteria will be used to determine eligibility:

- a. Academic Achievement – A student must have a minimum of a 3.5 grade point average and score at the 50th percentile on a Norm Reference Test (NRT) at the last grade level given;
- b. Physical and emotional maturation;
- c. Operational level; and
- d. Psychological maturity.

Students are referred to the gifted and talented program by school personnel, parents, peers, or the child himself. The screening and evaluation process is conducted according to the guidelines of the State Department of Education Pupil Appraisal Handbook. If it is determined that the student is gifted and/or talented after the multi-disciplinary team evaluation, an IEP is developed and placement is made accordingly. All gifted elementary, junior high, and high school students will be offered more academically challenging enrichment at their respective schools.

B. Grades 9-12

Special School District shall follow the policies and procedures established in Bulletin 741. Early graduation can be acquired for high school students who earn additional Carnegie units. Special School District will assist any student that has enrolled on that track and accommodate those that aspire to take additional core credit course where possible. The following in the process taken to move through the accelerated track:

High School Credit

- a. The following policies apply to students attending colleges or other post secondary institution on a part time basis.
- b. The regional coordinator and/or designee of the high school shall approve in advance the course to be pursued by the student in college.
- c. The student shall meet the entrance requirements established by the college.
- d. The regional coordinator and/or designee of the high school shall verify that the contents of the college course meet the standards and grade-level expectations of the high school course for which the student is receiving credit.
- e. The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
- f. The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at six- or nine- week intervals.
- g. College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary state organizations.

- h. Students may participate in college courses and special programs during regular or summer sessions.
- i. For gifted students, entry into a college course for credit shall be stated in the student's IEP.

▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

See question 1

▶ Describe any applicable policies and procedures for grade "skipping."

See question 1

▶ Describe any policies governing services for gifted students.

High school gifted and/or talented students are screened and evaluated in the same manner as described for elementary gifted and/or talented students. Gifted students in grades 9-12 are offered more academically challenging enrichment at their respective sites.

A. Carnegie Credit for Middle School Students

1. Students who intend to take a GLE-based course for Carnegie credit in middle school should successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the LEA shall administer a test based on the eighth grade GLEs. The LEA shall publish in its Pupil Progression Plan the criteria for placement of students in the Carnegie credit course, one of which shall be the student's performance on the eighth grade GLE test. Other suggested criteria include the student's performance in the seventh grade course, standardized test scores, and teacher recommendation. All policies regarding Carnegie credit for middle school students are found in Bulletin 741 §2321.

▶ List the LEA requirements for placement of middle school students in Carnegie credit courses.

SSD does not identify students and offer this option at this time. Students who have begun the process at their previous school shall be enrolled in the appropriate classes to meet the requirements needed for the student to be awarded credit for the course(s) upon returning to a traditional school district.

B. Early Graduation

1. 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.
 - a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
 - ▶ Describe the components and requirements of the local early graduation program.

SSD does not graduate students.

C. Accelerated Student Achievement Pathway Program

1. The Accelerated Student Achievement Pathway (ASAP) Program is an intervention process of the College and Career Readiness (CCR) Office. This process is designed to allow students the opportunity to accelerate the attainment of Carnegie units required for high school graduation.
 - ▶ If participating, describe the components and requirements of the local ASAP Program.

SSD does not participate.

VIII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state's criterion-referenced testing program for grades 4 and 8, the Graduation Exit Examination, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
 - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
 - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.
 - ii. All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
 - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
 - iv. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.

- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests.
- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the LEAP Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

D. Local Program Development and Evaluation

1. In addition to any state guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the LEAP/CRT. The plan must describe how all students, including students with disabilities, will be provided remediation to overcome their educational deficits, as identified through the results of the LEAP/CRT.

► School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
 1. 100% of eligible students will participate in the 4th and 8th grade School Year LEAP Remediation.
 2. Of those students who participate in the 4th and 8th grade English Language Arts component of the School Year Remediation Program, 40% will score at or above the required achievement level for promotion on the English Language Arts component of the spring administration of the LEAP test.
 3. Of those students who participate in the 4th and 8th grade Mathematics component of the School Year Remediation Program, 40% will score at or above the required achievement level for promotion on the Mathematics component of the spring test.
- Describe the criteria used to determine which 4th and 8th grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.

Student Selection Criteria

- a. All students, including identified disabled students in Grades 4 and 8 who did not attain the state performance standard in Language Arts and Mathematics will be eligible for remediation.
 - b. Any public elementary or secondary student, including an exceptional student participating in LEAP, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the state criterion-referenced tests, shall be provided remedial education (R.S. 17:397)
- o Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

Pupil-teacher ratio will not exceed Bulletin 741 limits.

- o Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?

SSD shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English/Language Arts and Mathematics at no cost to students who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English/Language Arts and/or Mathematics component(s) on the spring tests.

- o Approximately when will the school year intervention/remediation programs begin in your district?

The school year intervention/remediation program shall begin annually upon identification of students' need.

- o Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the school year intervention/remediation.

All students not attaining the state performance standard (4th and 8th grade LEAP test) will be remediated by certified classroom teachers and/or paraprofessionals, under the immediate supervision of the classroom teacher.

- o Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

- a. Instruction will be based on student deficits as identified on the State Language Arts, Math, Science, and Social Studies CTR's for 4th and 8th grades.

- b. Comprehensive Curriculum and Grade Level Expectations (GLE's) will be used in planning instruction for grades 4 and 8.
 - c. Individualized instruction will be used to meet the individual needs of each student requiring remediation. This will be accomplished through in class grouping, pullouts of individuals and small groups.
 - d. Computer assisted instruction will be used for remediation as well as for maintenance or achieved grade appropriate skills.
 - e. Particular attention will be given to addressing the different learning styles of each student.
 - f. The content of the course will be determined by the needs of the students and based upon the required skills in the State Curriculum Guides in Language Arts, mathematics, science, and social studies.
- o Describe the form of documentation collected from students/parents who refuse school year remediation services.

A "Refusal of Remediation" form will be signed by any parent who refuses to allow student participation in remediation.

- o Describe how science and social studies remediation is implemented.

Students in grades 4 and 8 who scored at the approaching basic achievement level or below in LEAP shall receive science and social studies remediation through teaching across the curriculum within the regular classroom setting. Additionally, students who scored at the unsatisfactory achievement level will be provided intense and targeted remediation in those content areas through intervention and remediation.

- o Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

The remedial education program shall be based on performance objectives related to education achievement in grade appropriate skills addressed through the statewide curriculum standards for the required subjects, and shall provide supplementary services designed to meet the educational needs of each participating student.

The remedial education program shall be coordinated with all funded remedial education programs, but shall remain as a separate remedial program to be funded by the state. State funds for the remedial education program shall not be used to supplant other state, local, or federal funds being used for education of such students. The use of state remedial education funds shall not result in a decrease in state, federal, or local

funds, which have been made available to be used for educationally underserved children.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.
 1. Special School District (SSD) will evaluate the effectiveness of our school year program through disaggregation and analyzing test results received from the LEAP tests. Keeping in mind that some of the students' results may have been re-routed to the district from which they came, it will be important to acquire results from those sites in order to obtain an accurate interpretation of the effectiveness of the program.
 2. Individual portfolios will be developed for each eligible student. These portfolios will identify skill area deficiencies based upon data obtained from the GEE Individual Student Reports. Teachers' lesson plans will reflect remediation instructional activities.
 3. Annually prior to October 15th, each school system shall report to the public the results of its efforts to provide a remedial education program and the results of the monitoring review submitted by the state superintendent (BESE policy).
 4. Evaluation of the remedial program will also be reviewed and completed by Louisiana Department of Education (LDoE).

► Summer Remediation Program

- List the objectives for your summer remediation program.
 1. 100% of eligible students will participate in the 4th and 8th grade Summer LEAP Remediation.
 2. Of those students who participate in the 4th and 8th grade English Language Arts component of the Summer Remediation Program, 40% will score at or above the required achievement level for promotion on the English Language Arts component of the summer re-test administration of the LEAP test.
 3. Of those students who participate in the 4th and 8th grade Mathematics component of the Summer Remediation Program, 40% will score at or above the required achievement level for promotion on the Mathematics component of the summer re-test administration of the LEAP test.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
 - a. Beginning in the summer of the current school year, remediation in the form of summer school shall be provided to students who score at the *Basic/Approaching Basic* combination level on LEAP English/Language Arts or Mathematics tests. Students with disabilities who participate in LEAP Alternate Assessments, Level 2 (LAA 2), are eligible to attend LEAP Summer Remediation Program. SSD shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English/Language Arts and Mathematics at no cost to students who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English/Language Arts and/or Mathematics component(s) on the spring tests.
 - b. In accordance with the pupil progression plan for Special School District, LEAP summer remediation is outlined for fourth and eighth grade students as follows: Fourth grade students who do not meet the *Basic/Approaching Basic* combination requirement **must** attend summer remediation and re-take the test to be considered for promotion. All eighth grade students who score *Basic/Approaching Basic* **must** attend summer remediation and re-take the test to be considered for promotion or take courses for credit at the high school level.
 - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests. Remediation shall be provided to students who score at the *Approaching Basic* level on the LEAP science and social studies tests. Remediation is recommended for students who score at the *Approaching Basic* level on the LEAP science and social studies tests.
- Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

Pupil-Teacher ratio will not exceed Bulletin 741 limits.

- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

A student **must** attend a minimum of forty-five (45) hours of instruction to constitute attendance. A student must meet attendance requirements in order to be eligible for overrides or appeals. Students who choose **not** to attend are **not** eligible for certain promotion considerations.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the summer remediation. Please be reminded that all teachers selected must be certified.

All students not attaining the state performance standard (Graduation test) will be remediated by certified classroom teachers and/or paraprofessionals, under the immediate supervision of the classroom teacher.

- Describe the materials and methodology to be used throughout the district in summer remediation.
 - a. Instruction will be based on student deficits as identified on the State Language Arts, Math, Science, and Social Studies CTR's for 4th and 8th grades.
 - b. Comprehensive Curriculum and Grade Level Expectations (GLE's) will be used in planning instruction for grades 4 and 8.
 - c. Individualized instruction will be used to meet the individual needs of each student requiring remediation. This will be accomplished through in class grouping, pullouts of individuals and small groups.
 - d. Computer assisted instruction will be used for remediation as well as for maintenance or achieved grade appropriate skills.
 - e. Particular attention will be given to addressing the different learning styles of each student.
 - f. The content of the course will be determined by the needs of the students and based upon the required skills in the State Curriculum Guides in Language Arts, mathematics, science, and social studies.
- Describe the form of documentation collected for students and parents who refuse summer remediation services.

A "Refusal of Remediation" form will be signed by any parent who refuses to allow student participation in remediation.

- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

The remedial education program shall be based on performance objectives related to education achievement in grade appropriate skills addressed through the statewide curriculum standards for the required subjects, and shall provide supplementary services designed to meet the educational needs of each participating student.

The remedial education program shall be coordinated with all funded remedial education programs, but shall remain as a separate remedial program to be funded by the state. State funds for the remedial education program shall not be used to supplant other state, local, or federal funds being used for education of such students. The use of state remedial education funds shall not result in a decrease in state, federal, or local funds, which have been made available to be used for educationally underserved children.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
 1. Special School District (SSD) will evaluate the effectiveness of our summer remediation program through disaggregation and analyzing test results received from the LEAP tests. Keeping in mind that some of the students' results may have been re-routed to the district from which they came, it will be important to acquire results from those sites in order to obtain an accurate interpretation of the effectiveness of the program.
 2. Individual portfolios will be developed for each eligible student. These portfolios will identify skill area deficiencies based upon data obtained from the GEE Individual Student Reports. Teachers' lesson plans will reflect remediation instructional activities.
 3. Annually prior to October 15th, each school system shall report to the public the results of its efforts to provide a remedial education program and the results of the monitoring review submitted by the state superintendent (BESE policy).

Evaluation of the remedial program will also be reviewed and completed by Louisiana Department of Education (LDoE)

► GEE, LAA 2, and EOC Remediation

- Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:
- Program Description
 - Student selection criteria
 - All students, including identified disabled students who did not attain the state performance standard on the GEE and/or LAA 2 or EOC will be eligible for remediation.

teachers and/or paraprofessionals, under the immediate supervision of the classroom teacher.

- b. Teachers participating in the GEE, LAA 2 and/or EOC remediation program(s) will have regular and/or special education Louisiana certification in the appropriate areas to be qualified in the area of remediation.
- c. Paraprofessionals must have all of the following qualifications:
 - i. must be at least 20 years of age;
 - ii. must possess a high school diploma or its equivalent; and
 - iii. must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student [R.S. 17:398(A) and Board Policy].
- o Materials and methodology to be used
 - a. Instruction will be based on student deficits as identified on the State Language Arts, Math, Science, and Social Studies CTR's of the GEE, LAA 2 and/or EOC Test(s).
 - b. Comprehensive Curriculum and Grade Level Expectations (GLE's) will be used in planning instruction for the tests.
 - c. Individualized instruction will be used to meet the individual needs of each student requiring remediation. This will be accomplished through in class grouping, pullouts of individuals and small groups.
 - d. Computer assisted instruction will be used for remediation as well as for maintenance or achieved grade appropriate skills.
 - e. Particular attention will be given to addressing the different learning styles of each student.
 - f. The content of the course will be determined by the needs of the students and based upon the required skills in the State Curriculum Guides in Language Arts, mathematics, science, and social studies.
 - g. The Remedial Education Student Profile for the GEE, LAA 2 and/or EOC, provided by the LDoE shall be used by the local

school system providing remediation for each eligible student (Board Policy).

- h. Instruction shall include but not be limited to the philosophy, the methods, and the materials included in local curricula that are based upon State Content Standards in mathematics, English language arts, science, and social studies (Board Policy 3.01.08)
- i. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program (Board Policy).
- j. Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student needs (R.S. 17:395.E).

- o Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply

SSD shall use the guidelines of Rtl to assist in the remediation of its students during regular classroom instruction. Remedial courses and summer remediation will also be used as methods of remediation.

- o Documentation of students' and parents' refusal to accept remediation

Students who refuse to accept remediation must sign an affidavit stating their refusal. The affidavit must also be signed by the student's parent or guardian.

- o Plan for coordination of state, federal, and local funds for remediation

The remedial education program shall be based on performance objectives related to education achievement in grade appropriate skills addressed through the statewide curriculum standards for the required subjects, and shall provide supplementary services designed to meet the educational needs of each participating student.

The remedial education program shall be coordinated with all funded remedial education programs, but shall remain as a separate remedial program to be funded by the state. State funds for the remedial education program shall not be used to supplant other state, local, or federal funds being used for education of such students. The use of state remedial education funds shall not result in a decrease in state, federal, or local funds, which have been made available to be used for educationally underserved children.

- Evaluation plan for documenting evidence of achievement/growth of students
 1. The GEE, LAA2 and/or EOC remediation programs in Special School District will be evaluated in accordance with BESE standards.
 2. An annual evaluation using the approved State Department guidelines shall be submitted by June 15th of each year.
 3. Individual portfolios will be developed for each eligible student. These portfolios will identify skill area deficiencies based upon data obtained from the GEE, LAA2 and/or EOC Individual Student Reports. Teachers' lesson plans will reflect remediation instructional activities.
 4. Annually prior to October 15th, each school system shall report to the public the results of its efforts to provide a remedial education program and the results of the monitoring review submitted by the state superintendent (BESE policy).

IX. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

- ▶ List the written policies for all alternatives to regular placements

SSD shall offer an Adult Education Instructional Program. This program is designed as an alternative to traditional education for students who meet the criteria as defined by Louisiana statues.

- ▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Adult Education Instructional Programs

Adult Correctional facilities within SSD shall provide eligible exceptional students special education through the Adult Educational Instructional Program, where appropriate, using procedures outlined in existing policy.

Further all programming must comply with all facility requirements as designated by the Department of Public Safety & Corrections.

Services are provided to incarcerated youth (18-22 in age) and young adults through the age of 25.

- ▶ Describe the LEA's procedures for placement in adult education programs

See previous response.

B. Connections Process

1. Connections is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age by September 30th (beginning in 2011) and 2 or more grade levels behind are eligible to enter the process. Current Pre-GED/Options students will move into an appropriate exiting pathway pending committee review.

- ▶ Describe the local process for placing students in the Connections Process.

SSD students are traditionally enrolled 30-60 days; therefore, the Connections program is not offered within the district.

- ▶ Describe the components and requirements of the local Connections Process.

SSD students are traditionally enrolled 30-60 days; therefore, the Connections program is not offered within the district.

X. Other Policies and Procedures

A. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment Program;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;

- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and alternative programs;
- Special education documents, as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

► Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention

1. The Regional Coordinator/designee shall be responsible for keeping an accurate and complete record of each pupil's progress during each year that he/she is under the supervision of said Regional Coordinator/designee. The Regional Coordinator/designee must ensure the completeness, accuracy and confidentiality of these records. Records means any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, file, microfilm and microfiche.
2. The following records and reports must be maintained for each student:
 - a. Course grades;
 - b. Scores on Louisiana Educational Assessment Program;
 - c. Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - d. Information (or reasons) for student placement (see definition of placement);
 - e. Information on the outcome of participation in remedial and alternative programs;
 - f. IEPs and multidisciplinary evaluations and other documents as specified in the approved Individual with Disabilities Act (IDEA) – Part with Disabilities Act (IDEA) – Part B, LEA application;

- g. A copy of the letter informing the parent of either the placement of the student in or removal of the student from a remedial program must be kept on file;
- h. Documentation of the parent/guardian/surrogate's having been informed in writing, see Appendix C, of the decision to retain a student and of the system's due process procedure relating to placement procedures (as defined in the system's Pupil Progression Plan);
- i. Documentation of the School Building Level Committee (SBLC) procedures and actions regarding disabled students under Section 504 of the Rehabilitation Act of 1973.

CONFIDENTIALITY AND ACCESS TO STUDENT RECORDS

Parents, guardian/surrogates are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. Parents have the right to inspect and review any school records dealing with their children. Additionally, these parental rights are transferred to students at age 18.

CONSENT FOR DISCLOSURE OF RECORDS

1. Parental consent must be obtained before personally identifiable information regarding their child is released to anyone other than the following:
 - a. Parent or competent major student,
 - b. Other school officials, including teachers, within the school system who have been determined by the Confidentiality Designee to have legitimate education interests,
 - c. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, the Commissioner, the Director of the National Institute of Educational Authorities,
 - d. State and local officials or authorities to whom information is specifically required to be reported.
2. The following procedures apply to obtaining consent and release of personally identifiable information.
 - a. The Confidentiality Designee who is the Regional Coordinator/designee, shall use the approved Dissemination form for obtaining written parental consent for release of information which includes the following:
 - i. Specifications of records to be disclosed

- ii. The purpose(s) for disclosure
 - iii. The party or class of parties to whom the disclosure may be made
 - iv. Period of time for which the consent is valid, not to exceed twelve (12) months
 - v. Signature of parent and date of signature
- b. When an employee of the school system receives a request for disclosure of personally identifiable information, that employee shall contact the Confidentiality Designee who shall determine whether parental consent is necessary. The Confidentiality Designee shall notify the appropriate personnel to request parental consent.
- c. If parental consent is not necessary, as in the case of the transfer of educational records from one public school system to another public school system within Louisiana, the Confidentiality Designee shall:
- i. Notify the parents by letter at their last known address, and
 - ii. Transfer the records (including IEP and multidisciplinary evaluation) to the requesting school system.
- d. If parental consent is necessary:
- i. The appropriate release form shall be completed and signed by the parent.
 - ii. A copy of the signed release form shall be maintained as part of the student's record.
 - iii. A copy of the record(s) to be released shall be offered to the parent.
 - iv. It may be assumed that the parent is authorized to give consent, unless the school system has been provided with a legally binding instrument, which proves to the contrary.

STUDENT RECORDS

1. SSD schools shall maintain a student record file in accordance with the policies established by the State Board of Elementary and Secondary Education (BESE), and with State and Federal Statutes and Regulations.

2. At a minimum, student records shall contain:

- a. Name, date of admission, and date of birth
- b. Name and address of parents, legal guardian and/or next of kin
- c. Sex, height, weight, color of hair, color of eyes, recent photograph and social security number*
- d. Reason for admission or referral problem
- e. All individual evaluations that shall be on record and made available, upon request, to the authorized State Department of Education personnel for review with appropriate identification
- f. Language or means of communication spoken or understood
- g. A cumulative record of the student's progress through the curriculum with provisions made for this record to follow the student if he/she were to transfer (including the Louisiana Educational Assessment Program Test results).
- h. Accident reports, seizures, and illnesses*
- i. Behavioral incidents
- j. Attendance records
- k. Anecdotal notes
- l. Annual physical to include thorough vision and hearing examination. This is absolutely necessary if the student participates in athletics.*
- m. Media releases*
- n. Psychological evaluations*
- o. Social summaries*
- p. Individualized Education Program
 - i. Established by an interdisciplinary team in accordance with Public Law 101-476.
 - ii. A statement of the present level of educational performance.

- iii. A statement of annual goals, including short-term instructional objectives.
 - iv. A statement of the specific educational services to be provided to each student, and the extent to which each student will be able to participate in regular education programs.
 - v. The projected date for initiation and anticipated duration of such services.
 - vi. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, if instructional objectives are being achieved.
- q. All immunizations given in accordance with State Department of Public Health shall be recorded on a cumulative health record of each student.*

***Available in facility records.**

Permanent records and reports of each student's placement (K-12) will be maintained. Each record and/or report shall be kept as a part of the student's cumulative file. Permanent records of each student relative to instructional placement will be kept in the confinement of the school.

B. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

► Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

- Regular education students

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian or surrogate parent of a student in Special School District. Regional Coordinators and /or designee will consider the request and refer the matter to the student's IEP Committee or SBLC when appropriate. The decision will be communicated to the parents by means of a written and oral explanation. Parents may appeal the decision to the State Director of SSD or his designee who will make a final decision. Such requests must be in writing and contain evidence to be considered. In order to comply with Chapter 5 of the Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.) in the case of

the student with a Disability, in no instance will these procedures contradict the due process procedures as described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA application.

- Students with disabilities

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian or surrogate parent of a student in Special School District. Regional Coordinators and /or designee will consider the request and refer the matter to the student's IEP Committee or SBLC when appropriate. The decision will be communicated to the parents by means of a written and oral explanation. Parents may appeal the decision to the State Director of SSD or his designee who will make a final decision. Such requests must be in writing and contain evidence to be considered. In order to comply with Chapter 5 of the Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.) in the case of the student with a Disability, in no instance will these procedures contradict the due process procedures as described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA application.

- Section 504 students

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian or surrogate parent of a student in Special School District. Regional Coordinators and /or designee will consider the request and refer the matter to the student's IEP Committee or SBLC when appropriate. The decision will be communicated to the parents by means of a written and oral explanation. Parents may appeal the decision to the State Director of SSD or his designee who will make a final decision. Such requests must be in writing and contain evidence to be considered. In order to comply with Chapter 5 of the Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.) in the case of the student with a Disability, in no instance will these procedures contradict the due process procedures as described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA application.

C. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).
2. Local criteria for K-12 must supplement the content standards approved by the BESE (R.S. 17:24(G)).

3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan (R.S. 17:24.4(E) and (G)).

D. Other Policies and Procedures

Each LEA shall have policies and procedures that address, but are not limited to, the following (Bulletin 741 §337):

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;
2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;
3. the operation of special departments and special programs in each school;
4. the admittance of students to and the dismissal of students from special educational programs;
5. the exclusion of students with communicable diseases and their readmittance following their recovery (refer to §1131);
6. the control of communicable problems, such as lice and scabies (refer to §1131);
7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;
8. the administration of medication in schools (refer to §1129);
9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);
10. the disciplining of students with disabilities (refer to §131.);
11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;
12. the use of school buildings outside of regular school hours;

13. student access to the Internet (refer to §1709);
14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);
15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;
16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;
17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
 - a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
 - b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;
18. the implementation of §2304 Science Education;
19. the school assignment of students in foster care (refer to §1109);
20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);
21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);
22. the physical abuse of public school teachers and other school employees by students (refer to §521);
23. the collection of student biometric information (refer to §1149);
24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;

25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and

26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities*)

► Include policies related to these requirements in this document, as appropriate.

All SSD instructional programs must adhere to all other agency guidelines and regulations which may or may not affect some of the procedures outlined.

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.

A. STATE TERMS

1. Acceleration – Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted students’ as identified according to Bulletin 1508.
2. Alternate Assessment – Alternative to Regular Placement-placement of students in programs not required to address the State Content Standards. The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. Content Standards – Statements of what we expect students to know and be able to do in various content areas.
4. LEAP Summer Remediation – The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English/Language Arts, or Mathematics.

5. Louisiana Educational Assessment Program (LEAP) – The state’s testing program that includes the grades 3, 5, 6,7 and 9 Louisiana Norm-Referenced Testing Program; the grades 4 and 8 Criterion-Referenced Testing Program including English/Language Arts, mathematics, social studies and science and the Graduation Exit Examination (English/Language Arts, mathematics, written composition, science and social studies).
 6. Promotion – A pupil’s placement from a lower to a higher grade based on local and state criteria contained in these guidelines.
 7. Pupil Progression Plan – “The Comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.”
 8. Regular Placement – The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
 9. Remedial Programs – Programs designed to assist students including identified exceptional and Non/Limit English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
 10. Remediation – See Remedial Programs.
 11. Retention – Non-promotion of a pupil from a lower to a higher grade.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

B. LOCAL TERMS

1. Alternate Assessment – utilization of non-traditional approach to measure student performance.
2. Anecdotal Records – Short written statement describing a student’s behavior and is usually kept in his cumulative records.

3. “At-Risk Student” – A student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, low academic achievement, drug abuse, delinquency, pregnancy, etc.
4. Benchmarks – statements that reflect developmentally appropriate levels of the standard and that add definition and detail to the standard.
5. Carnegie Unit – Refers to the amount of credit given for successful study of a subject in grades 9-12.
6. Chronological Age – Refers to the actual age (in calendar years) of a person.
7. Clinicians – Medical personnel at the State facilities hired to work with the students admitted to the facility.
8. Formative Assessments – Intermediate or continuous evaluation which may include feedback to help in achieving goals. Formative evaluation helps form instruction.
9. Grade-level Expectation (GLEs) – statements of what all students should know or be able to do by the end of each grade, PreK-12, in English language arts, mathematics, science, and social studies.
10. Home Unit – the residential living quarters of the student.
11. Inclusion- refers to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom.
12. Lock-down – a term used in corrections to describe a type of most restricted non-educational setting for rule violations at the Adult facility.
13. Louisiana Comprehensive Curriculum (LCC) – Curriculum that is aligned with state content standards as defined by grade-level expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.
14. Remedial Programs – Programs designed to assist students to overcome educational deficits identified through the State Assessment and other local criteria.
15. State Content standards – Written subject area standards outlines in State Curriculum Guides.

16. School Building Level Committee (SBLC) – A designated school-based committee consisting of support personnel, teachers, school administrators, and parent and pupil representatives to address individual and group needs at the school.
 17. Summative Assessments – The final or culminating evaluation of a unit or chapter.
 18. Tech – an individual hired by the facility to shadow and mentor a student in the educational program.
 19. Therapy – or **treatment plan**, is the attempted remediation of a health problem, following the diagnosis from the facility medical physician. Therapy sessions may interrupt the student's educational instruction as prescribed in the treatment plan from the physician.
- Additional information that you wish to add would begin with Appendix B.

APPENDIX B

CERTIFICATE OF ACHIEVEMENT

Certificate of Achievement – an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student’s continuous eligibility for services under these Regulations unless the student has reached the age of twenty-two.

1. The student has a disability under the mandated criteria.
2. The student has participated in Louisiana Alternate Assessment Program (LAA).
3. The student has completed at least twelve years of school or has reached the age of twenty-two (not to include students younger than sixteen).
4. The student has met attendance requirements.
5. The student has addressed the general education curriculum as reflected on the students’ IEP.
6. Transition planning for the student has been completed and documented.

Certificate of Achievement – Provisional Eligibility Criteria – an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below.

1. Eligible student(s) are those:
 - a. who have disabilities under the mandate criteria;
 - b. who were in an Alternative to Regular Placement (ARP) program during the 1997-98 school year as documented in the IEP;
 - c. who were enrolled in grades 6, 7, 8, 9, 10, or 11 during the 1998-99 school year; and
 - d. who their IEP team determined did not meet the LEAP Alternate Assessment Participation Criteria.
 - e. or
 - i. who participated in LAA in the Spring 2002 or Spring 2003;
 - ii. who are disabled under the mandated criteria;

- iii. who participated in LEAP Alternate Assessment in their first or third years of high school; and
 - iv. whose IEP team determined would not be eligible to participate in alternate assessment under the revised LEAP Alternate Assessment Participation Criteria.
2. Eligible students shall meet the Provisional Eligibility Criteria listed below to be awarded a Certificate of Achievement. The receipt of Achievement shall not limit a student's continuous eligibility for services under these Regulations unless the student has reached the age of twenty-two.
- a. The student has participated in general district and statewide assessments, including all components of the Graduation Exit Examination (GEE).
 - i. If the student has failed a component of the GEE, the decision to retake that component of the GEE is an IEP team decision.
 - ii. If the student will not retake that component of the GEE, GEE remediation will not be provided.
 - iii. If the student will retake that component of the GEE, the student will be provided GEE remediation.
 - b. The student has completed at least twelve years of school or has reached the age of twenty-two (not to include students younger than sixteen).

APPENDIX C

**Special School District
School Building Level Committee
Referral for Promotion/Retention**

Student Name: _____ DOB: _____ Age: _____ Grade: _____

LAA 1 _____ LAA 2 _____ General Education _____

Referred for: Retention _____ Promotion _____ Carnegie Unit Credit _____

- Procedure:
1. Fill in above information.
 2. Submit referral to SBLC Chairperson.
 3. Bring student folder to meeting.

-----*To be completed at SBLC Meeting*-----

Reason for Promotion or Retention:

Committee's Decision: (check one)

_____	State and local Pupil Progression Plan (PPP) criteria for promotion were met and are documented.
_____	Recommend retention in the _____ grade.
_____	Recommend promotion to the _____ grade.
_____	Recommend Carnegie Unit to be earned in the following subjects: _____ _____
_____	Deny retention/promotion (reason): _____ _____ _____

-----*SBLC Committee Signatures*-----

ODR/Regional Coordinator

SBLC Meeting/Decision Date: _____

APPENDIX D

LEAP Alternate Assessment, LEVEL 1 (LAA 1) Participation Criteria for Grades 3-11

Student _____ DOB _____ State I.D. # _____ Grade Enrolled _____
School _____ District _____

Only students with **the most significant cognitive disabilities** are eligible to participate in LEAP Alternate Assessment, Level 1 (LAA 1).

Both Part One and Part Two of this form must be completed for a student to participate in LAA 1.

PART ONE—CIRCLE “AGREE” OR “DISAGREE” FOR EACH STATEMENT.

Documentation supporting decisions on each statement in this section must be dated and maintained in the student’s IEP folder.

- | | | |
|--------------|-----------------|---|
| Agree | Disagree | The student’s impairments cause dependence on others for most, if not all, daily living needs, and the student is expected to require extensive ongoing support in adulthood. |
| Agree | Disagree | The student’s instructional program emphasizes life skills and functional applications of the general curriculum. |
| Agree | Disagree | The student requires extensive instruction on functional skills in multiple settings (e.g., school, work, home, community) to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments. |
| Agree | Disagree | Current longitudinal data (e.g., classroom observation, task analyses, progress on IEP objectives, evaluations, and parental information) indicate the student should participate in LAA 1. |

STUDENT SAFEGUARDS

- | | | |
|--------------|-----------------|---|
| Agree | Disagree | The decision for LAA 1 is not solely based on the student’s placement. |
| Agree | Disagree | The decision for LAA 1 is not solely based on the student’s disability according to Bulletin 1508 |
| Agree | Disagree | The decision for LAA 1 is not solely based on excessive or extended absences. |
| Agree | Disagree | The decision for LAA 1 is not solely based on social, cultural, and/or economic differences. |
| Agree | Disagree | The decision for LAA 1 is based on its anticipated impact on School Performance Scores. |
| Agree | Disagree | The decision for LAA 1 is an IEP team decision based on the needs of the student; it is not an administrative decision. |

To be eligible to participate in LAA 1, the response to each of the ten statements above must have been “Agree.”

**LEAP Alternate Assessment, LEVEL 1 (LAA 1)
Participation Criteria for Grades 3-11**

Student _____ DOB _____ State I.D. # _____ Grade Enrolled _____
 School _____ District Student _____ DOB _____

PART TWO – COMPLETE EITHER A, B, OR C.

A. A student with one of the three exceptionalities below is considered to have a significant cognitive disability. If applicable, check the exceptionality as documented on the student’s current multidisciplinary evaluation. Check only one.

- Profound Mental Disability Severe Mental Disability Moderate Mental Disability

If you checked one of the three exceptionalities above, advance to **Parental Understanding** near the bottom of this page. If you have **not** checked one of the three exceptionalities above, consider the next three exceptionalities.

B. A student with one of the three exceptionalities below **may function** like a student with a significant cognitive disability. If applicable, check the exceptionality as documented on the student’s current multidisciplinary evaluation. Check only one.

- Multiple Disabilities Traumatic Brain Injury Autism

If you checked one of the three exceptionalities above, advance to **Parental Understanding** near the bottom of this page. If you have **not** checked one of the three exceptionalities above, consider the next possibility.

C. **It is possible, though unlikely**, that LAA 1 may be the appropriate assessment for a student with some other exceptionality **who functions like a student with a significant cognitive disability**. If applicable, indicate the exceptionality as it appears on the students’ multidisciplinary evaluation.
Exceptionality _____

If you have indicated an exceptionality on the line above, advance to **Parental Understanding** near the bottom of this page. If you have not indicated an exceptionality on the line above, advance to **IEP Team Decision** in the box at the bottom of this page, indicate that the student is **not eligible**.

Parent Understanding: If my child is eligible for and participates in LEAP Alternate Assessment, Level 1, my initials indicate I understand the statements below.

- _____ Testing in LAA 2 means my child has an instructional program that emphasized functional rather than academic skills.
- _____ Testing in LAA 1 means my child is progressing toward a Certificate of Achievement. **If my child continues to participate in LAA 1, it is highly unlikely that he or she will earn a standard high school diploma.** I am aware that my child must pass all required components of the Graduation Exit Examination (GEE) and earn the required Carnegie Units in order to receive a standard high school diploma.
- _____ My child is eligible to participate in the PreGED/Skills Option Program based on eligibility criteria.

IEP Team Decision: This form shall be attached to the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP.

_____ (Student’s Name) is **eligible** for participation in LEAP Alternate Assessment, Level 1 and **will participate** in LAA 1.

_____ (Student’s Name) is **eligible** for participation in LEAP Alternate Assessment, Level 1 but **will not participate** in LAA 1.

_____ (Student’s Name) is **not eligible** for participation in LEAP Alternate Assessment, Level 1.

APPENDIX E

LEAP Alternate Assessment, LEVEL 2 (LAA 2) Participation Criteria for Grades 4-11

Student _____ DOB _____ State I.D. # _____ Grade Enrolled _____
 School _____ District _____

This LEAP Alternate Assessment, Level 2 (LAA 2) policy, based on modified academic achievement standards, allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.

The Local Education Agency (LEA) is required to provide the student with

- LEAP remediation, and
- Accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.

Circle “Agree” or “Disagree” for each item below.

- | | | |
|--------------|-----------------|---|
| Agree | Disagree | The student scored at the <i>Unsatisfactory</i> level in English language arts and/or mathematics on the previous year’s LEAP/iLEAP/GEE <u>or</u> participated in LAA 1 or LAA 2. |
| Agree | Disagree | The student’s IEP reflects a functioning grade level in English language arts (including reading) and/or mathematics at least three (3) grade levels below the actual grade level in which he or she is enrolled. |
| Agree | Disagree | The student’s instructional program is predominately academic in nature, and may include application of academic content across environments to ensure generalization of skills. |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on a disability. |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on placement. |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> determined administratively. |

Note: For the student with a disability to be eligible for LEAP Alternate Assessment, Level 2, the response to each statement above must be “Agree”.

Parental Understanding: If my child is eligible for and participates in LEAP Alternate Assessment, Level 2, my initials indicate I understand the statements below.

- _____ Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie Units.
- _____ The decision for LAA 2 is an IEP team decision based on the needs of the student.
- _____ If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate.
- _____ My child is eligible to participate in the PreGED/Skills Option Program based on eligibility criteria.

IEP Team Decision: This form shall be attached to the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP.

- | | |
|------------------|--|
| (Student’s Name) | is eligible for participation in LEAP Alternate Assessment, Level 2 and will participate in LAA 2. |
| (Student’s Name) | is eligible for participation in LEAP Alternate Assessment, Level 2 but will not participate in LAA 2. |
| (Student’s Name) | is not eligible for participation in LEAP Alternate Assessment, Level 2. |

Copies must be provided to teacher(s), parent, and central office.

APPENDIX F

Guidelines for Nonpublic and Home Schooled Students Transferring to the Public School Systems: Participation in the LEAP

A student who is transferring from an in-state nonpublic school or a home schooling program or a Louisiana resident* who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade LEAP English Language Arts **and** Mathematics tests. Fourth grade students must score *Basic* or above on either the LEAP English Language Arts test or the LEAP Mathematics test and *Approaching Basic* or above on the other one. Eighth grade students must score *Approaching Basic* or above on both the English Language Arts and Mathematics tests. Beginning in spring 2006, the achievement level for 8th grade students will be raised to the *Basic/Approaching Basic* combination level. The following guidelines shall apply.

1. Students must take LEAP during either a spring or a summer administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system, or Local Education Agency (LEA), District Test Coordinator to register for the test.
2. The nonpublic school and the parent(s) (or home school parent[s]) are responsible for providing to the LEA District Test Coordinator, at least ten (10) working days prior to the testing date, appropriate documentation required for requesting standard testing accommodations.
3. Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to the High Stakes Testing Policy.
4. LEAs may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
5. Students who participate in a spring administration and fail to score at the required achievement level(s) are eligible to retake the LEAP at the following summer administration.
6. LEAs shall offer LEAP summer remediation to nonpublic/home schooled 4th and 8th grade students who fail to score at the required LEAP achievement level(s), as well as to nonpublic/home schooled 4th and 8th grade students who did not test in the spring but wish to prepare for the summer administration. LEAs may charge a fee, not to exceed \$100 per student, for such remediation. The summer remediation fee shall be refunded upon the student's enrollment in that public school system the semester immediately following summer remediation.
7. Students who fail to score at the required achievement level(s) are not required to attend the summer remediation offered by the LEA to be eligible to take the summer retest. However, students must attend the LEA-offered summer remediation to be eligible for the appeal process or the policy override.
8. Only students who fail to score at the required achievement level(s) after participation in **both** the spring and summer administration of LEAP **and** who attend the summer remediation offered by the LEA are eligible for the appeals process or the policy override, provided all criteria are met (see the High Stakes Testing Policy).
9. Students who participate **only in the spring administration or only in the summer administration** and fail to score at the required achievement level(s) **are not eligible** for the appeals process or the policy override. These students **are not eligible** to take the LEAP test for placement purposes.
10. Students transferring into local school systems after the LEAP summer retest but **prior to February 15th** are required to take the state selected form of the LEAP test for grade placement if the students have not taken LEAP.
11. Students taking the LEAP test are not eligible for a retest or for the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee.
12. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

*A Louisiana resident transferring from any out-of-state school is defined as a student who lives in Louisiana but attends school in an adjacent state.

SBESE Approved: September 18, 2003

APPENDIX H

SPECIAL SCHOOL DISTRICT OFFICIAL GRADE CHANGE FORM

SCHOOL _____

Student's Name: _____

Identification Number: _____ Date of Birth: _____

Enrolled Grade level: _____ Course Title: _____

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

Date the Grade was issued: _____ Semester Grade Received _____

Date of the Grade Correction: _____ Result of the Grade Correction _____

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

Teacher's Signature Date

Data Manager's Signature Date

Regional Coordinator's Signature Date

NOTE: Please provide a copy of this document to the following: Student and/or Parent(s)/Guardian(s), Teacher, and Data Manager